

# A Message from the MIDDLE

Volume 14, Number 1, November 2022



*Picture of Elephant  
Acrylics by Madeline Przbylski, Grade 8 student, Aurora Middle School, Lac La Biche, Alberta*

## In This Issue

President's Message .....	2	Book Club.....	11
Editors' Notes.....	3	Play.....	12
MYC 2023 .....	4	Cheating and Plagiarizing.....	13
Why Reading Aloud to Middle School Students Works .....	7	AMLE Update.....	18
ATA Information .....	8	Birth of a Middle School Student Advisory Council .....	20
PEC Report .....	9	Tech Corner .....	23
Using Lyrics for Poetry Analysis.....	11	Going Outside the Programs of Study .....	24

# President's Message



*Jeremy Spink*

We are approaching a third of the year almost complete, and the weather is colder. I love the fall and winter months, but the transition from summer is tough sometimes. This is my 30th year teaching middle school, so I want to impart some old person wisdom that you may have

heard before. They help you stay sane some days.

Remember to continue building relationships! Let the kids know you, and spend time to get to know them so that they will reveal information about themselves. Eat lunch with them, coach and do cool projects.

For goodness sake, laugh and have fun. These kids are going through the toughest years of their lives. They will be defiant and moody, and generally lose the ability to think. Find things that will make them smile and brighten your day. Take care of yourself. You are no good to the students if you are not in a great place yourself. Lean on other staff members, and take time to do things that fill your bucket.

We are continually looking for new ways to support middle years teachers and for feedback from you to help us out. We are committed to making sure that you, as members, receive as much as possible from your membership in the Middle Years Council. Please let me know if you have any ideas to make your years in the middle better by contacting me at [jeremy.spink@rdpsd.ab.ca](mailto:jeremy.spink@rdpsd.ab.ca). We hope that you love being part of our council and that you have a great year "in the middle."

I hope to see you at our annual conference in Banff in April.

*Jeremy Spink  
President 2022/23*



THE MIDDLE YEARS  
COUNCIL WANTS  
YOU!!!

The MYC website is [HTTP://MYC.TEACHERS.AB.CA](http://myc.teachers.ab.ca)  
Please add it to your favourites.

# Editors' Notes



*Emma Holota*

Another year, another edition of the Middle Years Council newsletter. Thank you to all the contributors.

We would love to showcase your school in the newsletter. To learn how that can happen, please

contact me or Victoria Holota if you have an event that celebrates learning in your school. We want to share the wonderful learning experiences happening in schools across Alberta.

You may have noticed the artwork on the front cover. If you would like to have your students' artwork displayed, please contact me for information at [holota.emma@gmail.com](mailto:holota.emma@gmail.com).

*Emma Holota, Coeditor  
Northeast MYC Representative  
Aurora Middle School, Lac La Biche*



*Victoria Holota*

My name is Victoria Holota, and I am very excited to join the newsletter committee! I am a Grade 8 humanities teacher in Fort McMurray, and I am passionate about history and Indigenous education.

One struggle we constantly have is finding teacher articles to fill the newsletter. We want to hear from you! Is there a cool resource you would like to share, a concern you can help with or a professional project that you would like to create a working group for? Please write an article and send it to me at [victoria.holota@fmcsd.ab.ca](mailto:victoria.holota@fmcsd.ab.ca) or Emma at [holota.emma@gmail.com](mailto:holota.emma@gmail.com).

*Victoria Holota, Coeditor  
North MYC Representative  
Father Mercredi High School, Fort McMurray*



# MYC 2023

April 27–29

We are beyond excited to announce the conference lineup for MYC 2023. The conference promises to be of immense value to all of our delegates. Based on previous conference evaluations, we've brought back our Sawback Brewery speed session on Thursday evening. This informal, conversational session is social in nature and basically provides a soft start for delegates to meet and discuss various educational topics over a beverage. The session was very well received last year, and hosts Kristie McCullough and Chris Andrew promise to get the conference off to a great start. Whether you come alone or with a group, this session is a great way to begin your conference.

We are pleased to announce that on Friday, April 28, Dr Bruce Perry has agreed to lead two keynote sessions on childhood trauma and its impact on children.

As for Saturday, our conference will feature former teacher and now comedian Ken Valgardson. Ken's session promises to be fun and will be a good conclusion to what we feel is going to be a great conference. Ken has also agreed to participate in our panel conversation on Saturday as well, so Saturday will be a fun and educational day for delegates.

Please keep checking our website at [www.ata-myc.com](http://www.ata-myc.com) for more information about the council and conference. If you haven't followed us on Facebook, Instagram or Twitter, the Middle Years Conference has a new communications lead (Kelly Drury Laffin) in that role, so teachers can expect more information coming out on our social media channels.

*Chris McCullough and Tom Stones*

## Dr Bruce Perry



*Dr Bruce Perry*

Dr Bruce Perry is the principal of the Neurosequential Network, senior fellow of the ChildTrauma Academy and a professor (adjunct) in the Departments of Psychiatry and

Behavioral Sciences at the Feinberg School of Medicine at Northwestern University in Chicago and the School of Allied Health, College of Science, Health and Engineering, La Trobe University, Melbourne, Victoria, Australia.

Over the last 30 years, Dr Perry has been an active teacher, clinician and researcher in children's mental health and the neurosciences holding a variety of academic positions. His work on the impact of abuse, neglect and trauma on the developing brain has impacted clinical practice, programs and policy across the world. Dr Perry is the author, with Maia Szalavitz, of *The Boy Who Was Raised as a Dog* (2017), a bestselling book based on his work with maltreated children, and *Born for Love: Why Empathy Is Essential and Endangered* (2011). Dr Perry's most recent book, *What Happened to You? Conversations on Trauma, Resilience, and Healing*, coauthored with Oprah Winfrey, was released in 2021.

Dr Perry was on the faculty of the Departments of Pharmacology and Psychiatry at the University of Chicago School of Medicine from 1988 to 1991. From 1992 to 2001, Dr Perry served as the Trammell Research Professor of Child Psychiatry at Baylor College of Medicine in Houston, Texas. During this time, Dr Perry also was chief of Psychiatry for Texas



Children's Hospital and vice-chairman for research within the Department of Psychiatry. From 2001 to 2003, Dr Perry served as the medical director for provincial programs in Children's Mental Health for the Alberta Mental Health Board. He continues to consult with the Government of Alberta on children's issues and serves as a founding member of the Premier's Council of Alberta's Promise.

Dr Perry has conducted both basic neuroscience and clinical research. His neuroscience research has examined the effects of prenatal drug exposure on brain development, the neurobiology of human neuropsychiatric disorders, the neurophysiology of traumatic life events and basic mechanisms related to the development of neurotransmitter receptors in the brain. His clinical research and practice has focused on high-risk children. This work has examined the cognitive, behavioural, emotional, social and physiological effects of neglect and trauma in children, adolescents and adults. This work has been instrumental in describing how childhood experiences, including neglect and traumatic stress, change the biology of the brain—and, thereby, the health of the child.

His clinical research over the last 20 years has been focused on integrating emerging principles of developmental neuroscience into clinical practice. This work has resulted in the development of innovative clinical practices and programs working with maltreated and traumatized children, most prominently the Neurosequential Model, a developmentally sensitive, neurobiology-informed approach to clinical work (NMT), education (NME) and caregiving (NMC). This approach to clinical problem solving has been integrated into programs at dozens of large public and nonprofit organizations serving at-risk children and their families.

His experience as a clinician and a researcher with traumatized children has led many community and governmental agencies to consult Dr Perry following high-profile incidents involving traumatized children and youth including the Branch Davidian siege in Waco (1993), the Oklahoma City bombing (1995), the Columbine school shootings (1999), the September 11 terrorist attacks (2001), Hurricane Katrina (2005), the FLDS polygamist sect (2008), the earthquake in Haiti (2010), the tsunami in Tohoku Japan (2011), the Sandy Hook Elementary school shootings (2012), and the Camp wildfire in California (2018) among many others.

Dr Perry has published over 500 journal articles, book chapters and scientific proceedings and is the recipient of numerous professional awards and honours, including the T Berry Brazelton Infant Mental Health Advocacy Award, the Award for Leadership in Public Child Welfare, the Alberta Centennial Medal and the 2014 Kohl Education Prize. He serves on the board of directors of multiple organizations including Prevent Child Abuse America and the Ana Grace Project.

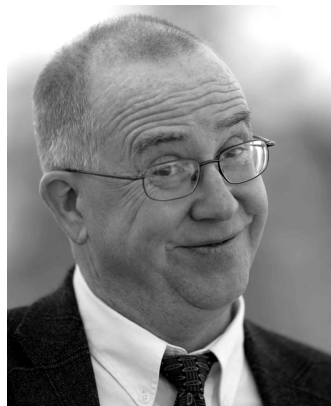
He has presented about child maltreatment, children's mental health, neurodevelopment and youth violence in a variety of venues including policy-making bodies such as the White House Summit on Violence, the California Assembly and US House Committee on Education. Dr Perry has been featured in a wide range of media including *60 Minutes*, *National Public Radio*, *The Today Show*, *Good Morning America*, *Nightline*, *CNN*, *MSNBC*, *NBC*, *ABC* and *CBS News*, and *The Oprah Winfrey Show*. His work has been featured in documentaries produced by *Dateline NBC*, *20/20*, the *BBC*, *Nightline*, *CBC*, *PBS* as well as dozens of international documentaries. Many print media have highlighted the clinical and

research activities of Dr Perry including a Pulitzer Prize winning series in the *Chicago Tribune*, the *Sun*, *US News & World Report*, *Time*, *Newsweek*, *Forbes ASAP*, *Washington Post*, the *New York Times* and *Rolling Stone*.

Dr Perry, a native of Bismarck, North Dakota, was an undergraduate at Stanford University and Amherst College. He attended medical and graduate school at Northwestern University, receiving both MD and PhD degrees. Dr Perry completed a residency in general psychiatry at Yale University School of Medicine and a fellowship in Child and Adolescent Psychiatry at the University of Chicago.

*Reprinted from [www.bdperry.com/about](http://www.bdperry.com/about). Minor changes have been made to fit ATA style.*

## Ken Valgardson



*Ken Valgardson*

Ken Valgardson was born in Edmonton in November 1956 to a normal family that had good values. Ken got a degree in education and has taught school for 35 years and has now retired.

So why did this normal kid dabble in the stand-up arts over 30 years ago to become a full-time comedian and a full-time teacher? Ken didn't mean to let his mother down by going to the dark side, but he likes comedy and he is good at it; he likes teaching and he is good at it also.

Ken has performed in comedy clubs for 30 years, and this has taken him all across Canada and even to the Middle East to entertain our troops. Ken is one of the favourite corporate comics of western Canada with a very adaptable routine that touches on many subjects.

Ken lives in rural Alberta, so he can draw from his experiences to entertain rural communities from Bawlf to Tiger Lily (he's done it twice).

*Reprinted from [www.kenvalgardson.com/bio.html](http://www.kenvalgardson.com/bio.html). Minor changes have been made to fit ATA style.*

# Why Reading Aloud to Middle School Students Works

*The benefits of reading aloud aren't limited to elementary students. One middle school teacher explains how read-alongs improve comprehension and boost engagement.*

While reading aloud is typically an elementary school practice, a modified method can be useful for comprehension and engagement in older students as well. In EdWeek's "Bringing the Joy of Read-Alouds to Middle School Students," Christina Torres, a Grade 8 English teacher at Punahou School in Honolulu, Hawaii, describes how she has used a "read-along" strategy with her students for six years. In a read-along, Torres reads while "all students follow along with their own copy of the text," she writes. "I stop periodically to explain vocabulary, model note-taking in the margins or engage in class discussion."

Torres believes read-alongs "build student enjoyment, engagement, and camaraderie." She likens the student conversations after read-alongs to "the way an audience talks after a movie: They walk out of class chatting about what happened. They ask their peers in other classes about the voices I used, or if I added sound effects," she writes. They even read ahead and discuss their reading outside of class, she says.

The article provides several tips to make reading aloud with the class more engaging and informative for middle school students. Since it is a performance, Torres says, practise a bit before you try it in front of the class, and consider changing pacing, adding lighting or trying out an accent. She even adopts a Southern drawl when reading *To Kill a Mockingbird*. "I create different voices using pitch, vocal placement, and speech patterns to differentiate characters," she writes.

Understanding that preparation is required, Torres rarely asks students to read aloud to the entire class—research suggests that the practice, often in the form of "round robin reading," may stigmatize poor readers, weaken comprehension, and sabotage fluency and pronunciation. Putting students in pairs or small groups, or giving them time to prepare for the section they'll be asked to read, creates a less intimidating environment for reading aloud.

The process of a read-along gives time for students to stop and analyze a text or question vocabulary that they do not understand: "I'll model metacognitive thinking as we read, stopping after a line and questioning my reactions to plot points or literary devices, or connecting the story to other things we've read," Torres writes. Recognizing sign-post moments together as a group—those "strategically placed words, phrases, or plot points that help readers recognize that something important is happening"—enhances comprehension across the class.

Torres also recommends a practice developed by high school English teacher Marisa Thompson called TQEs: thoughts, questions and epiphanies. Asking questions such as "What surprised you?" or "What imagery interested you?" can help students delve deeper into the reading. Torres asks students to share their reflections and make connections between the different texts they read.

Reading aloud doesn't have to be a long, involved activity, though. If scheduling is a



challenge, English teacher Kasey Short suggests reserving the last five minutes at the end of class for a read-along.

*Laura Lee*

*Originally published January 9, 2020 © Edutopia.org; George Lucas Educational Foundation. Minor changes have been made to fit ATA style.*

# ATA Information

## New Code of Conduct

The Code of Professional Conduct is undergoing new development as the result of Bill 15. From September 20 to October 7, the Government of Alberta released a public survey for stakeholders to provide their input into a new code. While the ATA highlighted concerns over the survey and the political nature of consultations, the new code, which will apply to all teachers and teacher leaders, will be in place by January 1, 2023.

## Walking Together

Since 2016, the Walking Together: Education for Reconciliation program has been supporting the Truth and Reconciliation Commission's Calls to Action to support teachers and school leaders with foundational knowledge pertaining to First Nations, Métis and Inuit peoples. Walking Together provides many opportunities for teachers and students, such as professional development opportunities, the ability to book the gym-size Indigenous Peoples Atlas of Canada floor map, and the Stepping Stones series of articles on Indigenous topics such as forced relocation of Indigenous peoples in Canada, the numbered treaties within Alberta and policies used for assimilation. The website can be found at [www.teachers.ab.ca/professional-development/indigenous-education-and-walking-together](http://www.teachers.ab.ca/professional-development/indigenous-education-and-walking-together).

# PEC Report

## Local Bargaining Is Going Strong!

Watch for member surveys sent to your personal e-mail soon. Talk to your teacher welfare committee for more info.



*Murray Lalonde*

## Pandemic Pulse Research Study, Fall 2022

The Association's seventh pandemic pulse research study will gather information related to the following issues and perceptions:

- Class sizes across K-12
- Range of classroom complexities (behavioural, social, emotional, physiological, cognitive)
- Early considerations on K-6 curriculum implementation and costs to individual teachers (and school budgets) to implement the new K-6 curriculum
- COVID-19 sentiments (for example, perceptions of spread, fear inducements, media hype)
- Well-being/mental health indicators
- Changes/impacts to school leader instructional time over the last two years of funding cuts
- Key teaching supports or resources being sought for fall 2022/winter 2023

## Educator Exchange Programs

Educator Exchange Programs are expanding short-term exchanges in the 2022/23 school year, offering two streams: virtual and in-person. In-person exchanges will be available with Iceland, Spain and Germany. The application processes have been updated to ensure participants are well prepared. The year-long in-person exchanges remain paused for the 2022/23 school year; however, a virtual option with the Australian organizations will be offered this year.

The 2022/23 school year will also see e-exchanges with Germany, Spain and new areas in Australia. There is continued interest in e-exchanges, which have been very useful for collaborative innovation on a number of participant-driven topics.

## Indigenous Education Committee

Speaker Series *The Braves Wear Braids* documentary looks at the spiritual meaning of braids, and the struggles faced by Indigenous youth to keep this important piece of the culture alive. The documentary highlights this importance through interviews with Ethan Bear, Elders, Knowledge Holders and other Indigenous men who speak about their own personal experiences with their braids. Bryce Starlight will be facilitating a webinar about this film. The full documentary can be watched at [www.feralfawn.ca/braves-wear-braids](http://www.feralfawn.ca/braves-wear-braids).

Rupertsland Institute is reporting: Free Foundational Knowledge Themes Moodle Cohorts.

- Rupertsland app has been expanded to include an alphabet and Michif language portals.
- Tutoring programs will continue next year.
- Métis memories of Residential Schools Digital Art Mural: [www.muralmosaic.com/metis-memories/](http://www.muralmosaic.com/metis-memories/).

## Ways You Help on a Global Scale

As a member of the ATA, you have been supporting international causes:

- Project Overseas, CTF partners' professional development programs and \$27,500 as a donation to UNICEF's campaign—over 1,000 teachers were provided professional development in mental health and wellness.
- The ATA Dominica IT Project continued to meet the learning needs of teachers in the Commonwealth of Dominica West Indies online. Five teachers were supported, sharing their information technology knowledge across five courses.
- Tools for Schools Africa Foundation continued to support the education of girls in Ghana. Twenty-three recipients were supported in the 2021/22 year to attend schooling, pay tuition and provide accommodation and a book allowance.
- Canadian Women for Women in Afghanistan had primarily a digital project, adding resources to their online library. The instability in Afghanistan did hamper this project, and the 2022/23 proposal is quite different. The organization will be undergoing a name change and, rather than supporting women in Afghanistan, they will be supporting individuals who have

relocated out of Afghanistan as well as students who have arrived in Canada.

## Teacher Discipline

The Alberta minister of education has asked for public input into a new Code of Professional Conduct.

On the topic of discipline: If you are being called to a meeting for a disciplinary issue, you are entitled to ATA representation! There are two ways to go forward:

1. Ask for the meeting to be postponed until your executive staff officer (ESO) from Barnett House or SARO can be there.
2. Take notes at the meeting and *wait* for your ESO to be there with you in person *before* you respond.

You may be in contravention of the Code of Professional Conduct if you talk to anyone but your ESO, including your friends or colleagues, making the case worse for yourself. Your first call shall be 1-800-232-7208 and ask for TES.

## ASEBP Update

ASEBP reported on a new program called It Takes a Village, which supports mental health, teacher exchange benefits, disability and the higher numbers that are currently showing up while the health care sector catches up with backlogs, ineligible providers, plan design, appeal processes and their hybrid workforce. Also, our Employee and Family Assistance Program (EFAP) provider is changing from Homewood Health to Inkblot Therapy. Homewood Health will continue your care until completion but will take your initial call until 11:59 PM November 30, 2022.

*Murray Lalonde  
PEC Liaison*



# Using Lyrics for Poetry Analysis

There is always that one student who *hates* poetry. For the past two years, I have started using lyrics for poetry analysis. I have been able to hook that one kid—who invariably is a leader of what is considered cool.

I usually start with “Eleanor Rigby,” by Paul McCartney and John Lennon. I read the lyrics to the class and ask, “Has anyone ever heard this before?” Replies are usually no, with the possibility of one or two saying that they think it sounds familiar. I then play the song for them, and there is that moment of several students saying, “Yeah ... I have heard that before.”

This song has a variety of lines that can bring an in-depth conversation, such as “Waits by the window, Wearing the face she keeps in a jar by the door.” Who is she waiting for? What does it mean to keep her face in a jar by the door? The other lines of this song can also lead to quite in-depth discussion, depending on the questions you develop.

Other songs that easily lend themselves for analysis are “Vincent,” by Don McLean; “Cat’s in the Cradle,” by Harry Chapin; “The Times They Are a-Changin’,” by Bob Dylan; “Cortez the Killer,” by Neil Young; and “The Lighthouse’s Tale,” by Adam McKenzie and Chris Thile.

Danielle Hall also has other songs listed in an article, which you can find at <https://teachnouvelle.com/15-songs-to-use-in-ela/>.

The most satisfying moment is when “that kid” leaves the classroom telling the other students that this was the “best class.”

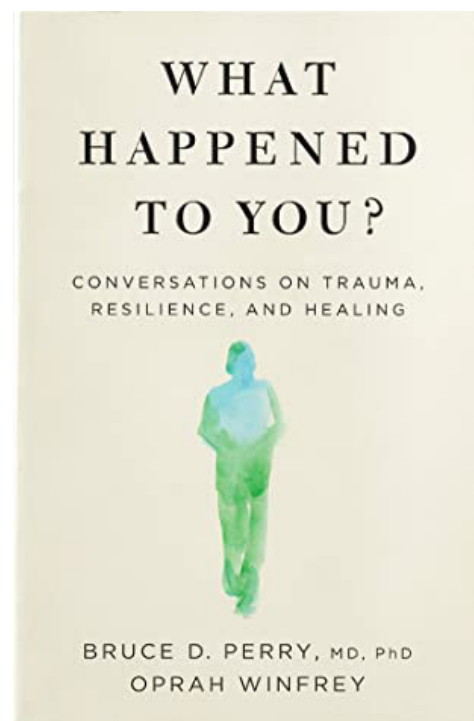
*Emma Holota, Coeditor  
North-East MYC Representative  
Aurora Middle School, Lac La Biche*

# Book Club

This year, the book selected for our annual book club is *What Happened to You? Conversations on Trauma, Resilience, and Healing*, by Dr Bruce Perry and Oprah Winfrey. We are very excited to offer this for study as our upcoming annual conference will feature Dr Perry as our keynote speaker.

*What Happened to You?* is about finding insights into behavioural patterns that many of us struggle to understand. However, rather than asking what’s wrong with someone, Perry and Winfrey turn this on its head to instead address trauma and adversity experienced at younger ages that produce these patterns. While this may seem like a simple shift, it opens the door to healing and supports the development of resilience.

Although our book club is full for this year, we encourage everyone to read along and join us for our annual conference with Dr Perry!



# Play



*Mike Edwards*

I can't express in words how soothing it is, as a sport parent and youth coach, to hear the constant barrage of volleyballs being smashed in a sea of volleyball courts, the crack of the bat and the crunch of the shale under your cleats, or

the chomp of a skate blade as it bites the ice. Our youth have been waiting to get back to doing what they love to do, organized play.

The power of play is multifaceted. When our kids reach middle school age, they begin to create bonds that have a chance to last for a very long time. My brother and I played the two sports that were available to us at the time (small town baseball and hockey). My dad was the coach on a few of the teams we played with, and he taught me early about the power of introducing a kid to a sport, teaching them what it means to be a part of something bigger than them, develop their sport-specific skills and turn them loose in the game.

Sport and play offer experiences that are important for young athletes to discover. It's high school volleyball kids recognizing club volleyball foes and high-fiving them under the net before a game. It's two rival sport communities joining together to build teams that captured a provincial baseball title and both a provincial and national

volleyball title in the same year. It's the stick tap to the shin pads when your volleyball teammate from that rival town lines up against you as you both wait for the referee to drop the puck.

It's the crushing feeling of defeat when your team loses a game. A tough life lesson that young athletes learn early. They're taught to understand that when they take the risk of stepping into a game, one of them will go home with a loss. It's important for coaches to teach their players the will, the resiliency and the desire to get back into the game and play again.

It's the short and joyous moments of unexpectedly running into your lifelong friends at a volleyball or baseball tournament because your kids are playing in the same venue. These are the brief and heartwarming times when we get to check in with our sports families of teams past.

As a youth coach, my teeth clench every time an opposing batter hits a ball anywhere in the field ... my brain automatically goes to "please get there!" ... then the immediate dopamine rush as your outfielder sits under the fly ball and hits the cut-off, or your infielder smoothly scoops the ground ball and fires to first ... the smiles as you give them the "atta kid!" from the dugout ... the back slaps, glove taps and high fives as they run off the diamond to get on the bats ... the power of play is at work.

*Mike Edwards, Junior High Teacher  
R F Staples Secondary School, Westlock*

# Cheating and Plagiarizing

*Ben reads below grade level and knows that if he whines about how unfair school is, his dad will cave in and do most of the work for him.*

*Jacqueline knows how to do the math, but she doesn't think she should have to prove it to the teacher repeatedly via tonight's homework assignment, so she asks to copy her friend's homework.*

*Short on time, Alex finds someone else's answers to classwork in an open file on the school server, so he cuts and pastes those answers into his own file and submits them as his own.*

*Jarrel forgets to determine his individual media project for the proposals due today, but he overhears a classmate describing his idea to a friend, then races to the teacher to register the idea before he can.*

*Darby can't help glancing at her classmate's test paper during the test, I mean, it's right next to her in plain view, and she just needs a hint.*

There are a lot of ways to cheat in school, and it's tempting to do so for students who are impulsive, worried about what peers think of them, anxious about keeping up with school, sleep deprived, under heavy parent pressure, overly scheduled, inconsistent in their own growing morals and time management, and who don't perceive the bigger picture and consequences of their actions. You know, middle schoolers.

## So Why Do Students Cheat?

A quick look at the claims of websites and news reports dedicated to student cheating in the last 10 years finds the majority of students cheat in some fashion in middle and high school. Both boys and girls cheat

fairly evenly, as do both struggling students and high achieving students. Here are some reasons:

1. Limited development of executive function in the prefrontal cortex of the brain, particularly in students' capacity for time management, decision making, impulse control, moral reasoning, and awareness of the consequences of one's actions and how others see them.
2. School and community beliefs that grades supersede all else. "When students cheat on exams it's because our school system values grades more than students value learning" (Scientist/author Neil DeGrasse Tyson, April 14, 2013 tweet).
3. Increased competition in fewer academic slots in grade levels above or for sports or extracurricular teams chosen because of sincere student interest or because participation in these activities will look good on the student's academic profile that require high academic standing.
4. Exhaustion. Young adolescents need 8 to 11 hours of sleep per night, but they rarely get it. Sleep deprived individuals are not attentive to details, nor do they care about high quality work; they just want to get the job done so they can rest.
5. Increasing high stakes and politicization of state and provincial exams. This is exacerbated by obsessive focus via pep rallies urging students to get passing scores on those exams, or class parties celebrating those students who do get passing scores.
6. Anxious parents who over-assist students on projects and papers.
7. Frequency (to the point of normalizing) of adults in local and national culture



- that cheat in relationships, finances, music, politics and celebrity.
8. Panic. Students are blindsided by the test, or project day sneaks up on them suddenly, and no one reminded them of it. They are worried others will discover that they are not as proficient as they profess to be, which could affect their status among peers or in academia.
  9. Lack of personal confidence. Students don't believe they are capable in the skill or content demonstration: "How can I say it better than the author did?" "I never really got this math," "I don't know how this thing works; this is stupid."
  10. Lack of real skills in citing the work of others.
  11. Poor note-taking skills. They don't put quotation marks around verbatim quotes when doing research and later forget what was from the text and what was their own paraphrasing.
  12. Student perception of teachers as adversaries, not advocates. They don't think teachers "have their back" and will keep them from humiliating themselves or being humiliated. This is especially true for students with poor reading skills. Reading below grade level can be embarrassing. If Daryll responds unsuccessfully to assignments with extended, on-grade-level reading, classmates may find out he doesn't read as well as they do, so he masks his poor reading skills by getting answers from others.
  13. Disconnected content running through their still-developing minds, some of it pruned and some of it elevated to prominence, but little of it maintaining its clear provenance. Referring to university students, but applicable to young adolescents as well, Associate Professor Michelle Navarre Cleary at DePaul University writes,  
[A] student last quarter told me that when she really is involved in a project

her brain just picks up word [sic] verbatim so that a week or two later she is not sure whose words they are. She is not alone. A study of English university students reported that "It was considered [by the students] highly feasible for a phrase or sentence from a text to lodge in one's subconscious and be reproduced word-for-word in an assignment" (Ashworth and Bannister). (From "Top Ten Reasons Students Plagiarize & What You Can Do About It," 2012, <https://pdfs.semanticscholar.org/2810/cc28614f8b6696ff420c08be7b2a97e4e2db.pdf>)

## Constructive Responses to Cheating, Including Plagiarism

When a student cheats on a test, record a zero or F in the grade book for the test, and inform his parents of the cheating. If it will help, inform all of his teachers of the cheating as well. Students will not be happy with the adults in his life knowing about the incident, but these are reasonable responses.

And what is the best course of action? Make it recoverable in full. Ask yourself what your goal is with your cheating student. Hopefully, it's personal maturation and learning the content and skills of your class. If so, then remember that most often it's recovery from mistakes that matures students, not being labelled permanently. It's a false assumption that Fs and zeroes help students build moral fibre or learn self-discipline. Study any research on how to do both of these: Not one study will advise using Fs and zeroes to achieve these goals. So, keep hope alive if you want students to mature and choose not to cheat in the future.

Receiving an F for plagiarizing or cheating without hope of recovery assures students won't learn the required content. Think about this: When did curriculum incompetence become the proper response to student immaturity and poor judgment? It never did. When teachers make Fs for cheating unrecoverable, they are caving in to students' immaturity, abdicating their adult role just when it's needed most.

Let's not let a students' immaturity dictate his destiny. Instead, let's get in his face, so to speak, and require him to do the whole learning and assessment all over again from the beginning, but this time, ethically. And because he broke the trust, ask him to rebuild what has been broken: Tell him he will not be trusted for a finite period of time (six weeks, for example), which means he will not be allowed to work at home on tasks unless he's in the presence of the teacher's designee, nor will he be allowed to run errands anywhere in the building by himself, work at a computer without a partner, or be granted deadline extensions. If possible, ask parents to come sit beside their child when the test is readministered. Students crave trust, this will bother them significantly. The relief they feel when the no-trust policy is lifted is palpable.

To rebuild trust, they will also have to write letters of apology to the class or teacher and to their families, and they may have to do service to the school as a form of restitution. They may need to submit themselves to the school's restorative justice program, too, but once they have completed the tasks and justice is restored as judged by the community offended, they are reinstated in full, and their earlier indiscretion and cheating is not held against them.

Students learn quickly that they are going to eventually have to complete assignments and assessments ethically, so they might as

well do them properly the first time around. An unrecoverable F doesn't force students through this process of maturation, however. It simply boils in their stomachs, breeding resentment. Invoking the ego's need for self-preservation doesn't help students think critically or own their behaviour. Excuses—not personal responsibility—grow, and academics wane.

In his article for *The Chronicle of Higher Education*, Jeff Karon at the University of South Florida describes a powerful mindset for teachers in middle and high school courses, not just for the university level:

My goal should be to help inculcate honor and integrity rather than build a culture of fear and accusation. ...[W]e can develop ... guidelines for an effective response: The solution should be positive; that is, show students how to act as responsible scholars and writers. The same tone should be reflected in the syllabus. I have seen many syllabi in which the penalties for plagiarism are laid out in excruciating detail, with no positive models or behaviour mentioned ... It should help students avoid plagiarism rather than focus on our catching it. The solution should objectively strengthen both students and teachers .... It should also make students and teachers feel as though they are stronger. (From "A Positive Solution for Plagiarism," *The Chronicle of Higher Education*, September 18, 2012)

## Minimizing the Likelihood of Cheating

The goal, of course, is to be proactive and help students avoid cheating and plagiarism completely. To minimize, if not remove, the chance of students' cheating,

including plagiarizing, consider putting several of these elements in place:

1. Construct assessments that require creative responses not easily traded among students, classes and schools. Recall questions, simplistic or common essay prompts, and assignments requiring students to merely find information and include it in presentations without applying it lend themselves to cheating. Instead of defining terms, roots and prefixes, ask students to coin 10 new words incorporating at least three of these in each term. Instead of solving the math problem, ask students to build a working model of the math concept. Instead of explaining a scientific process, explain how the process is comparable to another domain, such as qualitative and quantitative analysis applied to poetry, diffusion/osmosis applied to cultural trends, or how entropy happens in languages, music or technology.
2. It may seem obvious, but let's declare it nonetheless: Teach students in a developmentally responsive manner, focusing on what works well for middle level students. When students learn well, they grow competent in our disciplines, which reduces the need to cheat. Sometimes students are with teachers who do not teach in an effective manner, and they cheat occasionally just to survive. If your school is not implementing the 16 This We Believe principles from AMLE, that may contribute to student cheating.
3. In her article, "What Can We Do to Curb Student Cheating?" Sharon Cromwell quotes middle school science teacher, LeRon Ware, who says, "I try to prevent cheating in my classes from the very beginning of the school year by discussing personal integrity and then going over expectations and logical consequences for failure to abide by class policy concerning cheating ... Defining cheating to students needs to be done with great care. If an activity is a cooperative group effort, answers by group consensus might be encouraged. I try to inform my students beforehand what is expected—group work or totally individual work."
4. Cromwell quotes teacher, David Summergard, as well, in his 2004 Education Week essay in which he called on teachers to reframe cheating with new urgency. She writes, "Tell students caught cheating that they are liars. Students tend to shrug off cheating by saying, 'It's no big deal—everyone does it!' said Summergard. 'Connecting cheating with lying unmasks the 'sleight of mind' that allows students to think of cheating as a justifiable way to act. While not a perfect solution, the notion of 'cheating as lying' helps cast the moral argument more clearly. Students get it. Calling someone a liar may seem harsh, but that's precisely the point. For students to acknowledge that cheating is a problem, they must feel it as something which is truly wrong" (Sharon Cromwell 2006, Education World, [www.educationworld.com/a\\_admin/admin/admin375.shtml](http://www.educationworld.com/a_admin/admin/admin375.shtml)).
5. Take students on a tour of websites teachers can use to check student work for plagiarism so they see that you take cheating seriously and have the tools to act on that solemn responsibility. In addition, it may be helpful to take students on a tour of a website that sells finished essays students can download and submit as their own. Walk them through the lack of ethics employed when choosing this route, how it undermines real learning and ruins their reputation for years to come.

6. Teach students executive function skills so they can better manage their studying and preparation, avoid impulsive decisions, appreciate the consequences of their actions, reason morally and self-regulate. Admonishing or expelling students who have not yet developed these skills is as silly and inappropriate as scolding a baby for not walking in the sixth month of his life.
7. Stop holding pep rallies focused on state or provincial exam performance, and do not promise students they will have a class party if everyone scores above a certain mark on those exams. Instead, use that time for high quality teaching and student engagement in course curriculum.
8. Teach proper paraphrasing and summarizing techniques. For more ideas on this, see my book, *Summarization in any Subject* (ASCD 2005).
9. Teach note-taking skills and how to keep track of quotes, gathered information and citations.
10. Analyze samples of students' work that have and have not been plagiarized. Talk about your feelings as you discover the cheating in students' work and how they would feel if some of their cultural and sports heroes cheated in their fields.
11. Use multiple assessments in varied formats, not just one, to determine a student's true proficiency. It's far more difficult to cheat across multiple formats and on multiple occasions. The larger pattern of evidence over time and formats yields more accurate reports of student competence.
12. Outline the class and school rules on cheating and plagiarism. Describe the consequences for infractions.
13. Show students the test or quiz ahead of time. If we choose questions without easily memorized answers, we're beginning with the end in mind, as

Steven Covey advises, thereby providing clear expectations. With no surprises, students are more confident going into the exam, reducing anxiety and the panicked moment of cheating.

14. For long-term projects, ask students to periodically submit subsections. These status checks are more "organic," unique to the student and hard to copy.
15. Cultivate positive relationships with students. This way they know they can be honest with you, trusting that, if they come to you admitting they are not prepared for the exam, you will find a way for them to learn the material, obtain credit at a later date and save face.
16. Allow relearning and reassessing for full credit. Make Fs and zeroes recoverable in full. There's hope, students reason, so there's no need to panic and cheat their way to a more acceptable grade. For practical tips on the relearning and redo process, see the second edition of *Fair Isn't Always Equal* (November 2017).

The way we deal with conflict and stresses in our 40s, 50s and 60s, including acts of cheating, can be traced to specific learning experiences when we were 10 to 15 years old. We can't remain indifferent toward students who cheat, but we must be constructive. Help students experience the moral weight of cheating and betrayal: Show students Robert Redford's compelling movie, *Quiz Show*, let them read about Lance Armstrong's doping, and relate the music industry's dilemma over illegal downloads.

Middle school students have a heightened sense of fairness, hoping the world is ethical, but afraid that it's not. Assure them that they have the tools to deal with whatever life brings, ethical or not, including adult advocates who demand nothing but honesty, commitment and



morality, and who will walk with them just as assuredly when they wander off the path.

*Rick Wormeli  
Teacher and Author*

*Originally published at [www.amle.org/cheating-and-plagiarizing/](http://www.amle.org/cheating-and-plagiarizing/). © Rick Wormeli and the Association for Middle Level Education. Minor changes have been made to fit ATA style.*

# AMLE Update

## AMLE Affiliation

The MYC is affiliated with the Association for Middle Level Education (AMLE), which is the international organization for middle years educators. The AMLE website ([www.amle.org](http://www.amle.org)) includes a variety of resources and information related to middle years education. With the free membership, you can access some materials. With the professional membership, you have full access to all resources, as well as discounts on books, resources and conference registration.

## AMLE 2023 Annual Conference

**National Harbor, Maryland  
November 2–4**

The AMLE annual conference is the world's largest conference for middle grades educators. This is an excellent opportunity for teachers to collaborate and learn from leaders in middle education. Feedback says that this is one conference that every middle school teacher should try to attend at some point in their career!

## AMLE at a Glance

AMLE is committed to helping middle school educators

- reach every student,
- grow professionally and
- create great schools.

## Mission

AMLE is dedicated to improving the educational experiences of all students ages 10–15 by providing vision, knowledge and resources to educators and leaders.

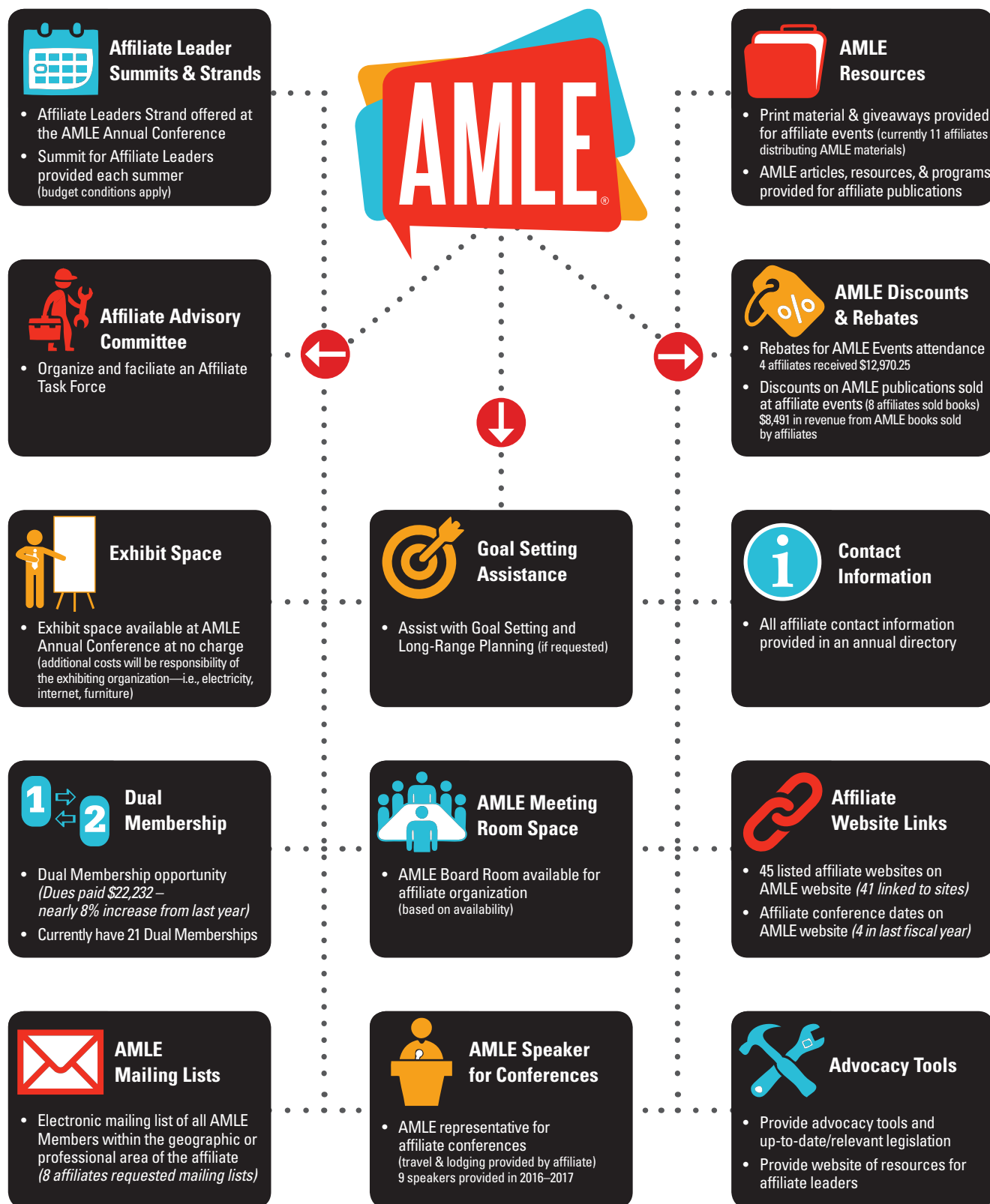
## Vision

AMLE is the leading international organization advancing the education of all students ages 10–15, helping them succeed as learners and make positive contributions to their communities and to the world.

## Core Values

- *Integrity.* AMLE practises the ethical, inclusive and courageous behaviours that sustain an open and honest organizational culture.
- *Future thinking.* AMLE is visionary and prepares for the future.
- *Respect.* AMLE values human worth, dignity, diverse talents and varied perspectives.
- *Collaboration.* AMLE seeks active partnerships and shared leadership opportunities at the state, national and international levels.

# What does AMLE provide to affiliates?



# Birth of a Middle School Student Advisory Council

The creation of my first student advisory council came about by accident. It was 2018, and I had been teaching for 20 plus years, most of it in middle school. It was during one of my Grade 9 health classes that the need for such a group presented itself to me. A student advisory council, not to be confused with the more common form of student council that organizes theme days and special events, is a group of “ambassadors of student voice and leaders in their school communities” who are “willing to share their perspectives on their education,” according to the Calgary Board of Education website.

A Grade 9 boy I’ll call Jeff for the purposes of this article, remarked that teachers favoured a certain group of students over his friend group. I had observed much conflict between the two groups, both physical and verbal. These altercations often resulted in office involvement, suspensions and further hostilities despite best efforts by the school. After a brief class discussion, I asked Jeff if he would stay behind to further share his thoughts. To my surprise, he did. My interest in his perception was piqued, as his group generally seemed to be the instigators.

I didn’t know Jeff well. I didn’t teach him any core subjects. This may have been why he felt he could let his guard down. I was impressed with his ownership of his part in these clashes but also with his honesty about feeling unfairly blamed whenever trouble between the groups arose. I saw a chance for candid discussion here, a chance to be proactive instead of reactive, but really didn’t know how I was going to proceed.

That night, (the time when teachers can finally process the day!) I remembered a speaker I had heard years before while teaching in northern Alberta. In a nutshell, the speaker spoke of inviting students from various circles in the school to meet and give their views on different school issues, from bullying to attendance to what was in the vending machines. Despite much googling, I couldn’t find information on the gentleman who presented. Perhaps after reading this, someone might recognize him or his approach. Fittingly, I seem to remember his last name was Peace! I also remember kids were pumped up after he ran a “demonstration” advisory meeting. This was something I could try, I thought.

My first step toward creating such a group in my own school was to talk to school administration. I didn’t know exactly where I was going with things, but I knew I would need to tread carefully to avoid making a volatile situation worse between certain students.

After getting administration on board, I brought the idea of a student advisory council up at a staff meeting. With the help of other staff in selecting students, I invited about 20 to the first meeting. I felt this number was small enough to be conducive to discussion, yet large enough to allow for the diversity needed to be an authentic snapshot of the student body. The one constant was that to some degree each student was a leader in their respective community. (And I have not in 28 years of teaching worked in a school that is not made up of many communities, often called cliques—some more visible than others.) Some students took more convincing to join

than others but, in the end, we had a group comprising mixed grades, genders, ethnicities and interests. Jeff came too.

I used my prep time right after lunch to meet, as I knew anything after school would not work for the “nonjoiners,” and anything too early would eliminate those who routinely showed up late. I wanted their voices too. Into the library they came for that first meeting, some striding confidently, some shuffling with earbuds in and caps worn low, all looking around to see who else was part of this mysterious group. Contrary to what I usually did when attempting to build community, I did not have them sit in a circle at first. This was just gut instinct as I knew some of the kids would bolt for the door if they did not have a table for a buffer on that first day.

I started by explaining that the purpose of the group was to try and get a feel for the school’s “pulse.” How teachers saw things and how students saw things were sometimes different and just like we had a parent advisory committee, the school needed students’ voices too. I added that sometimes teachers and administrators don’t explain the reasoning behind decisions (for example, no skateboarding on school property), and this was a chance to find out and ask the whys. I was also sure to add that this was my first time leading such a group, and I was nervous and going to make mistakes, but we could work through the hiccups together.

It was important that norms for meetings were set right away. Most centred on common courtesy, but three important ones were as follows:

1. Any issues with individual teachers needed to be addressed privately with them.
2. Individual student names could not be used when discussing issues of concern.

3. I reserved the right to shut down a conversation at any time.

At the end of the half hour, the kids seemed to buy in or were less terrified than when they walked in. Cookies and juice boxes helped!

At our next meeting (we met once a week), we did some safe get-to-know-you activities (Step into the Circle, People Scavenger Hunt and so on). Again, I went slow. I didn’t want too much unsupervised interaction at this point as I wanted to establish a very safe environment for sharing. I didn’t care if this took weeks. If we didn’t have a firmly established code of etiquette, we couldn’t proceed.

By our third meeting, we were ready to start listing school issues that the kids felt needed addressing. We discussed the importance of “I” statements (for example, “I feel there isn’t enough time to get to the bus” rather than “Teachers don’t let us out in time to get the bus”). Again, contrary to what I would do in my own class, I did not do activities to practise “I” statements. I simply modelled and rephrased for students until they were doing it automatically. This took some time.

For the next meeting, I had compiled the list of concerns. Students were given three coloured stickers to rank how important an issue was to them (red = 15 points, blue = 10, yellow = 5). From there, I looked at the top five issues and brought forth the one that was the least likely to evoke emotion as the group was still at a fragile, gelling stage. Students identified that they felt buses were leaving too quickly after school, and this seemed like a good place to start. The Grade 7s especially felt they had to run if they were to make it to their buses on the opposite side of the school from their lockers on time.



I went out and observed, and the students were correct. A few buses were leaving before the designated departure time. We invited an administrator in (who was given the heads up beforehand) to hear the concerns. Within a week, the issue was remedied. (There were reasons for the buses departing early, including being full, and a narrow turnaround time for some to pick up high school kids). This also opened the door for the kids to hear some of the challenges bus drivers faced.

The next issue we tackled was a concern about gender bias in the school. The kids, including females, felt females were called on more often in class than males. We first looked at enrolment numbers to see if there were generally more females in the school (integration of science!). Then I volunteered to have a student in each of my classes tally who I interacted with more—males or females. (My classes did not produce the most accurate data as I usually had more males than females. I was also aware I was being monitored!) I passed this concern on at a staff meeting. Reactions varied, but most teachers were happy to be mindful of it. And it seemed to me, students were not as concerned with results as being heard and considered.

With each passing week and the success of the bus issue, momentum in the group grew. More kids asked to join (again—the food!), but I kept it to the original members as I felt not having best friends together was conducive to genuine discussion. Kids came through the door energized, and I had not lost a single member. We were getting near June, and I felt we might be able to start discussions on bigger social issues such as bullying. I started by discerning between conflict and bullying. I then had students do some written submissions—where and when did they think bullying occurred? (Some of this information influenced our supervision.) Who was involved? Since

these were written responses to start, I did allow the use of names.

Once I had the data on this much larger issue, I invited one of our school counsellors to join us as I felt her expertise and experience was needed. I laid the foundation for future discussions by having some volunteers present what it was like to be them in the school. What was it like to be a Grade 7 in the Grade 9 hallway? What was it like to observe Ramadan? This activity was the most useful and effective one I did for building empathy and seeing their peers as people, an understanding I hoped they took back to their communities.

Next, we invited an administrator in to explain the *School Act*. He explained what dealing with conflict was like at his end and that the resolution is not always immediate, visible or what we hoped for. Our municipality has a bullying bylaw that most students were not aware of. I put it up on the screen to discuss. My intention was to invite a school resource officer in to go over this, but we unfortunately ran out of time in the school year. I cannot claim that we ended bullying, but I believe empathy and understanding between certain groups were heightened. Perhaps with more time we might have made more progress. I at least witnessed hellos between individuals that I hadn't seen before. I like to think talking in advisory had something to do with it.

The following September, although my administration gave accolades to the group and had me and some students present to the parent council, time was not built into my schedule, even in the way of prep time, to allow for meetings. This was a disappointment to me as again I knew noon hour or after-school meetings would not work for all the students who were needed to be truly representative of the student body. Shortly after that year, I retired.

In three decades of teaching and coaching, the student advisory council was the most effective organization of which I have been a part. Some of the kids, now in high school or graduated, told me it was one of their favourite things too, especially those who had not belonged to something before. Although the students gained experience with problem solving, communication and leadership, I feel the school was the greatest benefactor in this endeavour. We got to see up close what it was really like to be a student in our building—from all walks of life—with a human touch added in that couldn't be provided by a survey.

## Dos and Don'ts of Student Advisory Councils

### Do

- meet during school time (changing the meeting times if you can, so kids aren't missing the same class);
- set norms;
- ensure diversity in the group;
- get other staff members' input regarding suitable candidates;
- invite speakers (bus drivers, custodians, community members) relevant to your issues;
- convince your administration time for this group is worthwhile;
- provide food; and
- try to have at least two adults present for discussions.

### Don't

- move too quickly into bigger issues—establish community first and
- be afraid to show your own vulnerability—as I did with the gender issue.

*Patricia Whiting, Retired Teacher*

## Tech Corner

A cool website that I have been using in my class is <https://whiteboard.fi/>.

Whiteboard.fi

provides a free online whiteboard for students to use. What makes it different from other online whiteboards is that it allows the teacher to view all of the students at the same time. This program creates a separate whiteboard for each student, then shows all of the whiteboards at the same time. I have used this as an exit slip for my classes, giving the students a quick prompt so that I can see where everyone is at. It can be used as an informal tool as well. We will often take a moment in a class and just have students draw something. Then we vote on which one is the best, and the winner gets some sort of a prize. Student names can be hidden for this.

Another tool I have been using in my classes is Edpuzzle. Edpuzzle gives teachers the ability to embed students' questions into a YouTube video. As a video is playing, a question will pop up. Edpuzzle easily connects to Google Classroom. It will grade for you and put the grades into Google Classroom. Edpuzzle has a library full of videos already created for teachers to use. This past week I used a Bill Nye video in my Science 8 class that was created by another teacher, and a *Fatty Legs* (2010) chapter 6 video in my Literacy 7 class.

## Reference

Jordan-Fenton, C, and M Pokiak-Fenton. 2010. *Fatty Legs*. Toronto: Annick.

*Jeremy Clevette  
Webmaster and Central Regional Representative  
Eastview Middle School, Red Deer*



# Going Outside the Programs of Study

In 2015, the Truth and Reconciliation Commission of Canada published their 94 calls to action; however, progress has been slow on several fronts, including calls related to education. For example, as new elementary programs of study are being reviewed, piloted and implemented over the next months and years in Alberta, there is no current focus on junior and senior high school programs of study to include education on residential schools, treaties, impacts of colonialism and present issues despite seven years passing since the calls to action were published and an aborted attempt to revamp the curriculum.

Nevertheless, as educators who adhere to the *Teaching Quality Standard*, it must be within our classroom practices to apply foundational knowledge about First Nations, Métis and Inuit peoples. Sometimes, this may take place as schoolwide initiatives, such as marking the National Day for Truth and Reconciliation with special programming and orange shirts but should also be taking place in the safety of the classroom. For example, while my own school does take part in the Moose Hide Campaign, a grassroots movement based in British Columbia aimed at standing up against violence aimed toward women and children, the origins of the campaign are difficult to explore outside the classroom effectively. The founders of the Moose Hide Campaign, Paul and Raven

Lacerte, were inspired by the Highway of Tears, which runs through their traditional territory. As you never know what traumas students hold, explaining what the Highway of Tears is to students can be difficult but is essential to the campaign. A similar difficult set of discussions arise around May 5 with the National Day of Awareness for Missing and Murdered Indigenous Women, Girls and Two-Spirit People.

As for professional development and discussions, many opportunities for learning are still trapped in discussing basics. Over the last five years of PD that I have had the opportunity to attend in Edmonton and Fort McMurray, there have been several sessions on Indigenous history, such as what residential schools or the Sixties Scoop are, but nothing beyond what are essentially history sessions. Rather than being repeatedly told how terrible residential schools were, it is time for us to focus on what we can do now to educate children, address intergenerational traumas and ask what reconciliation looks like in the face of contemporary contexts of First Nations, Métis and Inuit peoples and their needs. We need to be reaching beyond our programs of study to address our wider picture.

Victoria Holota, Coeditor  
North MYC Representative  
Father Mercredi High School, Fort McMurray

# 2022/23 Middle Years Council Executive

## **President**

Jeremy Spink

## **Vice-President and Conference Codirector**

Tom Stones

## **Past President and Conference Codirector**

Chris McCullough

## **Secretary**

Tina Chadwick

## **Treasurer**

Jodie Park

## **Publications Codirectors**

Emma Holota  
Victoria Holota

## **Webmaster**

Jeremy Clevette

## **Social Media**

Kelly Drury Laffin

## **ATA Staff Advisor**

Michelle Glavine

## **PEC Liaison**

Murray Lalonde

## **Regional Representatives**

### **Central Alberta**

Jeremy Clevette

### **Calgary**

Shauna Cunha

### **North Central Alberta**

Mike Edwards

### **Northeast Alberta**

Emma Holota

### **Northern Alberta**

Victoria Holota

### **Southern Alberta**

Marissa Gillespie

### **Central South**

Patrick Adams

# Middle Years Council Contacts

---

## **President**

Jeremy Spink

jeremy.spink@rdpsd.ab.ca

## **Publications Codirectors**

Emma Holota

holota.emma@gmail.com

Victoria Holota

victoria.holota@fmcsd.ab.ca

## **ATA Staff Advisor**

Michelle Glavine

michelle.glavine@ata.ab.ca

Contact information for the complete Middle Years Council executive can be found at [www.ata-myc.com](http://www.ata-myc.com).



### **Facebook**

[www.facebook.com/MiddleYearsCouncilAlberta/](https://www.facebook.com/MiddleYearsCouncilAlberta/)



### **Twitter**

@MYC\_ATA



# Publishing Under the *Personal Information Protection Act*

The Alberta Teachers' Association (ATA) requires consent to publish personal information about an individual. Personal information is defined as anything that identifies an individual in the context of the collection: for example, a photograph and/or captions, an audio or video file, and artwork.

Some schools obtain blanket consent under FOIP, the *Freedom of Information and Protection of Privacy Act*. However, the *Personal Information Protection Act* (PIPA) and FOIP are not interchangeable. They fulfill different legislative goals. PIPA is the private sector act that governs the Association's collection, use and disclosure of personal information.

If you can use the image or information to identify a person in context (for example, a specific school or a specific event), then it is personal information and you need consent to collect, use or disclose (publish) it.

Minors cannot provide consent and must have a parent or guardian sign a consent form. Consent forms must be provided to the Document Production editorial staff at Barnett House together with the personal information to be published.

Refer all questions regarding the ATA's collection, use and disclosure of personal information to the ATA privacy officer.

Notify the ATA privacy officer immediately of any incident that involves the loss of or unauthorized use or disclosure of personal information, by calling Barnett House at 780-447-9400 or 1-800-232-7208.

Maggie Shane, the ATA's privacy officer, is your resource for privacy compliance support.

780-447-9429 (direct)

780-699-9311 (cell, available any time)

---

## Consent for Collection, Use and Disclosure of Personal Information

Name: \_\_\_\_\_ (Please print)

☐ I am giving consent for myself.

☐ I am giving consent for my child/children or ward(s), identified below:

Name(s): \_\_\_\_\_ (Please print)

By signing below, I am consenting to The Alberta Teachers' Association collecting, using and disclosing personal information identifying me or my child/children or ward(s) in print and/or online publications and on websites available to the public, including social media. By way of example, personal information may include, but is not limited to, name, photographs, audio/video recordings, artwork, writings or quotations.

I understand that copies of digital publications may come to be housed on servers outside Canada.

I understand that I may vary or withdraw this consent at any time. I understand that the Association's privacy officer is available to answer any questions I may have regarding the collection, use and disclosure of these records. The privacy officer can be reached at 780-447-9429 or 1-800-232-7208.

Signed: \_\_\_\_\_

Print name: \_\_\_\_\_ Today's date: \_\_\_\_\_

For more information on the ATA's privacy policy, visit [www.teachers.ab.ca](http://www.teachers.ab.ca).





# PUBLIC EDUCATION IS UNDER THREAT

Reckless changes are putting our children and their futures at risk.

- Cuts to Vital Supports and Resources
- Preferential Treatment for Private and Charter Schools
- A Disastrous New Curriculum

Parents and teachers are fighting back.  
**Join us.**

[StandForEducation.ca](https://StandForEducation.ca)

**STAND**   
 **FOR**  
**EDUCATION**



The Alberta  
Teachers' Association



Alberta  
School Councils' Association

---

Copyright © 2022 by The Alberta Teachers' Association (ATA), 11010 142 Street NW, Edmonton T5N 2R1. Unless otherwise indicated in the text, reproduction of the material in *A Message from the Middle* is authorized for classroom and professional development use, provided that each copy contains full acknowledgement of the source and that no charge is made beyond the cost of reprinting. Any other reproduction in whole or in part without prior written consent of the ATA is prohibited. This newsletter is published by the ATA for the Middle Years Council (MYC). Editorial and production services: Document Production staff, ATA. Opinions expressed herein are not necessarily those of the ATA or the MYC.

Individual copies of this newsletter are available at a cost of \$2 per copy plus 5 per cent shipping and handling and 5 per cent GST. Please contact Distribution at Barnett House to place your order at [distribution@ata.ab.ca](mailto:distribution@ata.ab.ca).

Personal information regarding any person named in this document is for the sole purpose of professional consultation between members of the Alberta Teachers' Association.