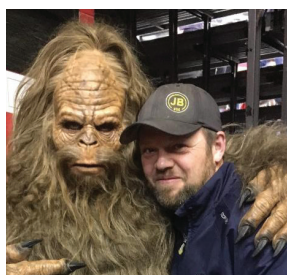


A Message from the MIDDLE

Volume 12, Number 1, December 2020



President's Message



Happy fall middle school teachers! As we adjust to our new COVID normal, it is really important to take care of ourselves. I chat with fellow teachers and hear

from many that the year is going fine, but they are so tired. The extra cleaning and the added stress are making them feel run down. Remember to take extra time to relax and recharge. Spend time with family, go for a walk, read a good book or do what I like to do—have a great nap. The kids won't let me nap during the day though. Remember, teaching middle

school is hard work, but it is also very rewarding. Hang in there and enjoy the ride. I have for 25 years, and I love teaching these middle level kids.

We continually look for new ways to support middle years teachers and for your feedback to help us out. We are committed to ensuring that you, as members, receive as much as possible from your Middle Years Council membership. 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. We hope that you love being part of our council and that you have a great year "in the middle."

Jeremy Spink

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Message from the Editor

This fall, I was so excited to go back to school, excited to be back with students and excited for a sense of normalcy. The extra furniture was removed from the classroom to allow for more space between the students' desks. The materials I needed for each class were kept on a cart, so that I could move them with me from room to room. I was thoroughly enjoying being back in the classroom with my students.

On a Friday afternoon, my school principal came to my classroom and told me that the assistant superintendent was waiting to see me in her office and that she (the principal) would cover my class. You can only imagine what was going through my mind. I was wondering, What did I do? Apparently, the look of concern was on my face when I walked into the office. The assistant superintendent told me not to worry because this was a good thing.

I was being reassigned to online programming. My first thought was, Oh, no! but this changed quickly when I met the rest of the online team through Google Hangouts. The team were incredibly supportive and helped in any way they could. They purchased several subscriptions to make teaching online easier and more effective.



I have been enjoying getting to know my online class. Some of my students were in my class last year. One student told me that he had celebrated when he heard that I was going to be his teacher. Building those important relationships has been a challenge, but I have been meeting with them individually to learn more about their interests, their families and where they live. It is so important to be especially supportive and understanding.

*Emma Holota,
Editor, North East Representative, Learn
Together Anywhere, NLSD
holota.emma@gmail.com*

Conference 2021

Well here we are folks, Halloween and Remembrance Day are behind us, and now we're approaching Christmas holidays. Our SOLD OUT 2020 conference with Jody Carrington has been postponed and now must happen virtually. Like the rest of the world, COVID-19 and other factors beyond our control have turned us upside down. As would be expected, we've witnessed the historic sacrifice made by teachers and schools everywhere in Alberta as we've all stepped up to make education work for students during these trying times.

As mentioned, Conference 2021 with Jody Carrington will be held virtually on Saturday, April 24, 2021. We have been forced to go this route for the safety of our delegates, and with that said, we promise to create a powerful learning experience. Our committee met on November 17, 2020, and now we have a plan moving forward.

The delegates who have chosen to remain registered for Conference 2020 will have the following choices regarding their registration.

Option A

- Forward the current registration to Conference 2022 to be held in Banff in April.
- Delegates who forward their registration will receive a free registration to the virtual conference this coming April 24, 2021, with Jody Carrington (\$75 value).

- Delegates who forward their registration will also save on the increase in cost expected for Conference 2022 (about \$100 for a total of almost \$200 in professional development savings).

Option B

- We don't recommend this one, but we admit we're biased: teachers can request a full refund from Conference 2020.
- Fill out the Google form that will be directly e-mailed to each registrant, letting us know what to do with your Conference 2020 registration.

The Banff Park Lodge continues to be our favourite location for our annual conference, and we look forward to the day when we can again use this great hotel for our conference. The Banff Park Lodge is an excellent fit for our conference, and the staff there treat our specialist council and our delegates well. Our survey results indicate that teachers enjoy the conference at this location, and we're excited to be back there for our annual conference in April 2022.

On behalf of the conference committee, we hope that you and your family are doing well and staying safe. Thank you for your interest in the middle years, and we look forward to learning with you virtually or in person sometime very soon!

For more information about Conference 2021, contact conference chair Chris McCullough (chris.mccullough.teacher@gmail.com) or check out our website at www.ata-myc.com/.

*Chris McCullough and Tom Stones,
Conference Cochairs*

Teaching in the Times of COVID

Just like everyone else on March 15, as I watched the education minister announce the shutdown of school, I thought to myself, “Oh man, how are we going to do this?” But once my initial shock and fear had subsided and my coworkers assured me that we would do this together, my thought quickly changed: “How am I going to help the students of my school feel connected to a building that they are not going to step into again this year?”

Connecting students in this age group to school is hard enough when they come to school every day. What can I do to give students some sort of normalcy now? They need something that they can count on staying the same when it seems like everything is upside down. They need something to talk about with their parents about what happened at online school today. After our school posted a “we miss you” video, which gained a large number of views and positive feedback from students and parents, I realized that the school’s news program, which began at the beginning of the school year, must go on.

Pre-COVID, I started this program to get announcements out to everyone. Using students as the anchors was a way to get students, who wouldn’t necessarily participate in the regular clubs and teams, involved in the school. This involvement would give them a sense of belonging to the school and being a part of something. Quickly the EV News became a club that many wanted to be a part of with an endless number of kids from different backgrounds in the school, but how could we do it now with the students at home? It

started out as a quick announcement of the date and a jokey approach to the announcements (badminton tryouts are postponed until further notice). Things like “quarantunes” were quickly added where students had to guess the song that played in the intro (but due to copyright issues that had to stop). We had student submissions of what types of things they were doing during the quarantine, and finally we came up with “quarantalks,” a set of questions that students and teachers would record themselves answering, and then the video would be sent to me to add myself waving and nodding to their answers. For teachers, it started out as a way to keep their names and faces in their students’ minds, and to help students continue to feel a connection to each other. But as the pandemic stretched further and further, even though there was large participation from staff and students, those wells quickly dried.

This is where I began to reach out to different people to take part. First, I started with local businesses in an attempt to support my local Red Deer businesses and provide them with a platform to let people know what they were doing during the pandemic. Then I reached out to local radio stations and local politicians, getting videos from three local radio stations and two Red Deer city councillors. Seeing the willingness people and organizations had to help with my silly little video idea, I branched out even further and e-mailed and Instagram messaged anyone I thought would respond (and some I knew would not respond—I am looking at you Ryan Reynolds) in hopes that I would be able to get a few more videos. To my surprise, just about everyone I messaged who responded said yes. I was able to get videos from local celebrities like figure skater Jamie Salé; Albertan politicians Janis Irwin, Jason Stephan, Adriana LaGrange and Premier Kenney; musician

Robb Nash; athletes Sam Gagner and Apolo Ohno (who committed to making a movie, but just could not get it to me on time); sports personalities Gene Principe and Natasha Staniszewski; and the crown jewel, George Stroumboulopoulos. I was able to get more videos than there were days of school and had to do double quarantalks in the last two weeks.

This experience helped me to create and continue to build those ever-important relationships that are needed for successful middle school years. There are students this year that I have already built a relationship with prior to even meeting them because of the EV News, and that is what is most important. I was able to provide something that created a consistent bright spot in their COVID day, something during the pandemic to make them say, "Hey! That's my teacher at my school on CTV. I hope he is my teacher next year when we go back!"

*Jeremy Clevette,
Webmaster and Central Regional Representative*

Spark Creativity!

One of my favourite subjects to teach is language arts. I love it because it is so open-ended; it allows for creativity for both students and teachers.

Recently, I came across this amazing lady's website, Spark Creativity! A Fresh Approach to Teaching. Her ideas are fresh and interesting. So far this year, I have played with podcasts and one pagers, both of which students have enjoyed. I was able to find some excellent teaching options through the Spark Creativity! website and podcast.

I encourage you to take a look or have a listen at www.nowsparkcreativity.com/.

Jodie Park, Treasurer

THE MIDDLE YEARS COUNCIL WANTS YOU!!!

EXECUTIVE COUNCIL MEMBERS

We are always looking for volunteers from all over the province who would like to join the executive and promote middle years education. The executive meets five times a year; two meetings are via video conference and one is held at the annual conference in April. Please contact **Jeremy Spink** at jeremy.spink@rdpsd.ab.ca if you are interested in joining the executive.

NEWSLETTER CONTRIBUTORS

Request for Links, Games, Lessons or Cool Activities

Do you have any website links, games, lessons or cool activities that you would like to share with other middle school teachers? Send them to **Emma Holota** at holota.emma@gmail.com. We will include them in upcoming issues of our newsletter.



The MYC website is
www.ATA-MYC.COM.
Add it to your favourites.

Exploring the World Without Going Anywhere

Within the various programs of study for Grade 8 students, there are many opportunities to learn about the wider world. However, one issue that arose for me last year was the fact that most of my students had never been anywhere, not having had the chance to explore the world outside Canada, Alberta, or even further than three hours down the highway. Students have difficulties connecting with places and knowledge that they cannot imagine; while this issue may seem to be more pertinent to those teaching social studies, it also arises in language arts, science and various electives.

The solution? Let them explore the world.

The question that arises from there is, “How?” For those of us in communities that do not have museums, science centres and so on, there is never a question of going anywhere. In this time of COVID-19 restrictions, that would not be a possibility in the first place. From there, the question is how to explore and still be engaging. For example, it is easy to look at a picture but is not as exciting as it could be.

Enter: Google.

Most of the divisions in Alberta today have student accounts that utilize Google applications, especially as we use common tools like Google Classroom. Many of us are already familiar with Google, especially due to our spring online studies. However, Google is so much larger than the school suite of apps that we use all the time. Even Google Earth has been utilized in many

classrooms regularly, but its uses are quite restricted compared to the possibility of virtual and augmented reality, known as VR and AR, respectively.

Google’s work with VR and AR has come very far in the last few years. For example, if you Google the word *shark* on your phone, the option to “View in 3D” will appear on your screen and you can view a three-dimensional shark within your own space if permission is given for Google to use the camera.



Sharks are a group of elasmobranch fish characterized by a cartilaginous skeleton, five to seven gill slits on the sides of the head, and pectoral fins that are not fused to the head. Modern sharks are classified within the clade Selachimorpha and are the sister group to the rays. [Wikipedia](#)

Meet a life-sized
great white shark
up close

 View in 3D



Lifespan: 20 – 30 years (In the wild)

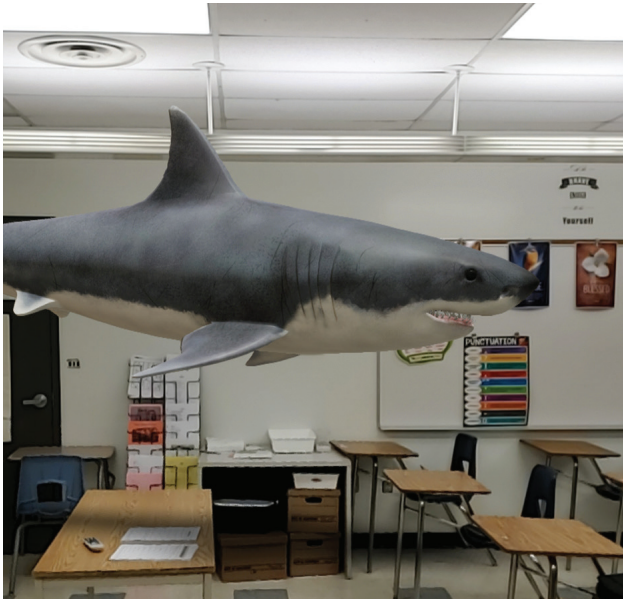
Scientific name: Selachimorpha

Speed: 50 km/h (Maximum, Adult, In The Water, In Short Bursts)

Class: [Chondrichthyes](#)

Kingdom: Animalia

Higher classification: [Elasmobranchii](#)



However, being able to engage an entire class or large groups at once is also possible. Using either one's projector board or mobile device gives you the ability to guide students through 360-degree scenes available through Google Poly (browser) or Google Expeditions (mobile). These applications are great ways for kids to explore the world from the comfort of their classrooms, with both having certain restrictions.

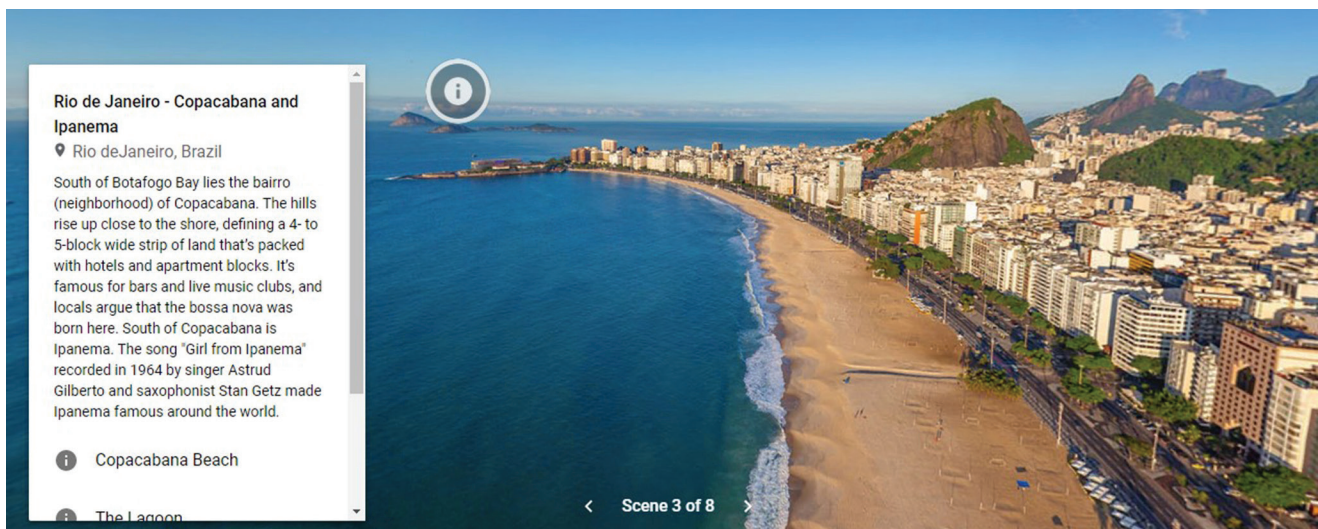
While this article merely touches on the use of VR and AR in classrooms, I have found that these few applications have already made a huge impact on the learning of my

students. They can make connections with locations, and the interactive quality of these tours have made exploring from the classroom exciting again.

Google Poly

Google Poly has a variety of uses, including viewing 3-D objects, but it also can give students the opportunity to see a 360-degree tour of various locations. These are the "click and drag" tours that many of us are already familiar with on other websites, such as the Vatican Museum virtual tours that can be accessed to give students a fantastic view of Renaissance era art in places such as the Sistine Chapel. Poly also shows icons that can be clicked on to give a bit of information about what is being viewed.

The main drawback of Google Poly is also one of its greatest features: anyone can make a tour on Poly using its Tour Creator. This freedom to create means that students can utilize the site to create virtual tours for assignments in various subjects, such as showing the setting of a novel for language arts. However, the flip side means that it may take a bit longer to find a tour with the quality of information you desire.



Visit:

- Poly Tours: poly.google.com/tours
- Tour Creator: poly.google.com/creator/tours/
- Vatican Museum Tours:
www.museivaticani.va/content/museivaticani/en/collezioni/musei/tour-virtuali-elenco.html

Google Expeditions

My favourite app by far is Google Expeditions, which is used with mobile devices. When in use with Google Cardboard viewers, Expeditions makes it appear as if you are immersed in whatever location you are taking a tour of. Google Cardboard is a viewer that can be purchased or built that uses your own mobile device as the viewscreen of a virtual reality device. Purchasing a plastic viewer was about \$20 on Amazon, but there are many more for less or more money. The website for Google Cardboard (shown in the links section) also gives instructions on how to build a set yourself, as it can be created from cardboard as the name suggests.



From store.google.com

The tours through Expeditions can be created using real photos or computer-generated images. While one cannot move through a scene by taking steps, Expeditions offers a 360-degree experience as well with several scenes relating to a single topic. These scenes are so realistic that my students have stumbled while standing still because they have the impression they are standing at the edge of a pyramid—while those pyramids are being built!

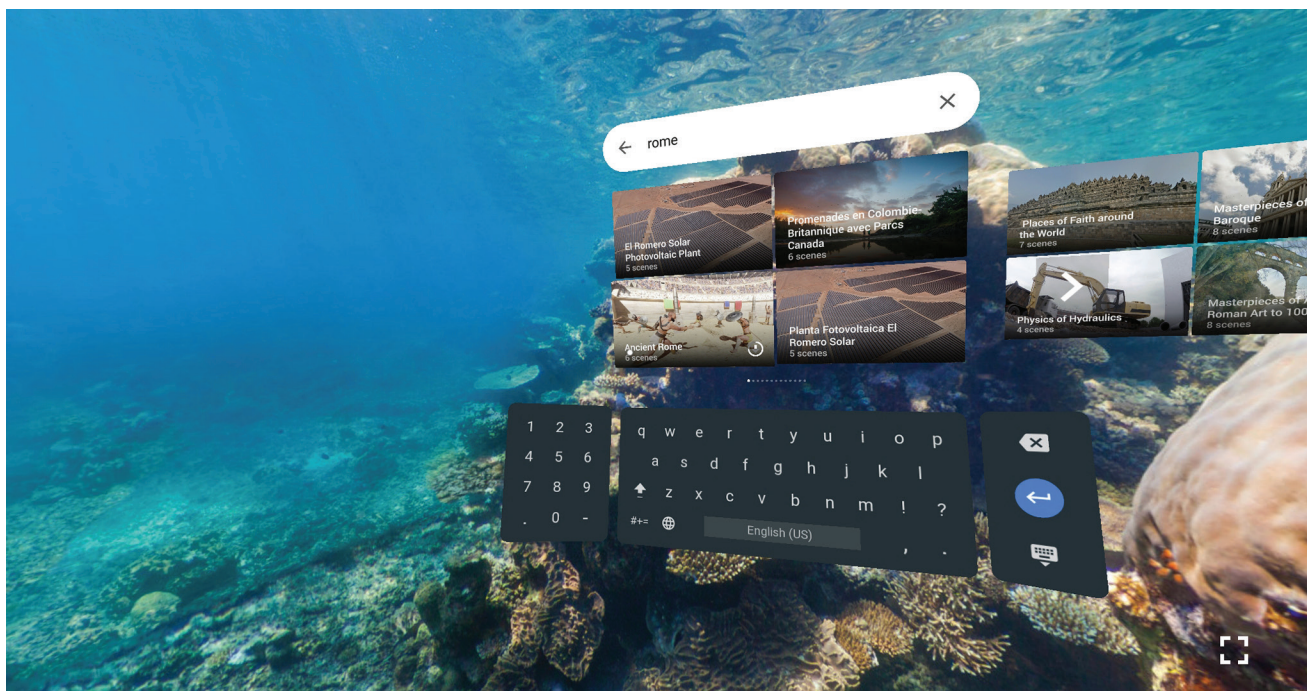
When utilizing Expeditions, the teacher can guide students through scenes using the Tour Guide feature. However, I prefer having students explore for themselves, especially as Expeditions have a narrator function that can guide students independently. The Expeditions app has a menu where students can search for specific tours, but their education website also has a Google Sheets document where many tours for both Poly and Expeditions are listed; many of these tours on the spreadsheet also include links to lesson plans.

The apps for Google Cardboard and Expeditions are free. Visit:

- Get Google Cardboard: https://arvr.google.com/intl/en_ca/cardboard/get-cardboard/
- Google Expeditions Education Site: https://edu.google.com/intl/en_ca/products/vr-ar/expeditions/
- AR and VR Tours, Google Sheets: <https://docs.google.com/spreadsheets/d/1uwWvAzAiQDUEKXkxvqF6rS840ae2AU7eD8bhxzJ9SdY/edit#gid=765151678>



Expeditions can show students Ancient Egypt, the Great Barrier Reef from space or even the inside of the International Space Station!



The Expeditions menu also uses a virtual keyboard.

*Victoria Holota,
Grade 8 teacher, Father Mercredi High School,
Fort McMurray*

“I’m Going In!”

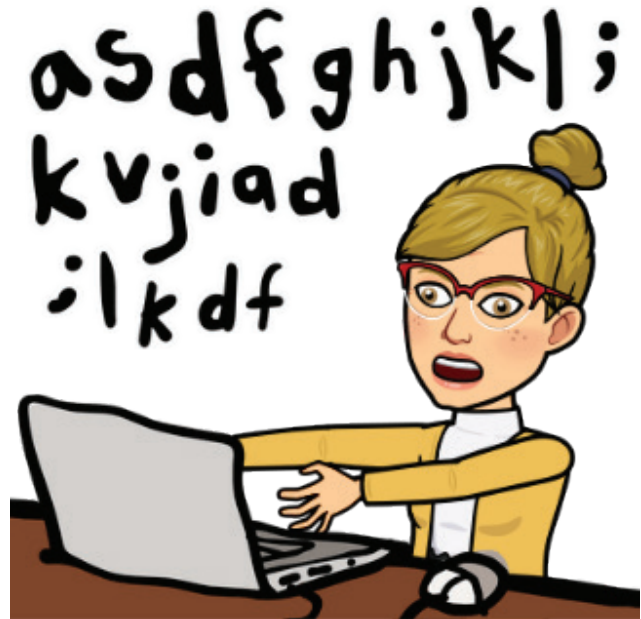


Mid-March 2020 was the introduction to a new education environment. Students and teachers were sent home mid-March at the end of the school day and advised not to return to the building. Parent-teacher

interviews were cancelled. A COVID-19 virus could kill or seriously hospitalize us if we were to come into contact with one another or an item that had the virus. The students walked out like numbed zombies clutching their backpacks, and we teachers were aghast that such an event could happen. We didn’t know if we would be finishing the year, teaching online or returning to the building in a short time; that was the thought bubble floating above everyone’s head. We were in a lockdown all across the country, nay, the entire world.

Within a couple of days, we were told we would be teaching again but online. My heart sank as I felt daunted by the task of learning how to do something that was opposed to my philosophy of teaching with zero online experience. I believed the students had their best learning experiences if they touched a related item, if they presented to each other, if they engaged physically with history and re-enacted events. I believed in books and being carried away with imagination. I believed in revelling in the what-ifs that Grade 6 students are known to inundate teachers with.

My only recent experience with online teaching was watching my high school daughter, whose school used online teaching when she was away at sporting



competitions. I saw her download assignments, watch semi-professional videos, make and take phone calls, click on a few hyperlinks and push submit when done. I dreaded that sterile method of online teaching, for what a 17-year-old would share with her teacher-mother. My daughter was successful, but she was 17, in Grade 12 and very self-directed. My own dated distance learning involved a fax machine, which I told myself was not required in our modern times. I am thankful we are no longer mailing our paperwork back and forth. Middle school students are not mature enough to handle such responsibility, and their mostly new Canadian parents, whom we were to team up with, were not prepared and did not know what to expect either. Admittedly, neither did we.

My predominately ELL students would disengage with such cold objectively guided lessons. I had hints that my fellow grade team members felt the same way. I had no choice, so down the wormhole I went, readjusting my teaching philosophy to accommodate the need.

My e-mail box was beginning to fill up with free (until June 30) apps and seminars that touted their ability to support teachers and enhance learning for pupils. As the halftime literacy coach, it was my responsibility to filter through the apps that applied and not only recommend the programs, but also to know them well enough to teach them, if required. I felt as if I were given a spaceship to fly my fellow teachers and students to safety without knowing the flight plan and how long the journey would take.

Measuring the need versus the time required for set-up and delivery always sent me into a black hole when exploring a new teaching tool. Although I kept telling myself this wasn't rocket science, to me it was.

Although it may not have been true, I felt like I had to know all applicable apps, their potential costs, how to navigate them and who could use them. So, the drowning began, and the first month with 18-hour days was my new normal. I sat at the kitchen desk with my own family bustling behind me. I had food and tea delivered to my work area as there were days I only

moved to the bed and bathroom and back to the desk. I had two computers going, a set of gaming headphones, my teaching texts at my side and my cellphone propped up as a third mini computer if needed. As my hands reached for my headset to adjust to my ears, I reminded my family that I would not be available when my ears were covered. I loudly announced, "I'm going in!"

Not only did I open all applications and go into them, but I attended as many online sessions as possible, had Zoom chats with many representatives, only to discard at least 70 per cent of them. I spent time sorting through what was doable and applicable, and constructed a cost-benefit analysis based on our demographic and needs. It was formidable. The breaks for spending so much time engaged were the ongoing memes about the new online learning. That gave me buoyancy to go back down and dig through the piles of offerings, and now other teachers and administrators who knew that I was mining for online support were sending even more opportunities to me. The Zoom meetings with the classes, fellow grade teams and then administration were the only social gatherings I had in my life. If it weren't for my family and grade team members asking personal questions occasionally, I would have thought myself as a new AI-transformed teacher. I remember staring at the words "Have a good weekend" at the end of an e-mail and wondered what that looked like for a modern-day teacher.

I was able to catch a breath when I noted that other teachers were looking too and gave me their impressions of certain applications. Now I had fellow explorers and good humour to lighten my search. Then administration encouraged other teachers to share their top teacher tips, which honed down what I was looking for



and offered up what they had found that worked. Now I had company.

Collectively we found, and I filtered through, so many applications that assisted online learning that we had a collection of nuggets that any teacher could use for either of our campuses. It was true that in the beginning we floundered, but we all learned to swim in this new style of lesson planning. We caught the wave with the right app, and we enjoyed our new stage for lesson delivery.

We had a high engagement of our Grade 6 students. I learned how to costume up differently for each Screencastify lesson. Trying to find a good game, puzzle or online event for morning check-in times was exciting. My students actually came to morning check-in just to touch base with their friends and me well before their usual core subjects started. Sharing Simbi, an easy and short reading app where students shared their chosen short stories aloud with fellow students around the world was actually uplifting. Vocabulary.com was one way to keep our word wall alive. BrainPop and Kahoot! were downright hilarious. One morning we jumped online and listened to someone else read *The Veldt*, by Ray Bradbury, as part of our morning check-in. Learning how to use Google Classroom and Google slides in different ways, and so



many other Google apps. This was pulling our students into full online addiction accompanied by their teachers.

Working 18 hours a day did lessen, but learning and teaching had become a positive addiction. We all want to get together, students and teachers, and discover new ways to learn. Yes, I still believe in a life-work balance. Yes, I still believe in hands-on and social engagement learning. But, if life gives you lemons, my family hears me announce, "I'm going in!"

Susan Grant-Suttie, literacy coach and Grade 6 social science teacher (2019/20), Almadina Language Charter Academy, Calgary

What Is Your Pinterest Address?

Middle school grades connections, please connect here:

- www.pinterest.ca/belgone2001/grade-5-social-alberta-curriculum/
- www.pinterest.ca/belgone2001/grade-6-ancient-athens-democracy/
- www.pinterest.ca/belgone2001/grade-6-democracy-in-canada/
- www.pinterest.ca/belgone2001/grade-6-geography/
- www.pinterest.ca/belgone2001/grade-6-health-alberta/
- www.pinterest.ca/belgone2001/grade-6-local-government/
- www.pinterest.ca/belgone2001/grade-7-language-arts-english/
- www.pinterest.ca/belgone2001/grade-7-social-canadian-history/
- www.pinterest.ca/belgone2001/option-7-middle-school-drama/
- www.pinterest.ca/belgone2001/grade-8-social-isolation-to-adaptation/
- www.pinterest.ca/belgone2001/grade-8-social-japan-alberta-curriculum/
- www.pinterest.ca/belgone2001/grade-8-renaissance-case-study/
- www.pinterest.ca/belgone2001/top-teacher-tips-for-middle-school/
- www.pinterest.ca/belgone2001/google-smart/
- www.pinterest.ca/belgone2001/grade-school-bulletin-boards/

Susan Grant-Suttie

Tech Corner



As we continue in this new world of teaching in class, preparing for online learning as well as keeping students who are working at home up to date, we need some sort of tool that allows us to not only show students what to do, but talk to them about it at the same time. In past Tech Corners I have talked about Screencastify, but in recent weeks I have found a more user-friendly program called Loom. Loom allows teachers to record their desktop while at the same time recording themselves. I find Loom more user friendly, as it can be downloaded immediately and

used in other programs such as WeVideo and Google Slides. I am currently using Loom as a way to do a week-in-a-review video that I send to parents and that students can access on my classroom website when I am away. Loom can be found at [Loom.com](https://loom.com) as well as a free extension in Google Chrome.

Another new add-on I have been using to keep my students interested while learning online is something for Google Meet. Sometimes I feel like Google Meet is light years behind certain other video software (that rhymes with boom) in terms of creating engaging backgrounds that grab the initial attention of the students. Recently a new extension for Google Chrome called Visual Effects for Google Meet allows teachers to change their backgrounds and add such things as bubbles, manipulate some of the colour, add messages, as well as blur the background. This can be found as a free extension in the Chrome Web Store.

*Jeremy Clevette,
Webmaster and Central Regional Representative*

PEC Report



Hello MYC! I am Murray Lalonde, district representative (DR) for Central East, and I am very excited to be working with the Middle Years Council. I spend half of each school

morning teaching Math 7 at H A Kostash School, in Smoky Lake, and love every minute of it! I also teach PE 5 and 6, and Math 20-2 in my halftime teaching position, with the other halftime spent on ATA business. I am loving life out in the country and love to represent teachers from all over Alberta. My favourite part of the DR position is getting to work with and personally know the wonderful people who teach Alberta's youth.

The Alberta Teachers' Association's (ATA) PD webinars have been very well received, and teachers across Alberta express their thanks for an amazing array of no-cost professional development. If you have missed any of the webinars, worry not. The webinars have been recorded as both video recordings and audio podcasts, and are available at [ATAPDwebinars2020.sched.com](https://atapdwebinars2020.sched.com).

If you are feeling like it's already June but the holidays haven't happened yet, you are not alone. The ATA's Government program area has been conducting pulse surveys

regarding how teachers are coping with the start of the school year and all the work involved in teaching during a pandemic. The results showed that 87 per cent of teachers and school leaders surveyed feel stressed, 92 per cent feel exhausted by the end of the day and 29 per cent feel depressed or hopeless more than half the days of the week. Please visit the ATA website for the full results of all pulse surveys: <https://tinyurl.com/atapulsesurvey>.

Due to the uncertainty of where we will be in this COVID-19 pandemic and the need to provide subgroups with assurances in important planning needs and deadlines, all 2021 teachers' conventions will be held virtually on their assigned dates. Likewise, if any specialist councils are holding a conference, it will need to be held virtually. ATA PD staff officers are very eager to assist councils in all aspects of holding online conferences.

As exhausted as we may feel this year, good things are being reported. Children are very happy to be back in school, thanks in large part to their teachers, school administrators and support staff. You need to know that you are doing amazing things, and the ATA would like to showcase it for the public to see. If you have any success stories, please share them with the *ATA News*.

I wish the best of health and happiness to you and your loved ones.

Murray Lalonde, PEC Liaison

AMLE Update

AMLE Affiliation

Members of the Middle Years Council have found value in having a membership in the Association for Middle Level Education (AMLE), which is the international organization for middle years educators. The AMLE website (www.amle.org) has resources and information related to middle years education. The free membership will allow you to access some materials. However, with a professional membership, you will have full access to all resources, as well as receive discounts on books, resources and conference registration.

AMLE at a Glance

The AMLE is committed to helping middle grades education

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

Mission

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

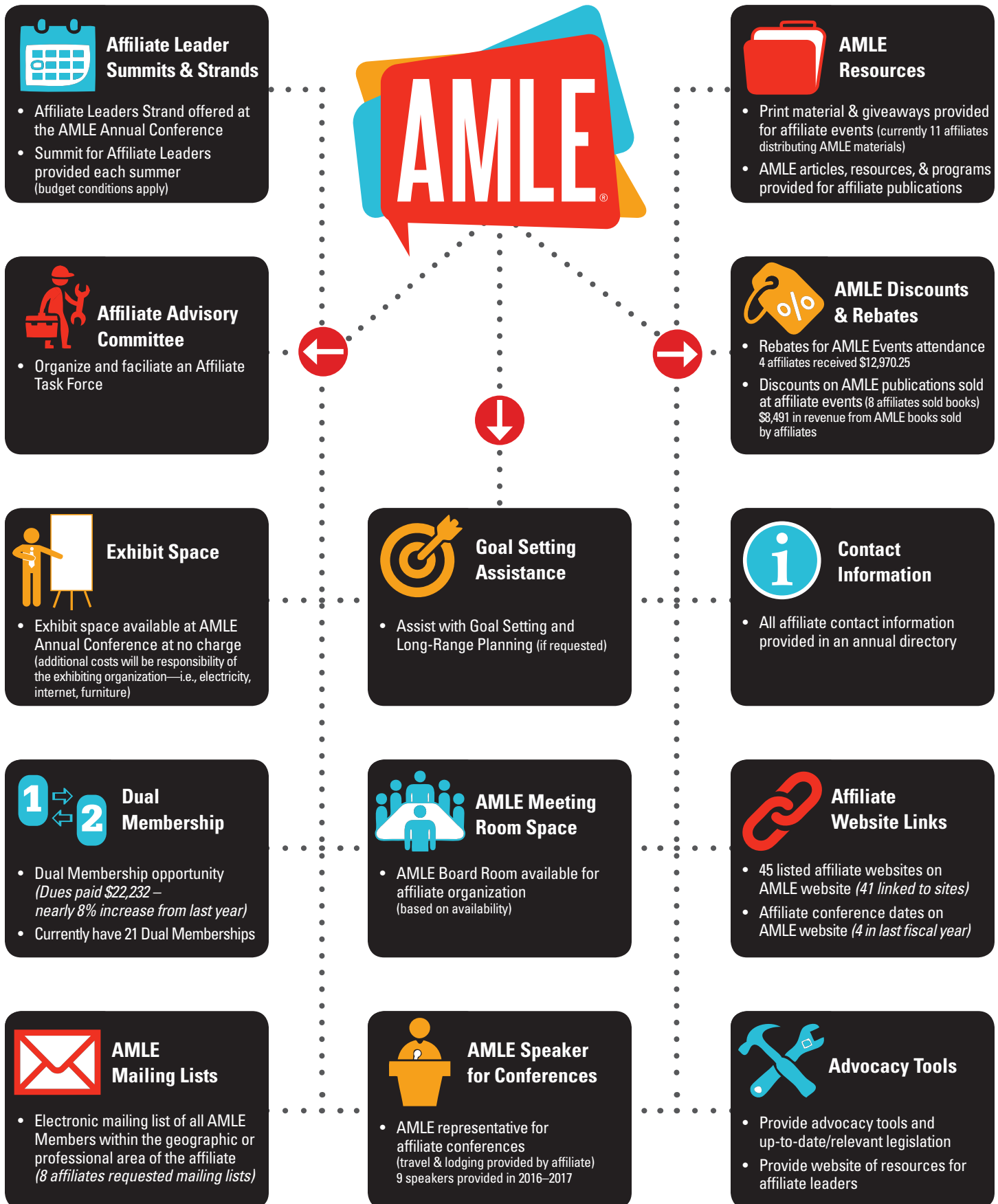
Vision

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

What does AMLE provide to affiliates?



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.



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