

FOCUS NEWSLETTER

A publication of the Social Studies Council of The Alberta Teachers' Association

Volume 43, Number 4

March 2016

President's Message



Dear Social Studies Council members

Conference season is upon us, and your council is working on many initiatives that reinforce our standing as professional social studies teachers. Two of these initiatives, which will be elaborated on in this edition of *Focus*, are our November meeting in Red Deer, where Joel Westheimer from the University of Ottawa presented on promoting democratic citizenship, and our upcoming 2016 conference.

At the November event, sponsored by the Red Deer locals, members were given the opportunity to analyze and

discuss the results of a recent survey examining the state of social studies in Alberta. This event was very well received, and provided our council with the opportunity to network and collaborate with our various partners. The release of the final report on this survey is slated for April; we have created an ad hoc committee that will release a series of recommendations based on the feedback that emerged from this discussion and the analysis of the data.

Our council's role continues to be enhanced by a surge in our membership numbers. The latest increase in members was the result of two days of successful preservice specialist council events at Mount Royal University and University of Alberta. The council's thanks go out to the student locals, specialist volunteers, Don McLaughlin and the Alberta Teachers' Association staff who coordinated and made these sessions possible. I am excited by the possibilities your Social

Studies Council regionals have before them in supporting these new members this spring—our membership is coming forward to make great things happen.

Presently, our council is attending to how postsecondary institutions deliver social studies education. As part of this process, we have surveyed how and to what extent degree-granting institutions in Alberta prepare future educators to teach social studies. Noting that some institutions do not require

continued on page 2

Inside

Editor's Note

Alberta Social Studies Council Conference: "Advocacy, Activism, and Action"

Social Studies Survey

Quilts of Reconciliation

Navigating Two Curriculum Worlds as a Preservice Teacher

Interview: Dwayne Donald

Alberta Social Studies Council Conference: “Advocacy, Activism, and Action”

Join your social studies colleagues from across the province at the River Cree Resort and Casino for the 2016 Social Studies Council conference on October 13–15. The theme of the conference is “Advocacy, Activism, and Action,” which speaks to what many professionals consider to be the heart of social studies education. The conference commences on Thursday evening, October 13, with the President’s Reception, followed by a viewing of the film *Elder in the Making*, produced and directed by Calgaryan Chris Hsiung. On Friday morning, October 14, Dwayne Donald will give the opening keynote message, “Curriculum, Citizenship and Sacred Ecology: A Call for ‘Real People.’” The Saturday morning closing keynote will be delivered by noted attorney Dennis Edney speaking on “The Rule of Law in an Age of Fear.” As an added benefit, the conference schedule will give attendees the opportunity to visit local Edmonton attractions through excursions prior to the Friday night banquet and evening entertainment.

To sign up for the conference please visit:
https://event-wizard.com/AAASocial_Conference/0/register.

If you are interested in leading a breakout session, please complete a sessional proposal on the conference website, https://event-wizard.com/events/AAASocial_Conference.

Looking forward to seeing you at the River Cree Resort this October!

A blue poster for the 2016 Social Studies Council Conference. At the top right is the Social Studies Council logo. The main title "2016 Social Studies Conference" is in white text on a blue background. Below this is a graphic of three silhouettes of people holding up banners that read "ADVOCACY", "ACTIVISM", and "ACTION" in red. The bottom section of the poster contains the text "Edmonton Marriot at River Cree Resort and Casino October 13–15, 2016" in white. At the bottom, it says "For more information visit us at" followed by the URL https://event-wizard.com/events/AAASocial_Conference/, a Twitter icon, and the handle "@social_aaa".

2016 Social Studies
Conference

ADVOCACY ACTIVISM ACTION

Edmonton Marriot at
River Cree Resort and Casino
October 13–15, 2016

For more information visit us at
https://event-wizard.com/events/AAASocial_Conference/

@social_aaa

President's Mesesage continued from page 1

elementary specialists to take social studies curriculum and pedagogy courses, we are considering next steps in responding to this situation. Along with these initiatives, we are continuing to implement our four-point strategic plan, first developed in March 2015, which focuses on member engagement; advocacy for social studies

professionals; developing networking and collaboration among our membership and related stakeholders; and, finally, advancing diversity, equity and social justice.

I thank you, our members, for the way you advance Alberta students in all things social studies and how you collaborate as professionals in your

workplaces. If the time is right for you to step into a leadership role in your regional or provincial council, I am available at 780-970-4039 (cell), rolandhz@me.com or @rolandhz (Twitter) and I would be happy to discuss opportunities for you within your professional association.

Roland Zimmermann
Past President

Editor's Note



In December of last year, the Truth and Reconciliation Commission issued its final report on the history and legacy of Canada's residential school system. As part of this document, the commission published 94 calls to action outlining the need for all levels of government, including systems of education and teachers, to work together to repair the harm caused by residential schools and work towards reconciliation. The section on "Education for reconciliation"¹ is of particular importance to social studies teachers. Call to Action 62.² specifically calls on ministries of education, in consultation and collaboration with survivors, Aboriginal peoples and educators, to

Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

Since 2005, foreseeing the need for such measures, Alberta Education has made the teaching of Aboriginal perspectives and experiences a core part of the Alberta social studies program in all K–12 classrooms. As I know from teaching this social studies program for four years at the junior high level, however, the teaching of Aboriginal perspectives is very challenging. Many educators, including myself, received limited to no preparation in how to engage Aboriginal perspectives during our teacher education. However, we are not alone in this situation. There are many educators within our social studies community who can provide guidance and inspirational models to follow in taking up this important work. In this issue you will hear from two such educators. Suzanne Williamson shares her story of creating quilts of reconciliation with her Grade 9 students at École Lacombe Junior High School. As part of this project, students presented their quilts, filled with images of hope, friendship and courage, to students at Ermineskin Junior/Senior High School, in Maskwacis, a school that sits on the site of one of the residential schools closest to Lacombe. Students from both schools then all took part in a mini powwow.

Suzanne's project with her students reflects a desire to overcome what Marie Wilson, a commissioner of the Truth and Reconciliation Commission, has recently called the real two

solitudes in this country, that between Indigenous and non-Indigenous citizens. It additionally reflects advice from Indigenous scholar Dwayne Donald, at the University of Alberta, who, during our interview, counselled educators who seek to engage Aboriginal perspectives in meaningful ways to focus on bringing people together. Dwayne highlights the important role social studies teachers have in creating spaces where students can hear stories and experiences told by Aboriginal people that will help students dismantle common stereotypes and biases that exist in our society. He adds that such stories and interactions also provide opportunities to show how our present and future are similarly tied up together. After all, as Kainai elder Andy Blackwater asserted, our teepees are all held down by the same pegs now.³

David Scott

Notes

1. Available at www.myrobust.com/websites/trcinstitution/File/Reports/Volume_6_Reconciliation_English_Web.pdf or <http://tinyurl.com/zswb7fu> (accessed March 9, 2016)

2. Available at www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf or <http://tinyurl.com/phhrhf8> (accessed March 9, 2016)

3. I found the quote from Andy Blackwater in "Forts, Curriculum, and Ethical Relationality," by Dwayne Donald, in *Reconsidering Canadian Curriculum Studies*, ed Ng-A-Fook and Rottmann, 39–46 (New York: Palgrave and Macmillan 2012).

Social Studies Survey

For the last six months I have been privileged to work with the Social Studies Council and I am incredibly impressed by the dedication and passion exhibited by the members. These are the people who lead the local councils, edit and write for our two amazing publications, maintain our website and social media presence, plan the conferences, serve on the executive, and lead the many activities the council is involved in. Council members I have met all seem to be driven by a desire to serve the community by improving social studies education. Their work is ultimately motivated by the desire to improve our local communities, our province, our country and the world.



Early last year the Social Studies Council recruited Larry Booi and Hans Smits to develop a survey to understand the current state of social studies in Alberta and to identify areas where the council could help support its members. This survey asked teachers their view of the current program of studies, how they would change it and what they would keep the same. Teachers were asked to

rate their satisfaction with various working conditions that affect their professional practice as well as what they believe is the purpose of social studies. On November 6, in Red Deer, the council helped organize *Renewing the Promise of Social Studies in Alberta—A Dialogue*, where data from the survey was presented to about 100 social studies teachers, including many Social Studies Council members. Much of the day was dedicated to giving participants time to digest the information, discuss the results at their tables and provide specific feedback. J-C Couture, from the ATA, Larry Booi and Hans Smits were there to facilitate the process. The event included a panel discussion featuring Carla Peck, from the University of Alberta; David Scott from the University of Calgary; and Robert Twerdoclib, from the Alberta Teachers' Association. Participants were repeatedly asked to consider what the data was saying and its implications. The responses were complex and defied easy categorization, but each data point provided the impetus for a great discussion.

In the afternoon, Joel Westheimer from the University of Ottawa provided another perspective on social studies across North America. He shared his views on citizenship, democracy and teaching as well as the obstacles and opportunities that confront teachers in addressing the challenges our democracy faces. His talk also generated some excellent debate in the room, especially over the issue of standardized assessments. Overall, this event exemplified



Larry Booi

the kind of thing the Social Studies Council does: provides social teachers with useful information and perspectives while giving them the opportunity to have a voice in the process. I would encourage each one of you to have a look at the results of the survey and continue the conversation. Members of the executive would be happy to hear from anyone who wants to contribute to this discussion.

If you would like to take a look at the data for yourself, you can retrieve this information through the following links on the council website:

Data charts:

- http://ssc.teachers.ab.ca/_layouts/15/WopiFrame.aspx?sourcedoc=/SiteCollectionDocuments/2015survey/Data%20Charts.xlsx&action=default or <http://tinyurl.com/huut95l>

Open-ended questions:

- http://ssc.teachers.ab.ca/_layouts/15/WopiFrame.aspx?sourcedoc=/SiteCollectionDocuments/2015survey/Open-ended%20Questions.xlsx&action=default or <http://tinyurl.com/zb8arcn>

John Tidswell

John Tidswell is a K–12 social studies consultant with Edmonton Catholic Schools and president-elect of the Social Studies Council.

Quilts of Reconciliation

It is estimated that approximately 150,000 Aboriginal students in Canada attended the 80 Indian Residential Schools funded by our federal government. Children were removed from their communities and thereby deprived of learning their ancestral languages and traditional culture. The legacy of these schools is still felt today among Aboriginal peoples and cultures, as well as within the greater Canadian society as a whole. Aboriginal peoples and communities will go through a long healing process, and it is important for Canadians to hear the survivors' stories and acknowledge their experiences.

After studying collective rights, including Aboriginal rights, and Indian Residential

Schools in social studies, my Grade 9 students each chose an image that reminded them of something to do with their learning. Many of the images related to themes of love, hope, unity, friendship, strength and courage. The students then hand-appliquéd their images onto quilt squares. Two quilts, containing 30 squares each, were then created with the help of local quilter Sharon Williamson. One quilt will be hung in École Lacombe Junior High School (ELJHS) in Lacombe as a reminder of the importance of compassion and empathy, especially towards Indigenous cultures. The second quilt was presented to Ermineskin Junior/Senior High School in Maskwacis, a school that sits on the site of one of the residential

schools closest to Lacombe. These “sister” quilts will forever provide a link between the two schools and the two communities.

The project was an amazing experience for everyone involved. It became an example of a fully inclusive project—even the students with high special needs participated and made their own quilt squares. The students at ELJHS then were able to interact with students and community members from Maskwacis and experience a mini Community powwow. Everyone came away with not only new knowledge, but a stronger appreciation for each other.

Suzanne Williamson
Suzanne Williamson is a
teacher at École Lacombe
Junior High School.

Christina Martens / *Wetaskiwin Times* / Postmedia Network

Navigating Two Curriculum Worlds as a Preservice Teacher



Some of my classmates and colleagues have characterized the field placement component of the University of Calgary's Werklund School of Education program as the single most important part of our training as preservice teachers. Others have much stronger feelings, going so far as to say that the practicum is the *only* valuable part of our program. After hours of on-campus instruction in an academic setting about the theory and ideas surrounding teaching and learning, our experience in the field can sometimes seem like the only place for prospective teachers to really see what teaching is all about.

But for us preservice teachers, the field is not just a space for

action. It's also a space for application and experimentation—a space characterized by the tension between theory and practice. The educator and curriculum scholar Ted Aoki once referred to teaching as indwelling between two curriculum worlds: the worlds of curriculum-as-plan and curriculum-as-lived-experiences. He characterized the first of these worlds as existing outside of the classroom in ministerial documents and school district offices. The second world is one more familiar to individual students and teachers in the classroom, characterized by their day-to-day experiences living with the challenges, personalities and routines that colour our understanding of what it means to be in schools. Aoki believed that to be a teacher meant to dwell in this zone between these two worlds and to answer the calls and responsibilities that both worlds claim on teachers.

I believe that the experience of being a preservice teacher in the field is characterized by a similar tension. Importantly, our practicums give us the opportunity to witness and experience the classroom not only from the role of a teacher, but also from the role of someone studying teaching as a profession. By occupying both of these roles simultaneously in the field, each opportunity to teach becomes an opportunity to learn as well, and to reflect on how well what we have learned on campus applies to the classroom.

Of course, such an opportunity comes with many challenges that accentuate these tensions. At

times, we preservice teachers can feel very distant from the signature pedagogies and principles that are preached in lecture halls. Sometimes we might wonder “What’s the use of tailoring my classroom instruction around a big idea or enduring understanding if my students only care about what’s on the test?” or “Why should I waste my time planning performance tasks that give students the opportunity to independently identify problems they want to explore when I can’t even count on their initiative and engagement to participate in a classroom discussion?” In times like these, the tension between what we learn at the university and what we experience in the field can seem so great that it’s tempting to throw out the lectures and to teach by intuition and by the memory of our own experience in primary and secondary schools.

If we’re determined and lucky enough, however, our practicums are coloured more by successes than challenges. In my experience, it is these small victories that reaffirm my faith and commitment as a student of teaching and learning, specifically within social studies. Some days it’s as simple as crafting a pointed essential question to direct students’ learning over the course of a lesson. Other times it can be as elaborate as the satisfaction of having my social studies students work with primary sources and historical thinking skills to make sophisticated judgments about the past. Sometimes my successes in the field have less to do with my

ability to enact effective teaching methods, and result from the opportunity to reflect thoughtfully on my developing practice. For example, considering whether my own preference for questioning and class discussion ostracizes my shyer students might be considered a small success gained from practicum.

But it is important to note that none of these successes could happen if I became convinced that my learning and growth as a teacher simply stopped once I reached the field. Instead, these significant moments are a direct result of the tension between my own states of learning-to-teach and actually-teaching. So, rather than fixating on the separation between our own instruction and our experience in the field, we preservice teachers would do well to learn from the tension that comes with trying to occupy these spaces—to become familiar with and to embrace this zone of *between*.

Alexander Dingman
Alexander Dingman is a
preservice teacher in the
Werklund School of Education,
University of Calgary.

Interview with Dwayne Donald



Dwayne Donald, PhD, is an associate professor in the Faculty of Education at the University of Alberta, Edmonton, Alberta. He will be giving the keynote address, entitled "Curriculum, Citizenship and Sacred Ecology: A Call for 'Real People,'" at the 2016 Social Studies Council conference.

Interviewer: How do you understand the idea of teaching for reconciliation and how social studies teachers might think about this?

Dwayne: As you know, *reconciliation* has become a kind of contentious term, and many people have made some good points about what we think it means and what are its implications. I think there are several things that need to happen before we can start to talk about reconciliation—before we can start imagining a different kind of relationship. I think many people are starting to come to terms with the story

of the country and how they have been misled. The way I think about it, there needs to be a depth of engagement with the history of colonialism first. But it needs to be done very carefully, and with compassion and kindness as well, because I think too often it is taken up in ways that back people into corners, which can bring up defensiveness and guilt and all kinds of inorganic emotions.

Interviewer: If you look at the Grade 10 program, for example, it takes up the history of colonialism in Canada through the lens of the legacies of historical globalization. So on one hand we could say the Alberta social studies program helps us to take up colonialism. However, on the other hand, as teachers we sometimes get stuck in taking up these topics in very informational ways. What advice would you give social studies teachers, trying to take up this topic in more impactful and meaningful ways?

Dwayne: I think it is about the intimacy of the stories. For me it is always about connecting the micro to the macro. For example, recently there was a letter published in the *Globe and Mail* (<http://beta.images.theglobeandmail.com/static/TRC/RussMoses.pdf>). The Department of Indian Affairs sent out a letter in 1965 and wanted to have some sort of meeting on what experiences were like in residential schools and it was sent to a guy who went to the Mohawk Institute from 1941 to 1949. In this article you see the letter from Indian Affairs and what this man wrote in response. What this does is

give very particular details on what life was like in this school, and that is the kind of thing that can really get at the intimacy of these everyday experiences. It also allows teachers to make those connections to government policy, and I think this is what is missing so often. If you take the information and timelines approach, it is hard for students to connect the dots and see the ways Canadian culture is implicated in a lot of this. Of course it is one thing for the calls to action to teach about residential schools, but the truth is so few teachers have been prepared adequately for this.

Interviewer: As a social studies community who wants to help teachers who are struggling with how to take these themes up, what are some things we need to do?

Dwayne: For me the whole PD model is pretty impoverished. What I have been talking to a lot of people here about lately is the problem of the story and trying to connect the story of the nation and nationality to the task of citizenship, and how social studies education is very intimately wrapped up in that. The integrity of the person that is the target of citizenship education is wrapped up with the integrity of the national story. One of the things I emphasize with my students is that now that we are being asked to understand Indigenous experiences, it is a different story and a different model of a person. If the story gets changed, there is a different kind of person we have in mind at the end of this process. I think that is where

a lot of the work needs to get done, because people have difficulty imagining a citizenship project that isn't predicated on the nation or nationality because we have never had that in our history. I think that part of the realization needs to be [that] there is always going to be an ambiguous relationship between understanding nation and nationality in relation to Indigenous people. The question for me is to what extent we can have a social studies education that isn't fully invested in a certain model of citizenship that basically comes from Europe and all the values that are associated with that. We need to think about what unifies us as human beings.

Interviewer: If we are looking for a different way to imagine citizenship, to what extent do you think the numbered treaties provide us with an opportunity to rethink the relationship between Indigenous and non-Indigenous peoples?

Dwayne: One of the things I have really tried to help my students understand is that notions of nation and nationality are actually pretty far from Indigenous understandings, at least Cree and Blackfoot understandings, of what was actually going on at that time. We assume that notions of nation and nationality can be directly applied to how Cree and Blackfoot people were understanding themselves at this time—the model we have been trained to think about and utilize. The more I look at it I don't think this was the case. I really think there is a lot of potential there in trying to tap

into that Blackfoot and Cree imagination of what it means to live here. And that is probably what my big message is going to be at that social studies conference: is it possible to be inspired with other ways to be a human being?

I avoid using the term *citizen* because it is so wrapped up with certain ideas. I think that is where the work is, and if you look at a lot of things the chiefs were saying in the translated versions around the treaty negotiations it was very clear what unifies as human beings. It is what keeps us alive—the food and the water and all that. I guess these days to talk about that, in English anyway, it sounds a bit simple, even silly. But I think it is both that simple and that complex. So that is what I am most passionate about and I am really trying to honour that insight and try and help people let go of that need to worship this abstract human creation which is the nation. We need it in certain ways, political or otherwise, but it gets in the way of a lot of things. It becomes the dominant way in which people try and organize things and this becomes a problem because as long as it stays that way then Indigenous are always going to be positioned in an awkward way in relation to the nation.

Interviewer: I see what you are saying, but if we think about Aboriginal people's historical and contemporary contributions to Canada and the foundations of this country, our education system historically never told us about these stories. Isn't it important to think about this as well?

Dwayne: I totally agree. I just gave a lecture on treaties as part of our required course and there are 250 students in there. What I try to do in that lecture is show them how the treaties as we have inherited them are embedded in the law of this country. After the lecture it is so nice to have people come up and say, “No one told me any of that.”

Interviewer: When you say the law, do you mean *Constitution Act* of 1982, which guarantees consultation and negotiation on things like resource development on the traditional territories of Aboriginal national communities?

Dwayne: I go back to the Royal Proclamation of 1763. I really just try and take notions that students are well familiar with and show them how they often do not have the full picture. But, more and more, I am less interested in legislation. A lot of people on campus here are really excited about the UN Declaration on the Rights of Indigenous Peoples. I just find I don’t have a

lot of patience for thinking in those big-policy ways; I am more interested in what people are doing. How people are negotiating this stuff and making sense and doing good things. I am more interested in that.

Interviewer: So as social studies teachers who are committed to taking up this work in the lived space of the classroom, where would you counsel us to focus our efforts?

Dwayne: Just getting people together to talk to each other. You can’t underestimate that. For our required course, there are 5 of us lecturers and about 16 seminar leaders, and all but 2 are Indigenous. Lots of the students, once they are comfortable enough, will say “I have never spoken to an Indigenous person before this class.” A lot of the seminar leaders can speak very personally about all kinds of things that are part of the course content. Not all students are immediately appreciative of that,

but it really changes things when you have a face in front of you and this is a human being just like you. The other thing I try to do is invite people to come to community events or ceremonies, just so they can learn and become more comfortable, because I think that, more than anything, is going to inspire people to continue to learn. I am interested in more holistic approaches—rather than intellectualizing everything—trying to honour the idea of the emotion, the spirit, the body, in connection with the head. Of course we need those resources and we need to give teachers guidance, but I am worried it is going to become an intellectual exercise like everything else. I think this is a key issue and I don’t want students to experience it in the same way.

Interviewer: Thank you, Dwayne. You have given us a lot to think about.

Editor’s note: this interview was conducted by David Scott.

Effective IMMEDIATELY, your annual no-cost specialist council membership will no longer expire in August. Instead, it will continue year after year until you change it. To register or change your council membership, log in at www.teachers.ab.ca with your ATA website username and password.

Specialist councils are your source for conferences, networking, publications, resources, workshops, online communities and professional development.



BECOME A PAGE

with the Legislative Assembly of Alberta

The Page Program is unlike any other job. It's a chance for you to experience Alberta's legislative process, gain work experience and be part of a team.



You can apply if you

- Will be at least 15 years of age by September 1, 2016
- Are entering Grade 10, 11 or 12 as a full-time student
- Maintain strong and consistent grades
- Are a strong communicator with good interpersonal skills

Application deadline is May 31, 2016

Human Resource Services
Legislative Assembly of Alberta
E-mail: hr@assembly.ab.ca
Phone: 780.427.1364
assembly.ab.ca



 **Legislative Assembly of Alberta**
 **@LegAssemblyofAB**

WHERE WILL YOUR SUMMER TAKE YOU?

SUNIA.CA



WEEK A:

August 14th - 19th

For 64 years SUNIA has been giving high school students from around the world the opportunity to explore global issues, world politics and leading social issues, all while in Alberta's beautiful Rocky Mountains. At SUNIA you will:

- Spend the week with delegates from the UN
- Participate in a model UN security council
- Meet amazing people
- Swim, hike, and more

WEEK B:

August 21st - 26th

Visit sunia.ca to register and find out more. Scholarship and bursary opportunities are available.

Come experience the week of a lifetime at
SUNIA 2016



Social Studies Council Executive 2015/16

President

Roland Zimmermann
Bus 780-466-3161
rolandhz@me.com or
roland.zimmermann@ecsd.net

President-Elect

John Tidswell
Bus 780-441-6000
john.tidswell@ecsd.net

Secretary

Sharon Richter
Bus 403-782-3812
srichter@wolfcreek.ab.ca or
richters@shaw.ca

Treasurer

Gary Hansen
Bus 780-387-4101
gbhansen@telus.net or
hanseng@wrps.ab.ca

Conference 2016 Director

Joy Wicks
Bus 780-735-7987
joywicks@shaw.ca

Newsletter Editor

David Scott
Bus 403-220-2480
scottd@ucalgary.ca or
davids@calgaryscienceschool.com

Journal Editor

Craig Harding
Bus 403-777-7870
jcharding@cbe.ab.ca or
jcharding@shaw.ca

Electronic Media Editor

Bryan Burley
Bus 403-343-1354
bryan.burley@rdpsd.ab.ca

Website Manager

Bryan Burley
Bus 403-343-1354
bryan.burley@rdpsd.ab.ca

Associate Webmanager

Roland Zimmermann
Bus 780-466-3161
rolandhz@me.com or
roland.zimmermann@ecsd.net

Alberta Education Representative

Janis Irwin
Bus 780-422-3242
janis.irwin@gmail.com or
janis.irwin@gov.ab.ca

University Representative

Carla Peck
Bus 780-492-3751
peck1@ualberta.ca

PEC Liaison

Robert Twerdoclib
Bus 780-963-2255
robert.twerdoclib@teachers.ab.ca or
twerdo@shaw.ca

ATA Staff Advisor

Dave Matson
Bus 780-447-9400 or
1-800-232-7208
dave.matson@ata.ab.ca

REGIONAL PRESIDENTS**Calgary and District**

Daniel Zeeb
Bus 403-500-2082
daniel.zeeb@cassd.ab.ca or
dz4878@icloud.com

Central Alberta

Suzanne Williamson
Bus 403-782-3812
suzanne.williamson@
wolfcreek.ab.ca

Edmonton and District

Rachel MacLeod
Bus 780-426-2010
rachel.macleod@ecsd.net

Northern Alberta

Andrea Willman
Bus 780-830-3086
andrea.willman@gppsd.ab.ca

Southern Alberta

Matt Strikwerda
Bus 403-320-7565
matt.strikwerda@lethsd.ab.ca

Copyright © 2016 by The Alberta Teachers' Association (ATA), 11010 142 Street NW, Edmonton, Alberta T5N 2R1. Unless otherwise indicated in the text, reproduction of material in *Focus Newsletter* is authorized for classroom and professional development use, provided that each copy contain full acknowledgement of the source and that no charge be made beyond the cost of reprinting. Any other reproduction in whole or in part without prior written consent of the Association is prohibited. *Focus Newsletter* is published by the ATA for the Social Studies Council (SSC). Editor: David Scott, 300 Sackville Dr SW, Calgary T2W 0W9. Editorial and production services: Document Production staff, ATA. Opinions of writers are not necessarily those of the Social Studies Council or of the ATA. ISSN 0838-5319

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. In Edmonton, dial 780-447-9432; toll free in Alberta, dial 1-800-232-7208, ext 432.

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