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President's Message



It's the time of year when many of us reflect on the past school year, as well as on the future.

I am grateful for all the opportunities to reconnect this year. Whether in our personal lives, our school communities or our professional collaborations, we were together in person more than online.

The Social Studies Council (SSC) conference was a perfect example of waiting out the storm of COVID-19. In October, we were finally able to host an in-person conference in Banff. Thank you to all the organizers, who worked tirelessly; to the organizations that supported us; and, of course, to our members, who attended this wonderful event. We

look forward to our next conference, to be held in 2024 in Banff.

Like other specialist councils, the SSC was forced to think outside the box and create opportunities to learn during the ongoing pandemic. We invited social studies teachers across Alberta to watch the 2021 documentary *Not About Me*—which takes a hard look at voluntourism. Then, we were fortunate to have a discussion with Morgan Wienberg, the subject of the documentary. Also, an eye-opening book study of Cecil Foster's *They Call Me George: The Untold Story of Black Train Porters and the Birth of Modern Canada* (Biblioasis, 2019) got us thinking about the experience of Black porters on trains across North America.

Some of our events this year were back in person. Volunteers presented at the Beginning Teachers' Conferences and Specialist Council Carousels. Regional events included a social gathering at a local coffeehouse, a resource share fair and a salon event about the future of artificial intelligence.

I am grateful for our executive members, who share a passion for social studies and bring their talents and expertise to serve our membership. Their time and dedication do not go unnoticed.

Shelley Kirkvold

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Past President's Message—The Flipped Classroom



I am often asked about my flipped classroom—why do I do it and what does it look like?

There are tons of articles and books out there that explain the flipped classroom approach in detail. In a nutshell, in a flipped classroom, students watch lectures or lessons outside of class (as homework) and work on assignments in class. This allows the teacher to help students and provide feedback as they work.

I don't do a truly flipped classroom. I have, however, done a couple units that are fully flipped. Students watch a video lesson outside of class. Then, in class, they take a quiz on the lesson and complete a minor assignment before moving on to the major project.

In this model, we do some whole-class activities and discussions, but overall each student works at their own pace. This creates chaos for me, as I am constantly monitoring their progress and trying to identify who is ready for the next assignment. Surprisingly, the classroom is fairly quiet, but the to-do lists in my head are constant.

So what are the benefits of a flipped classroom?

Say that a unit has four key lessons that usually take two weeks. In a

flipped classroom, keener students can complete all four lesson assignments, in addition to the major project, in just over a week, which gives them free time to work on other things. Average students will take about eight of the ten days to get everything done. Students who struggle will need the full time and some intervention from the teacher. But that is the goal—to let those who understand move forward, giving the teacher time to work with those who struggle more.

My classroom looks somewhat different. Students still have that two-week period to complete the four lessons, at their own pace, but I ask that they all watch each video lesson on the same night.

When creating video lessons, be sure that you are not just recording a 40-minute lecture. You will lose students' attention. The video lessons should be quick and engaging. My maximum length for videos is 10 minutes. Some experts suggest videos of 2–3 minutes, which would be better for students' attention spans but would also mean a lot more video lessons.

After students watch a video lesson, I have them write a quiz at the beginning of the next class to see what they remember. (The quizzes are not for marks—just for formative feedback.)

We then do a 10- to 15-minute review of the lesson, which I call the Top 10. Some of my students have said that they learn better by seeing notes, but there is no time in this approach to take notes. Instead, I create a list of the 10 most important things they should remember from the lesson, and I let them know that these notes are posted in the digital classroom. If they learn better by taking notes, they can do so, but they

will need to do it on their own time, because the discussion in the classroom will move fast. (One reason I started using the flipped classroom approach was that I hated standing there waiting for students to write notes!)

Often, we have some sort of whole-class discussion or activity, but then I will schedule the time needed for the average student to complete any individual assignments. A good practice is to post your lesson plan schedule so that students can see how much time is allotted. (Students often complain that they don't have enough time to get their work done, but since my lesson plans are on slides, I can point out all the time I gave them.)

What is really important is that you continue to engage with students while they are working on the individual assignments. It can be tempting to go to your desk and get some marking or planning done, but then you will miss out on connecting with and supporting your students. If you stay engaged with them, you can give them feedback before they submit their assignments (thus, encouraging them to hand in better work and making your marking easier).

A key part of this approach is to include assessments that show students the importance of watching the videos rather than just depending on the class discussion. I often require students to provide direct references to the video lessons in assignments such as a source analysis, just to show that they have been doing the homework.

On the topic of homework, this style of teaching does not work well with classes that are less academic. For Grade 9 and 10-2, 20-2 and 30-2 classes, I recommend giving students 30 minutes in class to watch the video

and do a fill-in-the-blanks worksheet to help them focus on the lesson. Having any sort of homework expectations for these students would result in serious frustration!

When I present my teaching model to other teachers, I get two big questions:

- How are students' grades?
- Is it worth all the work?

My students' grades have stayed the same. Of course, I would love to see their grades go up, but I do believe that their level of citizenship has gone up. They become more

engaged, and even when I see them years later, they often comment on how they are more interested in the world around them.

As for whether it's worth all the work, it is absolutely worth it! I am picky with my video editing, so each video lesson takes about five hours to create. However, I have a lot less stress now when a student misses a class, because everything they need is available in Google Classroom. Also, when the COVID-19 school closures hit, I did not have to worry about getting lessons prepped — because they already were.

I'm happy to share my video lessons with you. If you teach Grades 9–12 social studies, search "WilliamsSocial," and that will bring up all my websites and social media, including all the videos. (I'm often advised to put these videos behind a paywall, but I have become the teacher I am because others shared freely with me!)

My biggest piece of advice is to do some research on the flipped classroom and then try various strategies to find what works best for you and your students.

Jennifer Williams

Call for Submissions

Interested in writing for *Focus Newsletter*?

Perhaps you already have an amazing article waiting to be published?

Then we are looking for you!

Contact the editor, Sana Waseem, at atasscfocus@gmail.com today!

From the Editor



Is it just me or has this school year felt really busy? I was initially upset at how busy I seemed to be all the time, but then I realized that it was a good kind of busy. As I reflect on the year, many great things come to mind.

In October, we finally held our SSC conference in Banff, after

postponing it multiple times because of that which shall not be named. (OK, I'll name it just this once—COVID-19.) I really enjoyed the conference and have shared some pictures later in this issue.

In January, we hosted another wonderful book club, reading *They Call Me George: The Untold Story of Black Train Porters and the Birth of Modern Canada*, by Cecil Foster (Biblioasis, 2019). I highly recommend that you read this book if you haven't already.

During spring break, I got to travel, thanks to the decline of that which shall not be named. I took a girls' trip (with my mom and my sister) to the Bahamas. I am one of those people who can't relax when travelling. I need to see and do everything, which leaves me more tired than rested. But it was beautiful, and I don't regret it one bit.

As we all know, the end of spring break marks the start of the busy season in teaching—benchmarking, reporting, transitioning, preparing for the end of the school year and trying to make summer plans.

So, yes, it was a busy school year, and, yes, I at first was upset that it was so busy. But simply reframing it allowed me to recognize and appreciate that it was a good kind of busy. I made healthy busy choices—the kind that fill my bucket (even when they tire me out) and prevent me from burning myself out.

I hope that you, too, can find time to make more of those good and healthy busy choices—engage in professional development, read and discuss a good book, organize a getaway (big or small), and enjoy the adrenaline rush of report card season (or is that last one just me?).

Sana Waseem

Conference 2022 Highlights

Conference 2022: “Building Bridges—Connecting Through Our Shared Histories” was held October 13–15 at the Banff Park Lodge. All photos courtesy of Sana Waseem.



Chief Wilton Littlechild

Because in our stories,
in your stories,
there is hope.

Bringing hope to our work



The Banff Park Lodge ballroom, where keynote addresses and sessions were held



Cave and Basin excursion, with the Ukrainian Canadian Civil Liberties Foundation (UCCLF)



Jennifer Williams introducing the Honourable Lois Mitchell



Dean Oliver delivering his keynote speech



The Honourable Lois Mitchell speaking to delegates



Cave and Basin First World War Internment Exhibit

Who's Who on the SSC Executive

Shelley Kirkvold

President



Shelley Kirkvold taught Grades 10–12 social studies and Aboriginal studies at Catholic Central High School in Lethbridge for 12

years. She is now the Holy Spirit Catholic School Division's coordinator of First Nations, Métis and Inuit education.

Her passions are spending time with her family (especially her grandchildren), travel, hiking and, of course, teaching. Highlights of her teaching career include attending the Teachers Institute on Canadian Parliamentary Democracy in Ottawa; learning from Blackfoot Elders; and travelling with students to attend the 100th anniversary of the Battle of Vimy Ridge, as well as the Holocaust tour to Germany, Poland and the Czech Republic.

Jennifer Williams

Past President



Jennifer Williams loves networking with other teachers in the province through the SSC. As a student, she loved her social

studies classes. After a gap of several years, she went back to school to get a BA in history and sociology and then a BEd. She has held a variety of jobs—including a server in an old-timey saloon, a dental lab assistant, a tour guide in southern Utah and a nanny—but

none of those jobs gave her the satisfaction she gets from teaching. In her free time, she is often thinking up new ideas or learning how to improve her teaching practice. Her teaching career began in Grande Prairie, and she has been teaching at Bert Church High School in Airdrie since 2007.

Kristy Williams

Treasurer



After a long career with Statistics Canada, Kristy Williams returned to school to finish her education degree. She now teaches

social studies and English language arts at St John Paul II Catholic School in Grande Prairie. She lives just outside the city limits with her husband and their three kids. They love to spend time backcountry hiking or snorkelling on the sandy beaches of Hawaii. Her favourite part of social studies is how easy it is to connect to our world. The Grade 8 curriculum has been a great way to start her teaching career, and she and other new teachers have developed a fun cross-curricular assignment using math skills to create a model of Tenochtitlan.

Lorne Maier

Secretary



Lorne Maier enjoys playing a role on the SSC executive, loves having an insider's point of view of all the PD

opportunities the SSC offers and feels lucky to get to rub shoulders with amazing social studies teachers from across Alberta. For more than 20 years, he has taught senior high social studies at J R Robson School in Vermilion. He is a husband and a father of three, and his passions are reading, learning about anything historical or political, cheering on the Roughriders, and having fun with his family. A highlight of his career was attending both the Alberta Teachers Institute on Parliamentary Democracy and the Teachers Institute on Canadian Parliamentary Democracy in the same school year.

Sana Waseem

Newsletter Editor



Sana Waseem is happily employed with the Calgary Board of Education, teaching a variety of subjects. She is passionate about

social justice and human rights and helps with her school's equity committee. At the end of the school day, she goes home to her family and rescue dog and tries to make time for herself by reading, knitting, painting, playing games, watching TV, listening to music or hanging out with her family.

Craig Harding

Journal Editor



Craig Harding taught junior high social studies in Calgary for over 30 years and has been active with the SSC for about

Institute on Canadian Parliamentary Democracy in Ottawa. This experience allowed her to develop quality resources for all students at her school. She is also the First Nations, Métis and Inuit lead teacher at her school, with the responsibilities of organizing and curating resources and arranging authentic PD experiences for staff. She believes in the importance of teaching students to be responsible citizens, and she leads a group of student volunteers focused on helping the community as a whole, including organizing community Halloween parties, food bank drives and several school activities. She enjoys travelling and looks forward to exploring the world again.

Nik Selwood

Northern Alberta Regional President



Nik Selwood has taught in northern Alberta since 2002, after graduating from the University of Alberta with a BA and a BEd.

He teaches Grades 9–12 social studies at Charles Spencer High School in Grande Prairie. His passion for social studies began at a young age, when he travelled to Europe with his oma a few times. In an age before smartphones,

experiencing other parts of the world helped expand and inspire his world view. He was involved with the SSC in his early years of teaching, but the Northern Alberta Regional became inactive for a while. He has been trying to revive the regional through providing events and resources. He is married and has an amazing son.

Craig Findlay

Southern Alberta Regional President



Craig Findlay is in his 30th year of teaching and has worked in five school settings, with most of his teaching being in high school social

studies. He feels fortunate to have experienced a variety of professional learning opportunities, including a secondment with the Southern Alberta Professional Development Consortium (SAPDC), an instructor secondment with the University of Lethbridge's Faculty of Education, and curriculum design and learner assessment work with Alberta Education. He has served in executive roles at the regional and provincial levels of the SSC. He has also been involved in the ATA's Finland–Alberta partnership, collaborating with other Alberta schools and Finnish schools to

explore the inquiry question, What makes a great school for all? Over the past five years, he has been on a personal and professional journey toward deepening his understanding of traditional Blackfoot ways of knowing, focused on his relationship to the land and stories of the place he calls home.

Carla Peck

University Representative



Carla Peck is a professor of social studies education at the University of Alberta and the director of Thinking Historically for

Canada's Future. She researches teachers' and students' understandings of democratic concepts and historical understandings, and she is particularly interested in the relationship between students' ethnic identities and their understandings of history. She works with teachers at the provincial, national and international levels and serves as a consultant on numerous boards and advisory groups for history and civic organizations. She has received many grants and awards.

Two SSC Executive Members Receive Awards

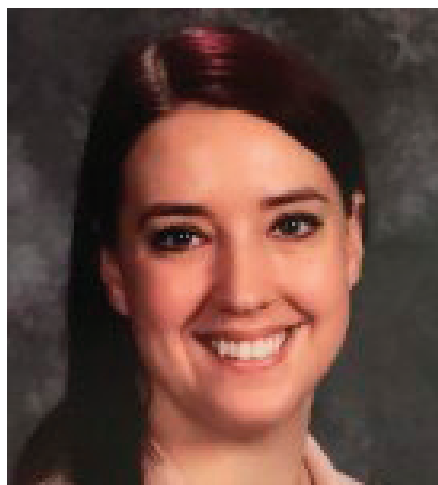
The SSC is excited to announce that two of our executive members have recently received awards in recognition of their outstanding work.

Melissa McQueen, our Central Alberta Regional president, received a Prime Minister's Award for Teaching Excellence—the Prime Minister's Certificate of Achievement. Carla Peck, our university representative, received a Queen's Platinum Jubilee Medal.

Congratulations, Melissa and Carla! We are very proud of you and your achievements!

Melissa McQueen

Prime Minister's Certificate of Achievement



The recipients of the Prime Minister's Awards for Teaching Excellence for 2022 have been announced, and Melissa McQueen has been recognized with a Prime Minister's Certificate of Achievement.

This highly competitive and prestigious award honours

exceptional K–12 teachers for their achievements in education and their commitment to student success. Award winners are selected through a rigorous process involving hundreds of volunteers. Several evaluators review each application. Melissa was one of seven teachers from Alberta to be recognized.

Melissa teaches high school social studies and drama in Drayton Valley. She gives her students freedom and choice, which allows for personalized learning in which students progress using their own strengths and abilities. She monitors their progress and challenges so that she can provide individualized support and ensure that no student falls behind.

Melissa's passion for learning and her dedication to her students is evident in everything she does. She easily establishes a healthy rapport with staff, students, families and the community, and she is able to push students beyond their initial emotional barriers to explore uncomfortable topics (such as racism). With her extensive knowledge of social psychology, she is able to guide students through difficult and sensitive topics, teach them about the various defences that might arise, provide them with strategies and tools (such as healthy coping mechanisms) that boost perseverance and strengthen resilience, and support them as they work through their emotions and feelings of discomfort. She does this both in the classroom and through hours and hours of extra one-on-one time.

Carla Peck

Queen's Platinum Jubilee Medal



Carla Peck has received a Queen's Platinum Jubilee Medal in recognition of her work.

Carla is a professor of social studies education in the Faculty of Education and an adjunct professor in the Department of History, Classics, and Religion, at the University of Alberta. She is the director of Thinking Historically for Canada's Future, a national research partnership focused on K–12 history education.

Carla researches teachers' and students' understandings of democratic concepts and historical understandings. She is particularly interested in the relationship between students' ethnic identities and their understandings of history.

Carla has held several major research grants, has authored and coauthored numerous journal articles and book chapters, and has coedited several books, including *Teaching and Learning Difficult Histories in International Contexts: A Critical Sociocultural Approach*

(Routledge, 2018); *The Palgrave Handbook of Global Citizenship and Education* (Palgrave Macmillan, 2018); and *Contemplating Historical Consciousness: Notes from the Field* (Berghahn Books, 2018).

Carla works with teachers at the provincial, national and international levels and serves as a consultant on numerous boards and advisory groups for history and

civic organizations. She has been involved in curriculum development in Alberta and internationally and is actively engaged in political advocacy for quality social studies and history education in Alberta.

Strongly committed to social justice education, Carla has always sought ways to engage students of all ages in discussions about how to

make the world a more equitable and just place to live.

In recognition of her work, Carla has also received the ATA's Public Education Award (2022) and an Honorary Award from Edmonton Public Teachers Local No 37 (2022).

Before Carla found her way to academia, she was an elementary school teacher in New Brunswick.

AI Salon Event

On June 1, the SSC and the ATA's Women in Leadership Committee hosted a sold-out salon event, *All Tangled Up: Artificial Intelligence and the Future of Everything*, in Lethbridge.

Phil McRae, the ATA's associate coordinator of research and an adjunct professor in the Faculty of Education at the University of Alberta, shared his research in a highly social and energetic conversation about the impacts of artificial intelligence (AI) in education and across society.

Participants considered six provocative statements, engaged in catalyst conversations and took time for reflection.

Would you agree or disagree with the following statements?

- AI will create more jobs than it destroys.
- AI will expand teaching and learning opportunities in school.
- AI will put individual privacy at risk.
- AI will weaken individual cognitive abilities.

- AI will create a greater sense of trust across society.
- Human beings will increasingly turn over decision making to AI algorithms.

McRae reminded us that we must learn our way forward, focus on the power of clarity and choose not to be morally passive. With AI, there is both promise and peril. Whatever the problem, community is the answer.



What Do You Know About the ATA Library?

Did you know that there's a library in Edmonton just for teachers? Or that the library will mail books and kits to you anywhere in the province and prepay the return postage?

What is this mythical place? It's the ATA library!

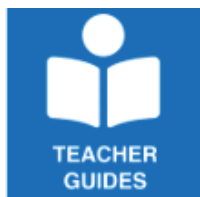
Interested in learning more? Take a peek at the online catalogue at <https://library.teachers.ab.ca>.

If you can't find the book you're looking for, e-mail library@ata.ab.ca. Library staff will likely be able to order the book for you.

You can even e-mail library staff to ask for help finding resources on a specific topic. But don't forget to check the library's web guides first. The guides are arranged by subject, and each guide contains dozens of librarian-approved links.

Web Guides

Main channels of our web guides for teachers



(curriculum)



(en français)



(other topics)

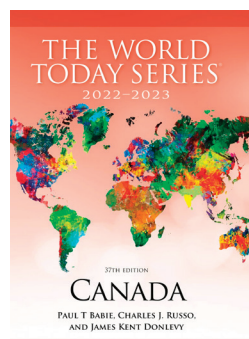


(holidays)

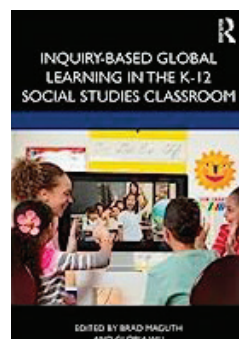
Featured Books

Here are some books related to social studies that have recently been added to the library collection. (This is just a sampling. The ATA library has so much more for you to explore!)

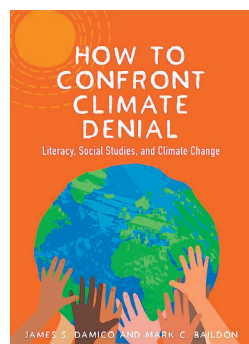
Want to check out any of these books? Send an e-mail to library@ata.ab.ca.



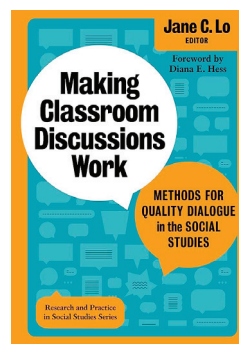
Canada 2022–2023
by Paul T. Babie,
Charles J. Russo
and James Kent Donlevy
Rowman & Littlefield,
2022



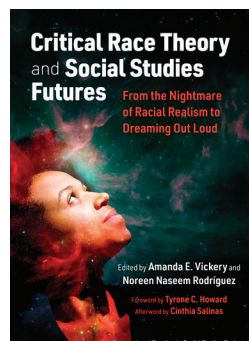
Inquiry-Based Global Learning in the K–12 Social Studies Classroom
edited by Brad M. Maguth and Gloria Wu
Routledge, 2020



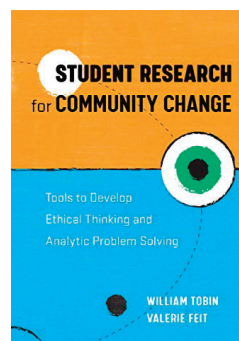
How to Confront Climate Denial: Literacy, Social Studies, and Climate Change
by James S. Damico and Mark C. Baidon
Teachers College Press, 2022



Making Classroom Discussions Work: Methods for Quality Dialogue in the Social Studies
edited by Jane C. Lo
Teachers College Press, 2022

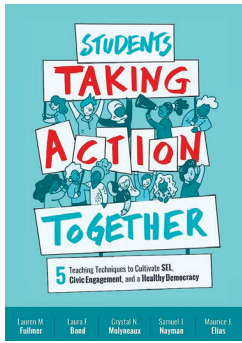


Critical Race Theory and Social Studies Futures: From the Nightmare of Racial Realism to Dreaming Out Loud
edited by Amanda E. Vickery and Noreen Naseem Rodriguez
Teachers College Press, 2022



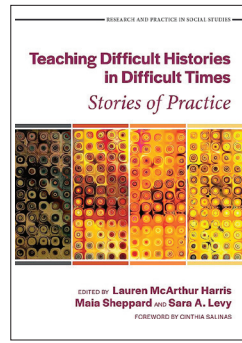
Tobin and Valerie Feit
Teachers College Press, 2020

Student Research for Community Change: Tools to Develop Ethical Thinking and Analytic Problem Solving
by William Tobin and Valerie Feit



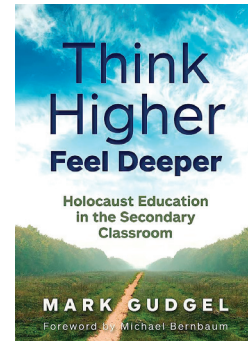
Students Taking Action Together: 5 Teaching Techniques to Cultivate SEL, Civic Engagement, and a Healthy Democracy
by Lauren M

Fullmer, Laura F Bond, Crystal N Molyneaux, Samuel J Elias and Maurice J Elias
ASCD, 2022

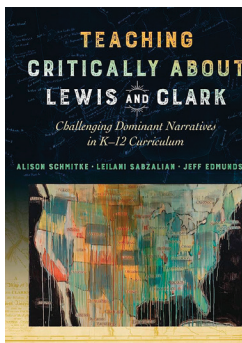


Teaching Difficult Histories in Difficult Times: Stories of Practice
edited by Lauren McArthur Harris, Maia

Sheppard and Sara A Levy
Teachers College Press, 2022

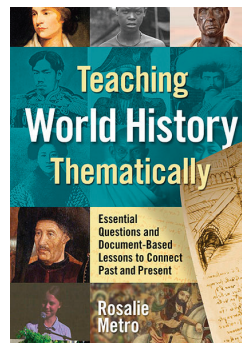


Think Higher Feel Deeper: Holocaust Education in the Secondary Classroom
by Mark Gudgel
Teachers College Press, 2021



Teaching Critically About Lewis and Clark: Challenging Dominant Narratives in K-12 Curriculum
by Alison Schmitke,

Leilani Sabzalian and Jeff Edmundson
Teachers College Press, 2020



Teaching World History Thematically: Essential Questions and Document-Based Lessons to Connect Past and Present
by Rosalie Metro

Teachers College Press, 2020



We the Gamers: How Games Teach Ethics and Civics
by Karen Schrier
Oxford University Press, 2021

Thinking Historically Update

Thinking Historically for Canada's Future is a pan-Canadian research partnership focused on K-12 history education.

Thinking Historically recently underwent its midpoint review with the Social Sciences and Humanities Research Council (SSHRC) and received very positive reviews from the evaluation committee. SSHRC has committed to funding the second half of the partnership, which is terrific news!

Thinking Historically is led by SSC university representative Carla Peck, and the SSC is a partner. SSC

members have provided invaluable assistance in shaping important elements of the research undertaken by the Thinking Historically team, including the teacher survey, the student survey and other research projects under way.

Although we didn't receive as many responses to the teacher survey as we were hoping for, we learned a lot from that experience. The main takeaway was that the survey was too long! We are working with the data to glean as much information as we can from the responses that we did receive. In

two or three years, we will likely relaunch a much shorter version of the teacher survey.

The student survey, which focuses on students' experiences with learning history, launched in March 2023. We will share the results in the coming months. Stay tuned, and thank you for your continued support!

If you'd like to learn more about Thinking Historically for Canada's Future, visit <https://thinking-historically.ca>.

Valour Canada Update

Valour Canada (<https://valourcanada.ca>) is a Calgary-based nonprofit that aims to educate Canadian youth about our country's military history by providing free educational resources to teachers, students and the public.

During the second half of 2022, we were busy launching our fourth scholarship contest, delivering in-person student programming, publishing a new series of World War II educational videos on YouTube and finishing two new virtual tours.

History and Heritage Scholarship

The Valour Canada History and Heritage Scholarship (VCHHS) aims to support final-year Canadian high school students in their postsecondary pursuits by providing an engaging, thought-provoking and memorable scholarship contest.

The 2022/23 VCHHS competition launched in September and closed mid-June.



Presenting to Grade 6 students in Etobicoke, Ontario, in October

For more information about the scholarship and to see past winners, visit <https://valourcanada.ca/education/vchh-scholarship/>.

Educational Presentations

Last fall, we presented our Character of Canadian Military History (CCMH) program to 559 students in Alberta (including Girl Guides) and 250 students in Ontario.

We're now back at our pre-pandemic levels of in-person presentations.

Our intention is to continue growing this program in Alberta. If you're interested in having a guest speaker in your classroom, or if you would like to inquire about a field trip to The Military Museums in Calgary, contact educator@valourcanada.ca.

Vignettes on Canada's World War II Battlefields

Last fall, we published a new series of short vignettes about Canada's World War II battlefields on our YouTube channel. The videos range in length from 2.5 to 5.5 minutes.



Andy Robertshaw speaking about the Canadian attack on Juno Beach and showing viewers the life jackets the soldiers wore

Battlefield archaeologist and historian Andy Robertshaw takes viewers to various sites in northwestern Europe where Canadian forces fought battles during World War II—including Dieppe, Juno Beach, the Falaise pocket, Walcheren/Scheldt and Verrières Ridge. He also discusses the humanitarian mission Operation Faust (feeding the Dutch).

This series can be found on Valour Canada's YouTube page (www.youtube.com/@canadianvalour) under Playlists.

For program details, visit <https://valourcanada.ca/education/in-museum/>.

Virtual Tours

We have launched two new virtual tours:

- Naval Museum of Alberta
- HMCS *Haida*

To browse all our virtual tours and the related education packs, visit <https://valourcanada.ca/virtual-reality/>. Remember to click and drag your mouse to look around!

If you would like more information about Valour Canada, or if you have any questions, concerns or feedback about our resources, please connect with me at aaron.curtis@valourcanada.ca.



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 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.



The Alberta Teachers' Association

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