



E-SPRINTER

A newsletter of the Health and Physical Education Council of the Alberta Teachers' Association

January 2021

President's Message

Āba wattech, pooshoo and greetings to you, Health and Physical Education Council (HPEC) members.

Thank you for sharing your #1000hoursoutside, #100hourstoselfcare, #10hoursofPD and #1NO challenge pictures and messages with @albertaHPEC and @JodiKuriger on Twitter.

Ever Active Schools (EAS) is a key partner in many of our school communities. EAS began 20 years ago as a special project of HPEC. It has continued to grow, and HPEC is proud to have been part of this wonderful success story—so successful, in fact, that EAS is now a registered charitable organization. We will continue to work together to advance health and physical education and overall wellness in schools. An HPEC table officer will sit on the EAS board, and the EAS will still be part of our meetings. We are excited

about what lies ahead. For more information, go to <https://everactive.org>.

On October 22, the Provincial Executive Council of the Alberta Teachers' Association passed a motion that states that all 2021 specialist council conferences are to occur only online. Our HPEC conferences are inherently about connections and working and learning together in person. As a result of the restrictions on in-person gatherings and for the health and safety of everyone, we have decided to cancel the 2021 conference.

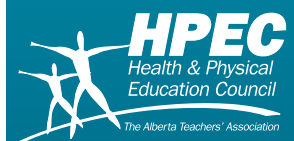
During this time, HPEC will continue to support members in their lifelong career professional development in the following ways:

- The Communication Committee will continue to send regular e-mails to members, with all HPEC-related information (such as links to HPEC

What's Inside

- 2020 Award Winners
- Friends of HPEC
- Teaching Phys Ed During COVID-19
- News from Ever Active Schools
- PHE Canada National Award Recipient: Adrian Carl Xavier
- ATEPHE: Researchers in the Spotlight

www.hpec.ab.ca



blog posts, information about HPEC and EAS webinars, and other learning opportunities). We will also continue to publish *E-Sprinter* and *Runner*.

- The Membership Engagement and Services Committee will offer sessions during the virtual teachers' conventions, Beginning Teachers' Conference and preservice teacher carousels.
- The Leadership and Curriculum Committee will continue to work with our liaison groups (Alberta Schools' Athletic Association, Alberta Teacher Educators of Physical and Health Education, Alberta Health Services, Alberta Education, PHE Canada, and Ever Active Schools) to

share the most recent research-based best practices with members.

Our annual general meeting will take place online on Friday, May 7. We encourage all members to attend. No HPEC grants or awards will be awarded in 2021. We will reopen the application process when we can once again host an in-person AGM. Until then, we will continue to engage our members in creative and innovative ways. While this was a difficult decision, we feel that it is in the best interest of teacher health and wellness.

Meeki-nanâskomitinâwâw. I thank you all for your work in your school communities.

Jodi Harding-Kuriger

2020 Award Winners

HPEC would like to acknowledge the winners of its 2020 awards. We thank these deserving people for their outstanding contributions to health and physical education in Alberta.

Distinguished Service Award
Brenda Bower

Robert Routledge Address
Toby Boulet

Certificate of Commendation
Calgary
Victor Carvalho
Mike Maher

Edmonton
Mandy Krahn
Kyra Reilly

Greater Calgary
Rebecca Roantree

Northeast
Nicole Biollo

Northwest
Kate Redl

Southeast
Kennedy Werre

Southwest
Greg Bowes
Adrienne Kabi



Friends of HPEC

In 1991, HPEC established the Don Williams Special Project Fund in honour of Williams's retirement. At his request, the name was changed in 1996 to Friends of HPEC to honour the retirement of his long-time friend LeRoy Pelletier and the contributions of many other HPEC members.

The Friends of HPEC grant provides up to two \$500 grants each year to assist HPEC members with work on projects to promote the teaching of health and physical education in Alberta schools. An application form is available at www.hpec.ab.ca/friends-of-hpec-grant-application17/, and the criteria are detailed on page 4.

To donate to the Friends of HPEC Professional Development Fund, contact the HPEC past president at pastpresident@hpec.ab.ca. Your donation may be made in honour or in memory of a colleague in our profession if you wish.

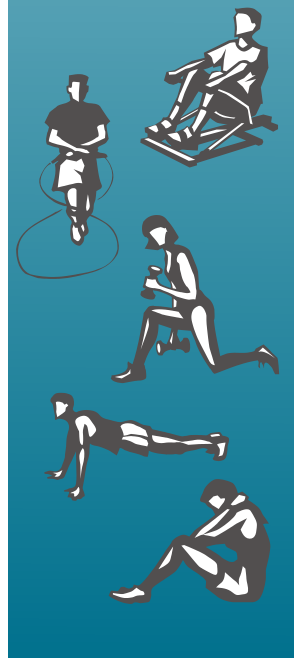
Friends of HPEC also honours retired teachers who have made significant contributions to health and physical education in Alberta. The HPEC executive will make a \$50 donation to the Friends of HPEC when a retired health and physical education teacher is nominated. To nominate someone, go to www.hpec.ab.ca/hpec-friends-of-hpec-nomination-form/.

Honorees

Sharin Adams
Kirk Bamford
David Bean
Bryan Bienert
Lynn Bonnah
Andrea Borys
Terry Brady
Dave Brosh
Tom Brunt
Rollie Comeau
Dan Cooney
Barry Dillon
Marlene Doherty
Jim Drefs
Mary Ann Downing
Lynn Dyck
Myrna Empey

Brian Erickson
Merri Ann Ford
Gerry Glassford
Wendae Grover
Rick Haines
Mike Hay
Ed Henderson
Kath Hindan
Marion Irwin
Neil Johnston
Nestor Kelba
Lawrence King
Colin Lumby
Al Lutz
John Mayall
Ken McKennam
Ann McKinnon

Dean McMullen
Herb McLaughlin
Rollie Miles
Myrna Pauls
Bev Robinson
Chuck Rose
Donna Schneider
Brian Scott
Joey Shackelford
Keith Shaw
Carvel Skaret
Joy Taylor
Linda Thompson
Eleanor Torjek
Jan Valance
Debbie Yonata
Don Zablosky



Grant Application Instructions

To apply for a Friends of HPEC grant to assist you with your work on projects promoting the teaching of health and physical education in Alberta schools, go to www.hpec.ab.ca/friends-of-hpec-grant-application17/ and submit an application form, along with pertinent supporting documents.

Projects such as researching and writing articles for *Runner*, developing and delivering workshops for teachers, developing resources for teachers, or any other worthwhile projects that meet the criteria listed below will be considered.

Criteria

- Applicants must be members in good standing with HPEC.
- Grant applications can be received at any time during the year. (Note: If you are planning a workshop, your

request for funding should be received at least one month before the workshop.)

- To qualify for a Friends of HPEC grant, your activity or project must directly benefit teachers and students in Alberta schools and must be completed by the following year's HPEC annual general meeting.
- Two grants of \$500 will be awarded in each calendar year.
- Grant recipients will be recognized at the HPEC annual general meeting, and \$500 cheques will be awarded upon receipts being provided to the HPEC treasurer. All receipts must be submitted before June 1.
- Grant recipients will communicate with the HPEC vice-president of communication (vpcommunication@hpec.ab.ca) about the best medium (HPEC blog, *E-Sprinter*, *Runner*, YouTube video) for sharing the work with the HPEC membership.



Teaching Phys Ed During COVID-19

A version of this article was posted on the HPEC blog on December 1, 2020. Visit <http://albertahpec.blogspot.com> for more health and physical education ideas.

"Mask up or distance, please."
"Johnny, do you need a mask break? No? Then mask up, please."
"Sally, cover your nose, please."

I'm not sure about you, but I say these things a few times a day, often to the same students. I still find it awkward and weird, yet here we are—living and teaching in what sometimes feels like an Orwell novel.

I teach Grades 5–9 health and physical education in a large middle school. We have up to five phys ed classes scheduled at a time, and each class has up to 30 students. Our students are grouped in cohorts, and teachers go to pick them up. Moving in our school's hallways has never felt more civilized.

The activities I describe here have worked well in our setting. Our school administration has encouraged us to use equipment and facilities as long as we practise cleaning and two-metre distancing protocols. Phys ed classes are held outside as much as possible, and we have recently started using our indoor facilities for volleyball, table tennis, and yoga or meditation.

Warm-Ups, Games and Activities

Injury-Prevention Warm-Up

Choose six to eight of the following activities for students to complete as a

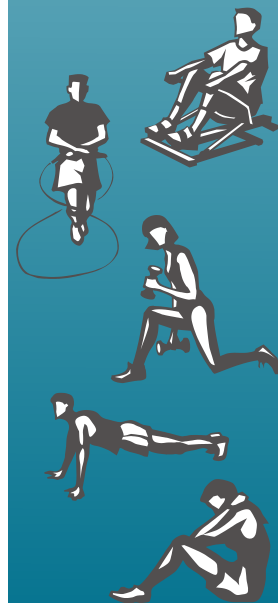
warm-up. They must do these injury-prevention exercises properly before moving on to the games. Feel free to make them do the exercises a few times if they are off task. (Note: The start and the finish points are about 20 metres apart.)

- Forward run (40 metres—there and back)
- Skipping (40 metres—there and back)
- High knees (40 metres—there and back)
- Butt kicks (40 metres—there and back)
- Side shuffle (40 metres—there and back)
- Zigzag runs (40 metres—there and back)
- Speed runs (40 metres—there and back)
- Walking lunges (20 metres, alternating legs, and then jog back)
- Squat jumps or skater jumps (10 repetitions)
- Front and side planks (hold each for 15 seconds)
- Balance on one leg (increase the height of the bent leg, spell out the alphabet with the foot, eyes open or closed)

Reverse/Opposite Day Warm-Up

This warm-up can be done anywhere (auditorium, cafeteria, classroom, gymnasium, hallway, library, playground) and requires no equipment.

Have all students move to one end of the space and physically distance. Call out actions. Students then perform



actions that are the opposite of the instructions. For example,

- “go” means “stop,”
- “stop” means “go,”
- “big” means “small” and
- “small” means “big.”

Students try to make it past the point where the teacher is standing. The first student to do so then picks an exercise (such as 10 jumping jacks or 10 squats) or becomes the next caller.

Code Breaker

This game requires seven medium or large cones and seven felt markers of different colours. Spread the cones around a playing field, and place a marker under each cone.

Put students in teams of three or four. They should be physically distanced or masked. Give each team a blank sticky note.

All the teams start at the same time, and each team must stay together. Each team is given a colour to start. The team then finds the marker of that colour, draws a line on the sticky note (as shown below) and returns to the teacher to be given the next colour. They should make sure to put the lids back on the markers and put the markers back under the cones.

The first team to find all the colours wins.

Be sure to follow cleaning protocols for the markers and cones.



COVID Kickball

COVID Kickball is kickball with modifications to meet COVID-19 protocols. It requires a baseball diamond and one large playground ball, one large cone, and 20 small disc or triangle cones.

As a warm-up, have students jog two laps around the baseball diamond. They can remove their masks if they are properly physically distanced. Students then each find their own space and complete three to six of the injury-prevention warm-up exercises.

Then, set up the baseball diamond:

- One large cone at the pitcher’s mound
- One small cone to mark home base (the area to kick from)
- Two small cones on either side of the pitcher’s mound and two metres closer to home base, to be used as the shortcut to first base
- Four small cones to mark each of the three bases
- One small cone across from the backstop between third base and home base called the commitment line

Randomly split the class into two teams. One will be the fielding team, and the other will be the kicking team. The kicking team must line up behind the backstop, with proper physical distancing if they want to unmask. Also ensure that the fielding team is physically distanced in the baseball diamond. Only one pitcher is allowed per team per inning. Only four players per base are allowed, and they must stand at the corner of the base beside the corner cone.

To get an out, the fielding team must field the ball and throw it back to the



pitcher or to a relay player (a player closer to the pitcher). The pitcher then touches the ball to the large cone. If the ball touches the cone before the kicker gets to the base safely, the kicker is out. Any other players who are not on a base when the ball touches the cone are also out. Note that the pitcher cannot field the ball. Another player must field the ball and throw it to the pitcher.

If the ball is caught in the air, that is an automatic out. Runners must tag up (retouch or remain on their starting base) before attempting to move to the next base. Remind students that runners must freeze if the pitcher has the ball—no leadoffs or steals.

Any player who crosses the commitment line must continue to first base and can't return to third base. Students can use the shortcut cones in front of the pitcher's cone. These cones should be to the left of the runner.

You can play continuous kickball if students distance properly and keep to only four on a base. Play for three or four outs to see how it goes. Ensure that students keep the same order so that everyone gets a chance to kick. Be sure to follow all COVID-19 cleaning protocols and document this before and after class.

Mindfulness Activities on YouTube

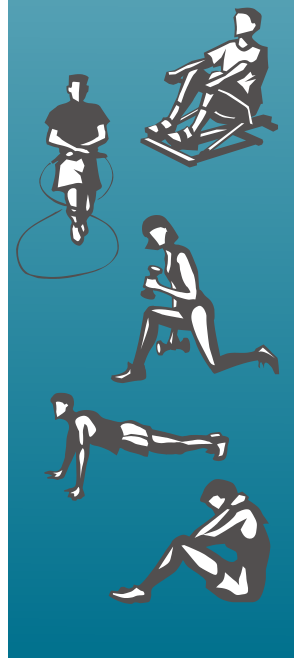
- "Mindful Minute: Quick Mindfulness Meditation Exercise for Kids" (www.youtube.com/watch?v=ZME0JKiweL4)
- "How Mindfulness Empowers Us" (www.youtube.com/watch?v=vzKryaN44ss)
- "4–7–8 Breathing Exercise" (www.youtube.com/watch?v=UxbdX-SeOOo)

- "4–7–8 Calm Breathing Exercise" (www.youtube.com/watch?v=1Dv-ldGLnIY)
- "Body Scan Meditation" (www.youtube.com/watch?v=aIC-lo441v4)

Grounding 5–4–3–2–1

This technique will take you through your five senses to remind you to be in the present. This calming technique can help you get through difficult or stressful situations.

- Take a deep belly breath to begin.
- 5—Look. Look around for five things you can see, and name them out loud. For example, "I see the computer. I see the cup. I see the picture frame. I see the lamp. I see the pencil."
- 4—Feel. Pay attention to your body, and think of four things you can feel. Name them out loud. For example, "I feel my feet warm in my socks. I feel the hair on the back of my neck. I feel the pillow I am sitting on. I feel my hands on my desk."
- 3—Listen. Listen for three sounds. Name them out loud. For example, "I hear the traffic outside. I hear typing. I hear my tummy rumbling."
- 2—Smell. Think of two things you can smell. Name them out loud. For example, "I smell coffee. I smell cookies baking." Move to another spot if you need to, or just name your two favourite smells.
- 1—Taste. Think of one thing you can taste. If you can't taste anything, think of your favourite thing to taste. Name it out loud. For example, "I taste toothpaste."
- Take another deep belly breath to end.



Jake Rhodes Meditations

On his YouTube channel (www.youtube.com/channel/UCvfjDr-gntTqg3VuLB6iyXQ), Jake Rhodes offers many guided meditations, including the following:

- “Deep Relaxation Hypnosis” (20 minutes)
- “Positive Thinking Hypnosis” (13 minutes)
- “Confidence with People Hypnosis” (20 minutes)
- “Increased Motivation Hypnosis” (17 minutes)
- “Anxiety Hypnosis” (10 minutes)
- “Relaxation Hypnosis—Eyes to the Soul” (7 minutes)
- “Improve Your Creativity Hypnosis” (10 minutes)
- “Improve Your Memory Hypnosis” (9 minutes)
- “Water Meditation” (10 minutes)

Community Service Activities

Our phys ed classes did at least one community service activity. We received many posts and e-mails thanking us for our service.

The following are some of the activities we did:

- *Shovelling sidewalks and driveways.* Get 10–12 shovels from the equipment room. Students then pair up or triple up to share shovel duties. Be careful not to damage or disrupt people’s properties.
- *Picking up garbage.* From the equipment room, get 11 grabbers for picking up garbage around the neighbourhood.
- *Leaving positive messages at houses in the neighbourhood.* We used painter’s tape to attach the messages to doors.

- *Writing letters or cards.* Students made cards for veterans, seniors’ homes, animals at shelters, first responders and grocery clerks.

When out in the community, make sure that students don’t get separated from the group. Stay within three houses of each other.

Make sure to follow COVID-19 cleaning protocols for any equipment used and document it.

Camouflage on Community Walks

For Round 1, one student is “it” and stays in an agreed-upon area for the entire game. The other students start out near this person (physically distanced). When this person closes their eyes and counts to 25, students find a hiding place to camouflage in. The person then opens their eyes and tries to find the hiding students, calling names or describing clothing to find them. All the students the person finds are then out of the game. Be sure that students distance or mask up when hiding.

For Round 2, when the person who is “it” can’t find any more hiding students, they call, “Food and water 20!” They then count to 20. Students come out of hiding and put a foot close to that person (instead of tagging them) and then hide again. Students cannot hide in the same place twice in a row.

Round 3 is played the same way as Round 2, except the person who is “it” counts to 15. For Round 4, that person counts to 10, and for Round 5, they count to 5.

For Round 6, if any students remain in the game, the person who is “it” holds up a certain number of fingers. If the person who is hiding yells the number before they are seen, they win the game.



More Resources

More activities can be found on the HPEC website (www.hpec.ab.ca). Go to Resources > HPEC Conference and Workshop Resources. Many of these activities can be adapted to meet COVID-19 protocols.

Alberta Health Services (AHS) recognizes school as a critical setting for improving and protecting the health of children and youth. The AHS School Health and Wellness Promotion (SHWP) team works with school authorities around the province to support student health using a Comprehensive School Health (CSH) approach. Although some members of the SHWP team have been reassigned to support the province's pandemic response, health promotion facilitators are available to support school authorities with their wellness goals. The team can be reached at schoolhealthandwellness@ahs.ca. In addition, AHS has resources for CSH (www.ahs.ca/csh/) and resources for returning to school during COVID-19 (www.ahs.ca/covidschools/).

Ever Active Schools (<https://everactive.org/covid19-resources/>) and

Be Fit for Life (<http://befitforlife.ca/resources/>) also have great resources to support teachers in promoting health and physical activity during COVID-19.

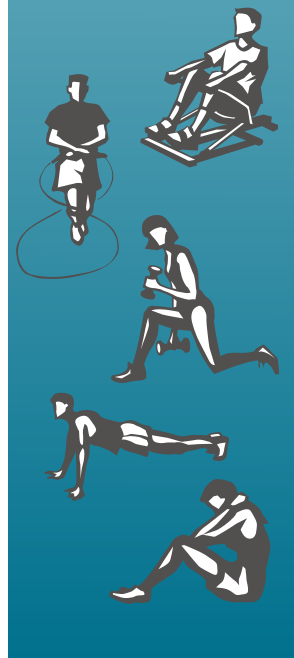
Our school has used PhysedGames (<https://physedgames.com>) in the past, and we now use their new resource *50 COVID-Friendly Games*. The activities are categorized as early years (K–4), middle years (5–8) and all years (K–8). The activities for middle years can also be used in high school.

We have also used activities from a free resource from Asphalt Green (www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing/).

During these unusual times, we at HPEC hope that you are taking care of yourself. Teachers give so much to their students and their schools. Be sure to find time for some well-deserved self-care. (Maybe you can use some of the mindfulness activities after a ski, a walk or outdoor play!)

Be safe! Be well! Be active!

Shelagh McCracken
Vice-President, Leadership
in Curriculum and Pedagogy



News from Ever Active Schools

Winter Subscription Boxes

Have you ever wanted a box of resources that you could open up and use immediately in the classroom (and enjoy for yourself)? Your wish has been granted!

The limited edition Ever Active Schools Box is jam-packed with ready-to-use games and activities you can use with a class or a group of students from pre-K to Grade 12. Each box contains

- 3 resources,
- 35 pieces of equipment,
- 51 games and activities,
- learning outcomes, and
- a few extra goodies for you.

Purchase a box for yourself, or give one to a teacher or caregiver who is making a difference.

For more information, go to <https://everactive.org/product/eas-box/>.

Ever Active Schools In Residence

The Ever Active Schools In Residence program is a full year of customized

support for building a culture of health and wellness in your school community. It involves a four-day in-school residency supported by extensive preparation and follow-up work to learn how you operate, what you need and opportunities for growth.

Ever Active Schools will present a workshop for your entire staff. Then, we'll provide a full day of training for your student leadership team and work with them to bring your wellness initiatives to life. You'll also get to attend our Shaping the Future conference—a Comprehensive School Health conference that will connect you with peers, researchers and other experts in the field. We'll provide a suite of resources to help your team with on-the-ground implementation. And, of course, you'll have ongoing access to your health and wellness consultant, who knows the ins and outs of your school and your plan, to help you pivot and adapt to emerging priorities.

For more information, go to <https://everactive.org/services/in-residence/>.



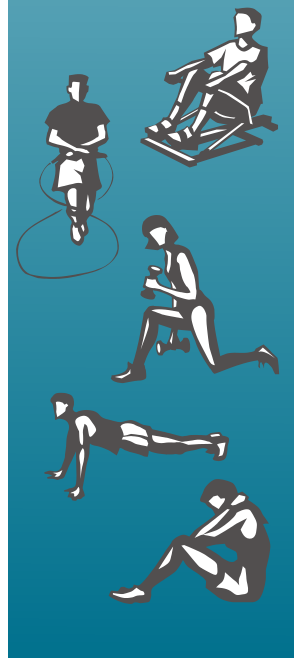
PHE Canada National Award Recipient: Adrian Carl Xavier



HPEC is pleased to announce that Adrian Carl Xavier has received PHE Canada's 2020 Research Council Emerging Scholar award.

He is completing a master of education degree in curriculum and pedagogy, with a focus on health and physical education, at the University of Alberta. Before this, he taught elementary school in Toronto for more than a decade. He also serves as a school health facilitator with Ever Active Schools in Edmonton and is passionate about school health promotion, wellness and physical literacy.

To see all the PHE Canada 2020 National Award recipients, go to <https://phecanada.ca/connecting/news/presenting-phe-canadas-2020-national-award-recipients/>.



ATEPHE: Researchers in the Spotlight

Alberta Teacher Educators of Physical and Health Education (ATEPHE) is a partnership between researchers and teachers that is intended to narrow the research–practice gap in health and physical education.

Here, *E-Sprinter* highlights two researchers at Alberta postsecondary institutions who are promoting health and physical education and wellness.

Astrid Kendrick, University of Calgary



Before her current role of director of field experience (community-based pathway) at the Werklund School of Education, University of Calgary, Astrid Kendrick, EdD, was a K–12 classroom teacher for 19 years, specializing in physical education and English language arts.

She began her career in 1998 at the Island Lake First Nation School in rural Saskatchewan before moving to the Calgary Board of Education in 2001. She has worked primarily with vulnerable students, including male young offenders, pregnant and parenting teenaged girls, elementary-aged students in a low-income neighbourhood in Calgary, and middle school students at an arts-centred public school who required targeted literacy interventions.

Astrid completed her master of educational studies degree at the University of Alberta, focusing on the factors that improve school success for

female Indigenous students. When she began her doctor of education degree at the Werklund School of Education in 2015, she turned her research focus to the influence of emotional labour on the well-being of educators involved in implementing change in school systems.

Astrid is an active volunteer in the education community. She is the editor of *Runner* (the HPEC journal), a member of the advisory circle for the Alberta Teachers' Association's Women in Leadership Committee and cochair of the Health Promoting Schools Collaborative for the southern Alberta region.

Recent Publications

Kendrick, A. H. 2020. "Defining Relations: A Theoretical Article Mapping the Relational Ties Between Educational Actors in Kindergarten to Grade 12 Settings." *The International Journal of Educational Organization and Leadership* 28, no 1: 35–47.

Alberta Teachers' Association (ATA). 2020. *Compassion Fatigue, Emotional Labour and Educator Burnout: Research Study*. Phase 1 report. Edmonton, Alta: ATA. Also available at www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/COOR-101-30%20Compassion%20Fatigue%20Study.pdf (accessed December 18, 2020).

Kendrick, A. H. 2020. "School Funding Is Needed for Student Well-Being, Not Only Coronavirus Safety Rules." *The Conversation Canada*, September 3. <https://theconversation.com/school-funding-is-needed-for-student-well-being-not-only-coronavirus-safety-rules-140818/> (accessed December 18, 2020).



Kendrick, A. 2019. "Love, Heartbreak, and Teacher Emotional Well-Being: Protecting the 'Heartwork' of Teaching." *Education Canada* 59, no 4 (Winter). Also available at www.edcan.ca/articles/teacher-emotional-well-being/ (accessed December 18, 2020).

Kendrick, A. 2019. "How Are You REALLY Feeling?" *Well at Work* podcast, September 23, 15:01. www.edcan.ca/articles/podcast-how-are-you-really-feeling/ (accessed December 18, 2020).

Brent Bradford, Concordia University of Edmonton

Brent Bradford, PhD, is an associate professor of education and chair of the Department of Physical Education and Wellness at Concordia University of Edmonton.



After teaching school for a decade and being recognized for his work in physical

and health education (including an HPEC Certificate of Commendation in 2001 and the CAHPERD Young Professional Award in 2003), Brent returned to the University of Alberta to pursue graduate work and teach at the postsecondary level. In 2011, he received a U of A Graduate Student Teaching Award.

His research interests include physical and health education, teacher education, and higher education. He has coauthored two teacher education textbooks: *Teaching for Health and Wellness in Children and Youth* (Ripon, 2017) and *Physical Education for Elementary School Teachers* (Ripon, 2018). He also edited the recent volume *The Doctoral Journey* (Brill, 2020). In

2019, he received Concordia's Gerald S Krispin Research Award. He is currently investigating children's physical activity levels in outdoor early childhood environments.

Brent is president of the Education Society of Edmonton and cochair of Concordia's Interdisciplinary Research Cluster on Wellness. He has also served on the board of directors for PHE Canada and was the editor of *Runner*.

Recent Publications

Bradford, B, ed. 2020. *The Doctoral Journey: International Educationalist Perspectives*. Leiden, Netherlands: Brill.

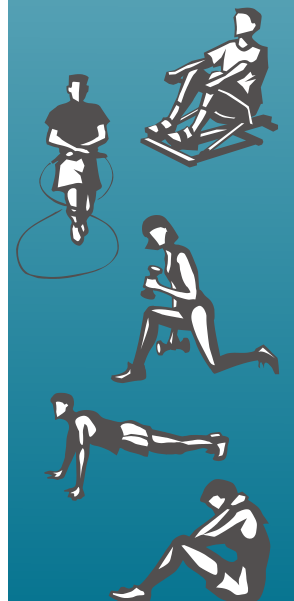
Bradford, B, C Hickson and S Berg. 2020. "The Teaching Continuum: A Framework for Generalist Trained Elementary School Teachers in Physical Education." In *The Spectrum of Teaching Styles in Physical Education*, ed B SueSee, M Hewitt and S Pill, 152–65. New York: Routledge.

Bradford, B D, A Howorko, E Jacula, J Daniels, S Hunt and N Correia. 2020. "Tracking Daily Steps: An Investigation on a Small Post-secondary Campus." *Central European Journal of Sport Sciences and Medicine* 31, no 3: 75–86.

Hall, N, B Bradford, J da Costa and D B Robinson. 2020. "Physical Education Teachers' Embrace of Alternative Environment Activities." *Journal of Teaching in Physical Education* 39, no 4: 508–17.

Berg, S, B Bradford, J Barrett, D B Robinson, F Camara and T Perry. 2020. "Meaning-Making of Student Experiences During Outdoor Exploration Time." *Journal of Adventure Education and Outdoor Learning*.

Bradford, B D, B van Ingen, J Daniels, J Wagner and M Hanic. 2019. "Student Wellness: An Investigation on a Small Canadian Post-secondary Campus." *The International Journal of Learning in Higher Education* 26, no 2: 35–55.





**DETERMINED,
INSIGHTFUL
AND CARING.**

They are the Educators and part of the FACE
OF EDUCATION, and we believe in them.

The Alberta
Teachers' Association

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.



HPEC Contact Information

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A complete list of the HPEC executive is available at www.hpec.ab.ca/current-hpec-executive.

Stay Connected with HPEC



HPEC is active on social media and frequently shares information through its Facebook and Twitter accounts.



Recently HPEC has improved and updated its blog—please check it out at <http://albertahpec.blogspot.ca/>.



Please follow HPEC on Twitter @albertaHPEC and like HPEC on Facebook.

If you are not already an HPEC member, please consider choosing HPEC as your specialist council membership—go to www.teachers.ab.ca > My ATA > Professional Development > Specialist Councils > Specialist Council Memberships.

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