

A GUIDE FOR TEACHERS

NEW TO
HUTTERIAN

COLONY SCHOOLS



The Alberta
Teachers' Association



The Alberta Teachers' Association

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Foreword



With an increasing number of Hutterite colony schools in Alberta, there is growing awareness in government, postsecondary institutions and the Alberta Teachers' Association of the unique professional development needs of Hutterite colony teachers. Currently, approximately 250 teachers work on 182 colonies in Alberta.

The Association is pleased to provide *A Guide for Teachers New to Hutterian Colony Schools*. In 2006, Rob Ficiur, Vanda Ruffli and Craig Whitehead developed *Creating Inclusive School Communities for Hutterite Students: A Handbook for Colony Teachers and Administrators* as an ATA Educational Trust Project. Now, the Association has responded to member requests for an updated and expanded monograph that specifically addresses the needs of teachers new to Hutterite colony teaching.

The Association would like to thank the small group of dedicated, engaged and passionate Hutterite colony teachers and principals who contributed their time, expertise and experience to see this publication to fruition: Marlene Belton, Three Drums of Wheat Local No 20; Robert Follis, Grasslands Local No 34; Tanya Johnson and Susan Martin, Prairie Rose Local No 2; Rebecca Webster, Prairieland Local No 36; and ATA South East district representative Heather McCaig. Special thanks go to project lead Vanda Ruffli, Palliser Local No 19; ATA project liaison and consultant Françoise Ruban; and editor Kristina Lundberg and graphic assistant Christine Ho from Document Production at the ATA. Special thanks also to Max E Stanton, professor emeritus at Brigham Young University–Hawaii, for allowing us to use his material for the “Hutterites—Past and Present” section.

Teachers face unique challenges and opportunities in their work on Hutterite colonies. Our hope is that this guide will assist colony teachers in their practice and ensure a seamless transition to teaching in this unique setting, as well as foster greater understanding of the Hutterian culture and the distinctiveness of the colony teacher's position.

Gordon R Thomas
Executive Secretary



(BACK ROW, LEFT TO RIGHT) VANDA RUFLI, SUSAN MARTIN, MARLENE BELTON, REBECCA WEBSTER, ROBERT FOLLIS, FRANÇOISE RUBAN
(FRONT ROW, LEFT TO RIGHT) HEATHER McCAIG, TANYA JOHNSON

Introduction



Teaching at a Hutterite colony school is a unique and challenging role.

The teacher works in a culturally specific community with families and students who are English as a second language (ESL) speakers. The school is a one-room facility located on colony property, and the students range from kindergarten to Grade 10. The teacher must always be aware of the duality of the role: working within the parameters set by Alberta Education while being sensitive to the Hutterian culture. Moreover, although all the colonies are bound by similar religious beliefs, each colony has established its own identity.

Hutterite colony schools are public schools supported by public school districts. At present, Alberta has 182 Dariusleut and Lehrerleut colony schools (see appendix A). Currently, approximately 250 certificated teachers (ATA members) teach at those sites.

Over the years, the school districts have developed four management structures for the administration and governance of colony schools:

- The colony teacher as principal, who receives compensation for administrative responsibilities and is supervised by a central office administrator
- The colony teacher as vice-principal, who receives compensation for administrative responsibilities and is supervised by a colony school principal
- The colony teacher as teacher, who may or may not receive compensation for administrative responsibilities and is supervised by a central office administrator
- The colony teacher as teacher, who may or may not receive compensation for administrative responsibilities and is supervised by a neighbouring school principal or a colony school principal

Each structure has its strengths and its challenges in meeting the needs of individual colony schools.

This publication aims to disseminate information that will be useful to teachers who are not familiar with the governance and culture of Hutterite colony schools. It is the sharing of information and the collaboration between educators that will sustain the identity of colony schools for the educational benefit of their students.

We hope that this guide will be a useful resource for teachers new to Hutterite colony education.

So You Want to Teach on a Colony?

Jason, a student teacher considering pursuing a career as a colony teacher, is visiting with Ms Mentor to find out what qualities a new colony teacher should have.

JASON. Thanks for meeting with me today.

MS MENTOR. Not a problem. As a colony teacher, you need to be willing to share what you know.

JASON. That's great, because that's why I'm here. I was hoping you could share some insight into what qualities a good colony teacher should possess. I have a feeling those qualities are similar to those of any teacher, but there must be a few differences.

MS MENTOR. You are right, Jason. Colony teachers are very similar to teachers in regular classrooms, but there are a few skill sets you need to possess, or be able to develop quickly, to be successful on a colony. Let me explain. First, a colony teacher needs to be self-directed. In many regular schools, there are grade groups, an in-school community of practice and other focus groups working together toward a common vision. Even the staff room is a place where ideas are exchanged and feedback is given. When you are teaching on a colony, you are often a staff of one (or two, if you have an assistant). This means that you need to have a clear vision of what you want to accomplish and have the drive to make it happen.

JASON. So what you're telling me is that a successful colony teacher must be an independent thinker?

MS MENTOR. That's right, but even more than that. Let

me give you an example. When I was a new teacher, in a regular classroom, I had to coordinate my timetable with other classes that also needed access to the various facilities. I also had a principal who wanted to see my long-range plans and who would periodically look over my daily plans and even sit in on lessons now and then. If something was amiss, I received instant feedback and coaching. It was great to have that support. But on a colony, you perform many of those functions in what may seem to be a vacuum. Now, I set my timetable according to what works best for my students, the colony meal schedule and my teaching style—not according to when another class needs the library. My plans are just for me.

JASON. If no one sees them, why keep doing daily plans?

MS MENTOR. One word—*organization*. You see, if you aren't organized, your work life will get challenging very quickly in a colony classroom.

JASON. I'm not sure what you mean. Can you clarify?

MS MENTOR. Imagine that you have just been hired as a teacher, and the principal gives you your assignment. She tells you that you will be working with students from kindergarten through Grade 9. "No problem," you say. Then you find out that the students will all be in the same room, at the same time, but following different curricula.

JASON. Oh my, that sounds challenging.

MS MENTOR. It can be, but you learn how to group students together, to set up peer tutoring and to plan your year so that various grade levels are working on similar material. Organization and the Alberta curriculum are a colony teacher's best friends.

JASON. It sounds to me like colony schools run like well-oiled machines.

MS MENTOR. That's every teacher's dream, I suppose, but you need to remember that the life of your students outside of school is a life of order. They eat at the same time every day (often on a set menu schedule), attend church daily, go to German school twice a day, do their assigned chores and memorize scripture verses before bed. One of the comforts of living on a colony is knowing what to do and when to do it. Colony students are very aware when something is different, and they don't always adapt well to change.

JASON. Do you ever have challenges?

MS MENTOR. Oh sure, that's to be expected, but with a little patience and flexibility, the machine, as you called it, will start humming again.

JASON. Can you elaborate on what you mean by *flexibility*?

MS MENTOR. Let me give you another example. Last week I had a terrific plan to build wooden cars with my students as part of our Grade 4 building unit and Grade 7 structures unit. We were even going to make a wooden racetrack. The activity would include outcomes from math, English language arts and health. I bought all the wood and other supplies and had the project cleared with the carpenter, who would help us in the shop. By the time Monday morning came, my excitement was building. Then a student walked in and informed me that half the class was either at the slaughterhouse or babysitting, and he wasn't sure when they would be back—they were butchering chickens for the next two days. So much for my best laid plans.

JASON. Wow. How did you manage?

MS MENTOR. Patience and flexibility. Teachers are guests on the colony, and we need to understand that it is a working farm and our students are as much the workers as everyone else is. When there is a job to do, everyone is expected to help out. On those days, a sense of humour goes a long way. Don't take it personally, and don't think that the colony doesn't value you or your work. They do. It's just that their culture revolves around working together and being productive—character traits we should all appreciate.

Every day when I go to work, I step into the Hutterite culture. There are similarities with our own, but there are differences too—like the example I just gave you. In our culture, students are expected to be at school during school hours, not babysitting siblings while the parent goes to work. But on a colony, that happens. You also have to be sensitive to their traditions. You may have noticed that Hutterites dress with simplicity and modesty. As a teacher, you want to be sensitive to and respectful of those values and reflect that in your own dress. We have all heard the unfortunate stories of new teachers and substitute teachers coming to a colony school with culturally inappropriate clothing.

JASON. You're kidding, right?

MS MENTOR. I wish I were. But don't let those stories deter you. Remember how I said that colony teachers are guests on the Hutterite colony? Well, that means we need to be open to and understanding of the Hutterites' point of view. They do things a bit differently, but those ways work for them and their needs. If you are willing to build a rapport with the families and the colony leadership, you'll do just fine. Let them know that you are there as a team member to support their goal of helping their children become the best colony citizens they can be, and that you are not there to change their world. Meet with the preacher now and then, talk often with the German teacher (a colony member who teaches the German school), and keep in regular contact with colony parents. Getting along with others is not just a lesson we teach in kindergarten; it's a skill every colony teacher needs to practise.

JASON. Wow! I didn't realize that colony teachers had so much on their plates. How do you do it all alone?

MS MENTOR. I'm sorry if I gave you the impression that we are alone. We're not on our own—not completely, at least. Remember how I said that colony teachers need to be willing to share? Well, that's because there are many colony teachers across the province. We all want to be the best teachers we can be and to give our students the quality education they deserve. That's why we meet with each other at conferences and at communities of practice meetings. You might not be able to go talk to another teacher across the hall, but you can always pick up the phone or send an e-mail. I get so many ideas from the other colony teachers in my school division. Sharing is a way of life for colony teachers.

JASON. You have given me so much to think about. I can't thank you enough.

MS MENTOR. Working at a colony school is a very rewarding experience. We hope you join our colony team.



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Hutterites—Past and Present

Historical Background

The following has been adapted with permission from Max E Stanton's 1992 lecture "All Things Common: A Comparison of Israeli, Hutterite, and Latter-Day Saint Communalism," http://davidomckay.byuh.edu/mckaylectures/1992_Stanton.

The Hutterites (or the Hutterian Brethren) are an Anabaptist group. They are located on the Great Plains and in eastern Washington of the United States, as well as in the Canadian prairie provinces. They have developed a self-sufficient communal society wherein they share all things with regard to their economic and social production.

The first *Bruderhof* ("farm of brothers") was established in the Austrian state of Tyrol in 1527 during the early years of the Protestant Reformation. In 1529, Jacob Hutter, a recent convert to the Anabaptist movement, emerged as their leader. The Hutterites take their name from Hutter.

In the early 17th century, the Hutterites in Moravia (today, part of the Czech Republic) found themselves wedged between the conflicts of the invading Turks from the east and the Thirty Years War in the west. As strict pacifists, they refused military service and found themselves under extreme persecution. Many were taken as slaves, a large number were executed, and most of their children were forcibly taken from their families. In 1621, approximately one-third of the remaining Hutterites died in a plague, and by 1631 their numbers had declined to fewer than 1,000. The survivors fled eastward into Slovakia and Hungary and later into Romania.

In 1770, most of the Hutterites (by then a small group of about 60 people) accepted an invitation issued by Catherine the Great, empress of Russia, to settle in the Imperial Russian region, Ukraine, along with other

German-speaking farmers from central Europe. Later, other Hutterites joined the newly established *Bruderhof* on the Ukrainian steppes. There, they again began to live in peace. By 1802 their numbers had increased to 202. This era of peace, however, was not accompanied by prosperity. After a rather unsettled beginning, the Hutterites decided in 1819 to dissolve their "community of goods" and began to adopt the religious, economic and social practices of their German-speaking Mennonite neighbours. This group of noncommunal Hutterites eventually immigrated to North America and became known as the Prairieleut. Many Prairieleut Hutterites joined the Dariusleut colonies established in Alberta.

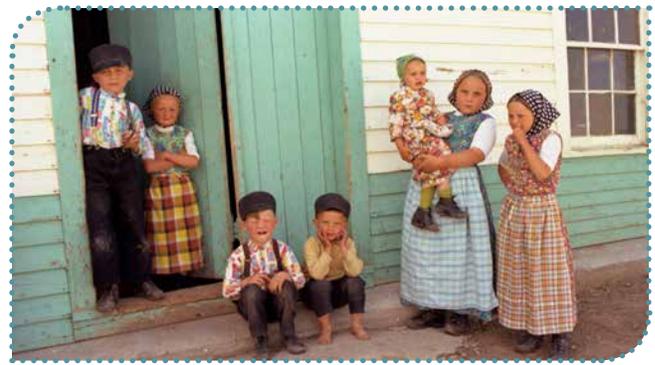
In 1859, Michael Waldner, a blacksmith of Hutterite parentage, had a vision in which an angel instructed him to re-establish a *Bruderhof*. A year later his close friend Darius Walter revived a second colony in the same village. However, most former Hutterites and their descendants continued to opt for individual privately held farms, as did their conservative Mennonite neighbours.

Because of increasing interference by the czarist government in the late 1860s and early 1870s, regarding taxation and obligatory military service, all people of Hutterite descent decided to abandon their homes in the Ukraine and immigrated to America along with most of their Mennonite neighbours. By 1877, virtually all of the Hutterian Brethren (1,265 people) had migrated to the Dakota Territory and eventually settled near what is now Yankton, South Dakota. Only about a third of the Hutterites had been following the communal practices of their ancestors when they left Ukraine, and this division between communal and noncommunal Hutterites continued in the Dakota Territory, with only 403 of the newly arrived immigrants electing to practise communalism.

The communal Hutterites established three colonies of 120–50 people each. One colony, Bon Homme, led by Waldner, was established in 1874 on the banks of the Missouri River, about 20 miles west of Yankton. The people of this colony came to be known as the Schmiedeleut (“smith’s people”) in recognition of the trade of their leader, who was a blacksmith. That same year, another group, led by Darius Walter, established a colony located on the James River, about 20 miles northwest of Yankton, at Wolf Creek. This group came to be known as the Dariusleut (“people of Darius”). In 1877, a third colony, Elmspring, was established on the James River, about 10 miles north of Wolf Creek. Jacob Wipf, who had unsuccessfully tried to organize a *Bruderschaft* in Ukraine, led this colony. Wipf was a popular teacher, and his group came to be known as the Lehrerleut (“people of the teacher”).

For approximately 40 years, the three communal Hutterite groups continued to live, for the most part, in the James River valley, in what is now eastern South Dakota. Their three initial colonies had expanded to 17 by 1918 (15 in South Dakota and two in Montana). By 1918, a number of factors had created extreme tension between the Hutterites and their neighbours. Two of the principal problems were directly related to American involvement in World War I. The Hutterites were strict pacifists who refused to bear arms and to undertake any form of alternative service (such as the medical corps). They spoke a German dialect in their everyday speech and taught High German (*Hochdeutsch*) in their schools and used it in their religious services, which raised suspicion in this time of war with Germany. Because of their refusal to support the war effort, young Hutterite men (most of whom were married with children) were forced into prison and treated with extreme brutality. Because of these and other related problems, all three groups decided to relocate their colonies. Eventually, all but two colonies relocated to Canada, leaving only the original Schmiedeleut colony (Bon Homme) in South Dakota and the Dariusleut Spring Creek colony in Montana.

Their move to Canada was well planned. All six of the new Schmiedeleut colonies settled in a close cluster centred in the area of Elie, in the Assiniboine River valley, west of Winnipeg, Manitoba. Farther west, 10 Dariusleut and Lehrerleut colonies settled in the southwestern and



Children, OK Colony, near Raymond, Alberta, June 1972.
Glenbow Archives M-9574-1-6-17

central parts of Alberta. This geographical separation of the two western groups in Alberta from the Schmiedeleut colonies (found mainly in Manitoba) has continued unbroken for almost 100 years. In the 1930s, a number of Schmiedeleut colonies were re-established in South Dakota, many on land abandoned in 1918 that was still in the possession of the Hutterites.

In the west, a number of Lehrerleut and Dariusleut colonies were established outside of Alberta in the 1940s and 1950s, in reaction to the harsh rules of Alberta’s *Communal Properties Act* of 1944. This legislation had been put into effect during World War II, as the result of pressure from non-Hutterites in farming communities in the southern part of the province. The reasons for initiating the *Communal Properties Act* were similar to those that had prompted the Hutterites to leave South Dakota a generation earlier, during the First World War: suspicion of their continued use of the German language and resentment of their strict pacifism. The colonies that left Alberta elected not to resettle in South Dakota; rather, they settled in nearby Montana and Saskatchewan.

The Hutterites Today

The following has been adapted with permission from Max E Stanton’s 1992 lecture “All Things Common: A Comparison of Israeli, Hutterite, and Latter-Day Saint Communalism,” http://davidomckay.byuh.edu/mckaylectures/1992_Stanton.

Today, the Hutterites are easily recognizable from their distinct attire. The women wear long, flowing

dresses with aprons, and they cover their heads with dark blue or black polka-dot scarves. The men wear beards (often with no moustache), black hats, dark homemade pants and plain shirts.

Because of their dress, the Hutterites are frequently mistaken for the Amish. However, that is where the resemblance ends. Unlike the Amish, the Hutterites use electricity and internal combustion engines, drive cars and trucks, and employ the most up-to-date and technologically advanced farm equipment in their fields and barns. They are skilled mechanics, and if they cannot find equipment to suit their needs, they will often create their own.

The typical Hutterite colony is made up of 15–18 families and has 90–120 members. The colony owns all the property, including land, houses, buildings, farm equipment—everything. The Hutterites hold absolutely to the biblical dictum to have “all things common” (Acts 2:44). They do have private lives, insofar as each family is provided with comfortable living quarters, but most activities take place outside the home.

When children are about three years old, they are put in a nursery with other colony children and are tended by responsible adults for the entire workday. (The Hutterites invented kindergarten over 400 years ago, in Moravia.) Older children spend the school day in classes taught by a qualified, certificated public school teacher (referred to by the Hutterites as the English teacher), who is usually non-Hutterite. Before and after English school, the children also attend German school, which is taught by an adult male Hutterite. German school includes all school-aged children in the colony.

Until quite recently, Hutterite youths (boys and girls) quit school as soon as state or provincial laws permitted (usually at age 16) and began to assume adult roles and responsibilities in the *Bruderhof*. However, an increasingly large number of colonies, especially among the Schmiedeleut and a number of Alberta colonies, are allowing their young people to complete high school. Schmiedeleut high school graduates may even attend college or university.

Until their separation from their common home in South Dakota well over 100 years ago, there was little to differentiate one Hutterite group from another. Today, they form three distinct groups that are increasingly isolated from each other biologically, socially and geographically. For instance, the Schmiedeleut colony



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is typically a cluster of independent and semidetached homes surrounding a central work and production area, giving the colony the air of a small village rather than an orderly colony set out according to a prescribed plan. In comparison, a typical Dariusleut colony has only about 90 members, and many fall well below 80 members. Although there are some exceptions in the newer colonies, most of the Dariusleut live in a cluster of duplexes on one side of the colony compound, with the workspace on the other side. The Lehrerleut fall in the middle with regard to colony size: the typical colony has about 105 members. They live in long multifamily row houses, usually oriented in a straight north-to-south direction, and the whole colony appears efficient and ordered. The sheds and barns of the Lehrerleut colony also share in the strict efficiency of this ordered planning.

All three groups have withstood the challenges to their existence and have remained steadfastly committed to their determination to hold “all things common,” according to the biblical injunction of communalism, for nearly 500 years. These resilient people continue to flourish, and there seems to be no current threat to their existence.

The Social Structure of a Hutterite Colony

Preacher

**Zeugbrüder
Elder Committee**

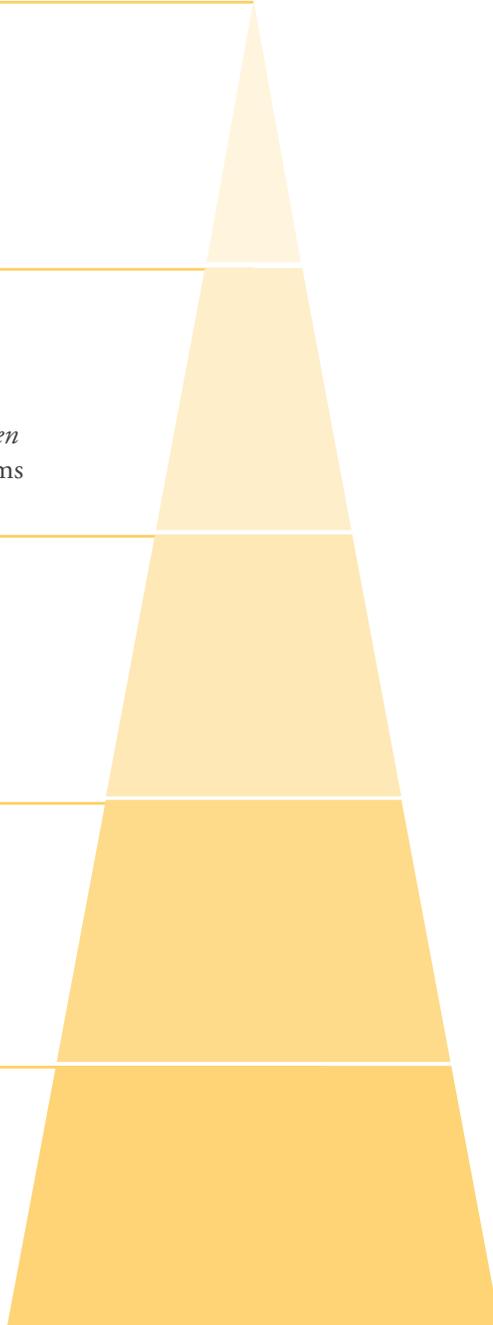
(up to six male members)
They follow *Gemeindeordnungen*
(written religious codes, customs
and traditions)

**Preacher
Colony Steward
Farm Boss**

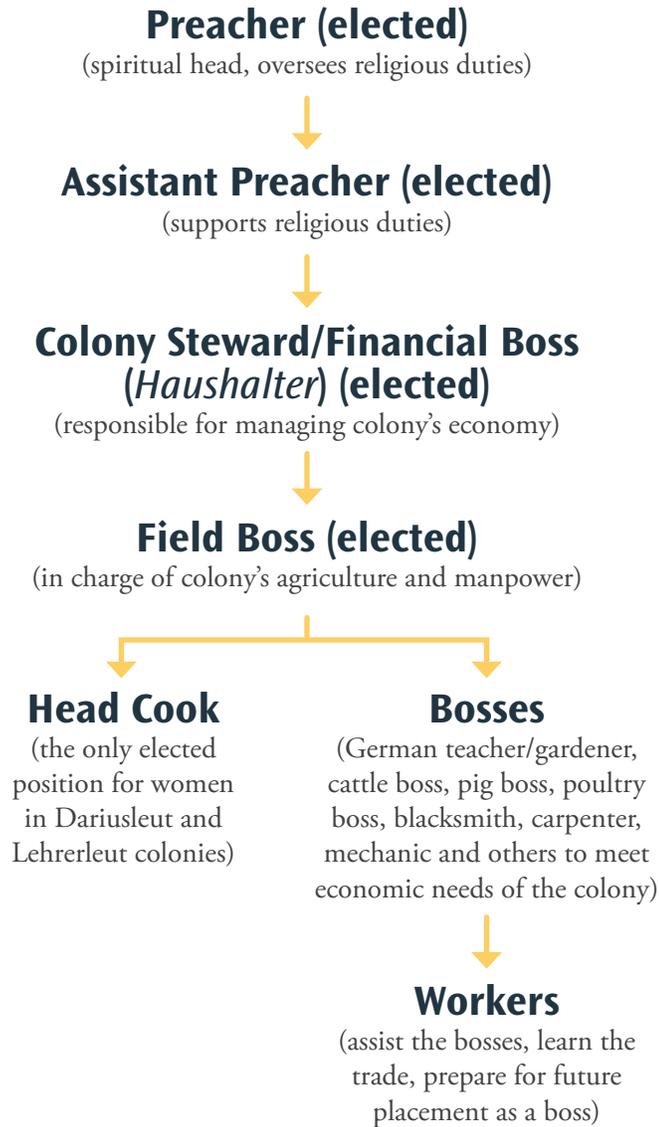
(plus three other men)

Gemein Church
(all baptized members of
the colony)

**Unbaptized
members of
the colony**



Hierarchy of Hutterian Colony Positions



Hutterian Culture and Practices

Religious Practices

Special occasions and festivities (birth, marriage, funerals) may affect students' attendance at school. Check with your school district and with the colony's German teacher for district and colony practice.

Church Services

Attending church and engaging in religious study are the foundations of the Hutterites' faith.

Baptized members are expected to attend church daily. Church is held a half-hour before supper; however, on Sundays and on holy days, church services are up to an hour and a half long and are held in the forenoon.

Devotion to God is the intention of the Hutterian faith, so that one may reach paradise in the afterlife.

Baptism

Hutterites are Anabaptists. This means that they make a vow to God and to the church as adults, when they have the ability and understanding to make the commitment to the Hutterite way of life.

Before being baptized, young people spend years attending Sunday school and church to strengthen their understanding of the Bible and the expectations of the faith. This religious instruction starts when children begin German school.

Young Hutterites ask to prepare for baptism around their 20th birthday. This commitment is considered very serious and is only for those who truly want to belong to the church.



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Marriage

Hutterite men and women must be baptized before they can be wed, therefore ensuring that the marrying couple are already part of the Hutterian Brethren Church.

The weeks leading up to a wedding involve a number of traditions. The wedding festivities happen over a two-week span, with the groom customarily travelling to the bride's colony for a shivaree—a celebration for the bride and groom. On the following weekend, another shivaree is held at the groom's colony. The subsequent Sunday morning is the wedding, with a sermon and the exchanging of vows in front of the gathered church members. The bride then moves to the groom's colony, where her wedding gifts and collected household items are delivered so that she can set up her new home with her husband.

For the Hutterites, marriage is sacred and is a vow taken for a lifetime, much like baptism. Hutterites do not accept divorce.

Funerals

The reward for living a life of faith is a place in paradise after death.

Burial usually occurs three days after death. Before the burial, a two-day wake is held at the home of the deceased. The wake is attended by colony members and baptized members from other colonies who wish to show their respect and sit with the body.

The traditions associated with the death, the wake and the funeral offer a lot of communal support for the family and the colony.



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Social Elements

It is important to maintain professionalism and to understand the difference between school and community interactions. As a teacher, you should have similar relationships with all the families in your school, and favouritism (or the appearance of such) should be avoided.

If you go to a family's home, keep the visit brief to ensure that other colony members do not think you are showing favouritism. For example, when you need to visit a family to discuss concerns, drive to their home and stay on the doorstep while you talk.

Tasks on the Colony

Seasonal Activities

Seasonal activities—such as butchering, spring and fall cleaning, gardening and the harvest—are vital to the workings of the colony. The colony expects that school activities will be adjusted and adapted to these specific situations.

Gender Roles

There are distinct roles for male and female members of the colony.

With children, some tasks are traditionally done by girls and others by boys. As well, there is a hierarchy of tasks given according to age.

The following are examples of tasks assigned to school-aged girls:

- Cleaning
- Babysitting
- Laundry

The following are examples of tasks assigned to school-aged boys:

- Gardening
- Helping in the barns
- School trash collection

Of course, each colony is unique, so roles and jobs may vary.



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Myths About Hutterites

The Hutterites are a unique cultural group in North America. With any group that is outside mainstream society, misconceptions arise because of personal differences, bias or ignorance.

This section addresses widely held myths about Hutterites and attempts to provide accurate information. It will, hopefully, give teachers a better idea of who the Hutterites are.

Myth: Hutterites are not Christians. Hutterites are communists.

Fact: Hutterites are Christians, and they celebrate all Christian religious holidays. Hutterite communal life is not the same as communism. Each colony is independent, and the Hutterites' beliefs and customs are based on the Bible.

Myth: Hutterites dress differently to distinguish themselves from members of mainstream society.

Fact: Their unique dress does, in fact, distinguish the Hutterites from mainstream society. However, that is not their intent. Hutterite dress is based on that of their European ancestors. The style of their clothing is based on scriptural teaching regarding modesty, simplicity and separation. Each sect has its own dress and colour guidelines.

Myth: Hutterites hire non-Hutterite men to impregnate Hutterite women in order to avoid genetic problems.

Fact: This is one of the most absurd myths about the Hutterites. Hutterites are deeply religious and view sexual relations outside marriage as a grave sin. They also forbid marriage between first cousins, thereby avoiding genetic problems.

Myth: All Hutterites dress and think the same.

Fact: The three Hutterite groups are all different in their dress and in their views on modernization and education. The Schmiedeleut (of Manitoba) are considered to be the most progressive sect, and the Lehrerleut are the most conservative. The Dariusleut fall somewhere in between.

Myth: Alcohol is prohibited in the Hutterite lifestyle.

Fact: Hutterites are no different from most Protestants in that they do allow alcohol. However, they preach moderation.

Myth: Hutterites have arranged marriages.

Fact: Hutterites do not have arranged marriages. In fact, young people from different colonies have many opportunities to meet and court. They are highly knowledgeable about which colonies are the newest and the most progressive, which may influence where they seek a spouse.

Myth: Hutterites do not pay income taxes.

Fact: Hutterites do pay income taxes. They provide their own school building, even though they pay provincial school taxes. They have not had a religious tax exemption since 1961.

Myth: Hutterites do not pay colony members labour wages.

Fact: This is true. However, in lieu of wages, they provide for all the needs of every person on the colony, from cradle to grave.

Myth: Hutterites do not contribute to the local economy.

Fact: Hutterites contribute to the local economy in many ways. They sell produce to and purchase goods and services from the community. They also employ tradesmen from time to time on their colonies. The Hutterites are no greater threat to the local economy than are large family and corporate farms.

Myth: Hutterites are not part of the fabric of the community.

Fact: Hutterites are very much a part of the community. They are friendly and helpful people who help when disaster strikes, contribute to the local food bank, donate blood, help fight grass fires and help their neighbours in other ways when needed.

Myth: Hutterites are buying up all the farmland.

Fact: The growth rate of colonies has slowed down because of lower birth rates. Hutterites are just one group among many who are trying to buy a scarce resource.

Myth: Hutterites do not value education.

Fact: Hutterites do value education, and their children are academically successful.

Hopefully, as a colony teacher, you will take the time to understand these unique people who make our province and society more vibrant. Learn about the people, and you will soon see that most widely held ideas about Hutterites are myths.

Teaching at a Colony School

Roles and Responsibilities

Teacher

A colony teacher wears many hats—teacher, principal, secretary, librarian, nurse and custodian, to name a few. The teacher plays an integral role in teaching English to Hutterite students (and is often referred to as the English teacher).

The colony teacher is a certificated teacher, in accordance with Alberta Education policy, and is required to teach the same curriculum taught in all other public schools (with some exceptions, including aspects of the health and the second languages curricula).

The colony teacher develops all programs for every grade level and delivers those programs to students.

As well, the teacher prepares a yearly budget, according to the enrolment at the colony school. Some school divisions have site-based models, while others

have a centrally defined budget. Either way, the teacher is responsible for making decisions about how to spend the school's money. There may be exceptions to this, depending on which colony the teacher is assigned to.

The colony teacher must have a well-defined discipline policy that outlines rules, expectations and consequences. Educational assistants must also be fully aware of this discipline policy and adhere to it at all times.

The teacher is responsible for the day-to-day operation of the colony school, including the following matters:

- Arrival and departure times
- Cumulative records
- Dress code
- Emergencies
- Building maintenance
- Religious holidays
- School closures
- Staff meetings
- Supervision
- Technology use
- Assessment
- Curriculum
- Timetabling
- Student or staff absences
- Resources and supplies



SUPPLIED

Educational Assistant

The educational assistant (EA) plays a vital role in a colony school.

EAs are support staff—personnel who help teachers fulfill a school’s educational mission and who help enrich students’ educational experiences. The EA is an essential component of a well-run school or classroom.

As specified in Alberta’s *Teaching Profession Act* and *School Act*, the teacher is responsible for the education of students. This means that the teacher is expected to develop a program for the EA to deliver to students, and should offer guidance when needed.

According to ATA policy, “The tasks that a teacher assigns to an assistant should not include duties for which the teacher is professionally responsible, such as diagnosing learning needs, prescribing educational programs and evaluating student progress” (ATA 2016, 3). Nevertheless, an EA can help with many tasks. Typical duties include the following:

- Photocopying material
- Recording student results
- Providing feedback (under teacher supervision)
- Keeping anecdotal records (under teacher supervision)
- Attending parent–teacher interviews, if requested
- Assisting with daily and monthly paperwork
- Helping place resource orders
- Assisting with classroom set-up
- Providing support for the implementation of a student’s individual program plan (IPP)
- Assisting with student accommodation needs (such as serving as a scribe or reader)
- Assisting with behavioural management
- Playing a supervisory role during class time and recess (such as during small-group activities) under teacher supervision

In some instances, an EA has been hired to care for or monitor students with exceptionalities on a one-to-one basis. An EA could also be responsible for directed tasks related to occupational therapy and physical therapy, as per an IPP.

For more information on EAs and their duties, see appendix B.

German Teacher

Hutterite children attend German school in the morning (before English school) and in the afternoon (after English school). A German teacher (a male colony member) is designated by the colony for this instruction.

The German teacher is the most important person with whom the English teacher must develop a relationship on the colony. In general, the English teacher should address all questions to him.

The German teacher is in charge of all school-aged children in terms of German classes, meal supervision, chores, discipline, gardening and curfew.

The degree of permissiveness with regard to what can be taught or used in the classroom varies from colony to colony. The English teacher must discuss this with the German teacher. The German teacher supports the English teacher within the limits imposed by the Hutterite lifestyle and culture.

The English teacher, as a professional delivering Alberta curriculum to students, is ultimately accountable to the school division. He or she is not responsible or accountable for any activities related to the German school.



SUPPLIED

Work Relationships

Working with a Mentor Teacher

Oh no. What the heck did I sign up for? You want me to do what?!

Breathe. You will say and think this a lot in your first few weeks of colony teaching.

I am so overwhelmed with the many hats I have to wear. I don't even know where to begin! And now the phone is ringing yet again!

Call your mentor teacher. These are the times you need support and advice to tackle the enormous learning curve and adjustment period during your first year of colony teaching.

Mentoring is the pairing of an experienced colony teacher with a new colony teacher to help the new teacher improve his or her practice while acculturating to the specific Hutterite colony context. Teaching on a Hutterite colony is a unique and challenging experience, and it involves observing and respecting cultural differences. A new colony teacher may face situations that require the guidance and experience of a mentor teacher.

Mentoring is critical to new colony teachers' success, especially during the first year. Mentors provide guidance, advice and support based on their own experiences as beginning colony teachers.

It is important to find a suitable mentor, someone you can relate to on a personal level. If the pairing is unsuccessful, seek out a teacher at another colony or a nearby public school. If you cannot find a mentor in your area, seek out a teacher in your division, or speak to your school principal or division administrator.

Working with the EA

As already discussed, the EA is essential to the success of your classroom and to meeting the curriculum objectives of each grade level.

It is important that you communicate effectively with your EA about the expectations and responsibilities of the role. Put the EA's duties in writing, and schedule time each

week to discuss plans and student progress. Each colony school is unique, and your EA's duties will reflect this reality.

As the teacher, you are ultimately responsible for your students' education. Furthermore, you are required to develop a program for your EA to deliver (with your guidance).

For more information about the role of an EA, refer to appendix B.

Working with a Substitute Teacher

I have to be away from my school, and this can cause stress for me as a colony teacher. Only a few substitute teachers on the district list will travel to my school, and the only one I can reach is someone who has never taught at a colony school. More stress! Now, what do I have to remember to tell him or her? A foolproof, detailed sub plan is needed. Because of the multiple grades, group work will make the substitute teacher's day more manageable. Great! Make sure the substitute teacher knows how to access appropriate forms for payment. Oops! Maybe I should tell the sub how to get here! Better also tell him or her about the routines and procedures. My students are more cooperative and successful when a routine is in place.

Substitute teachers must be culturally aware of the expectations at colony schools. This means that you must inform every substitute teacher of the dos and don'ts of the colony before their arrival. This includes the following:

- Dress code
- Use of technology
- Curriculum strands to avoid
- Topics not to be discussed on the colony
- Daily colony schedule
- Seasonal work, when students are absent

You should leave a detailed plan for your substitute teacher, with routines and procedures clearly outlined.

Leaving extra material for the substitute teacher is recommended. It is better to have too much material than not enough.

Provide a map for the substitute teacher, with detailed directions for getting to the colony school.

Professional Development

I am alone! Or I feel as if I am! I never get to work with other colleagues. Teaching on a colony can be difficult because of the sense of isolation and the geographical location of the colony. Wait—the Alberta Colony Educators’ Conference is coming up. I have to go! It will be a great way to network with others and meet new people, and to gather new ideas to help me improve my practice in my colony classroom.

Developing a professional growth plan is your professional and legal obligation as a teacher, and it will help you focus your professional development to best meet your needs and those of your students. Your plan may also consider site and district goals. However, your individual PD should be guided by your professional growth plan and by the Teaching Quality Standard.

PD activities allow you to network with other teachers (not just colony teachers), implement curricular changes, keep your teaching and student learning fresh, and stay

abreast of new educational trends. Even after a few years at a colony school, you will find that the one-room instructional environment means that students will recognize your engaging learning activities from when they were younger and were watching what the older students were doing. Regular PD activities will help you find more of those engaging learning experiences.

Learn from your fellow colony teachers, whether at a staff meeting, during a school visit, at the Beginning Colony Educators’ Workshop, at the biannual Alberta Colony Educators’ Conference, or at the International Conference for Hutterite Educators. Remember that each colony school is unique and that not all activities will transfer to your school setting.

Many new ideas and resources are available in education, but it is important to remember that most were developed for the mainstream educational environment. You may have to adapt information and activities to make them work in your learning and teaching environment.



TANYA JOHNSON WITH STUDENTS FEEDING CALF, SUPPLIED

Administrative Duties

The responsibility for administrative duties at a colony school varies from school district to school district in Alberta. For example, in southern Alberta, some schools are self-administered, while others have a roaming principal who oversees a number of schools. Consult your employer for the specific duties of a colony administrator.

It is a great idea to develop a calendar to mark down all administrative dates and deadlines (such as approval of EA time sheets, month-ends and credit card reconciliation).

It is equally important to sit down with your mentor to go through all the documentation that will be required during the school year. This will ensure that you become familiar with the processes.

Time Sheets

You are responsible for overseeing the weekly time sheets of your EA (hours worked and approval of absences).

Timetabling

Consult the Alberta program of studies and Alberta Education's (2016) current *Guide to Education* to make sure that the minimal time requirements are met for each subject.

Most colony schools begin at approximately 9:00 AM and end at 3:30 PM. Schools with a shorter lunch break may end earlier in the afternoon. All decisions related to start and end times should be made in consultation with the German teacher. Overall, according to the *School Act*, all colony schools are required to provide a minimum of 950 hours of instruction per year. However, this varies from district to district.

See appendix C for planning exemplars.

Curriculum requirements are the same for colony schools and regular public schools, with a few exceptions. For instance, some aspects of the health curriculum are never taught in colony schools. In addition, some activities in physical education (such as dancing and tumbling) are deemed inappropriate. Also, technology use in colony schools varies from colony to colony.

Budget

It is recommended that administrators have a discussion with the financial advisor at the school district's central office regarding school budgets and how to allocate the funds to various accounts. Receipt retention, bookkeeping procedures and policies are essential to know, as well. Teachers are responsible for handling their own budget and making decisions about where to spend the school's money.

Supervision

Colony teachers must act *in loco parentis* (in the place of a parent) as far as supervising and caring for Hutterite students.

There are a few exceptions, however. Recess is supervised, but lunchtime is not supervised, since students go to the kitchen and dining room to eat. If students remain at the school to play games, they are in the teacher's care and must be supervised accordingly. Students participating in physical education classes must be supervised at all times.

Liaising with Central Office

Colony teachers tend to work in an isolated environment; therefore, developing a strong rapport with the district's central office staff is helpful. By becoming familiar with central office staff and their roles and responsibilities, you will become more knowledgeable and feel more confident in completing your duties. Again, individual contexts vary.

Month-End Reports

- Finance services—time sheets and month-end reports
- Student services—student supports
- Secretary—cumulative files and supplies
- Colony administration—budgets

Special Considerations for Colony Teachers

Use of Technology

In the Alberta Education curriculum, technology plays a key role in implementing many curricular objectives. However, most Hutterite colonies do not allow the use of technology in the school, thus making it challenging to meet objectives.

As a new colony teacher, you must have a discussion with your German teacher about what technology is allowed to be used with students in your colony school. Remember that it is not your place to change the cultural parameters of the colony but, rather, to work within them.

Technology use is changing on colonies, which can be seen in the increased use of computers in barns and shops, as well as cellphone use. Typically, technology in the school is limited to a photocopier and sometimes a computer and an interactive whiteboard.

Most colonies do not allow music to be played (on devices or instruments), so any use of music must also be approved by the German teacher.

Permission Forms

All school forms need written parental signatures in order to be valid. For example, if the chicken boss needs students to carry chickens on butchering day, only parents—not the chicken boss—can give permission for their children to be out of school.

If you want to take photos of your students, you need parental approval first. A *Freedom of Information and Protection of Privacy (FOIP) Act* form must be signed for each student and made available to your divisional office.

Parent–Teacher Interviews

As part of your professional obligations as a teacher, parent–teacher interviews are always conducted at the school.

Communication with Parents

Open communication with parents is essential. Consider communicating by

- writing in students' agendas,
- publishing a monthly newsletter,
- sending notes home,
- phoning and
- arranging home visits.

Dress Code

As a colony teacher, you should respect the modesty and simplicity of the Hutterites' dress, which is based on their spiritual teachings. Refrain from wearing skirts or dresses shorter than knee-length, sleeveless tops, deep necklines, visible undergarments, and visible tattoos or piercings. Nail polish, jewellery, capri pants and sandals are usually accepted on the colony.

Special Days

You should be aware of a number of religious holidays in the Hutterite calendar, as there will be no school on those days. Consult with your German teacher, and plan your year accordingly.

As well, you may wish to include days celebrated in regular public schools in your yearly planning, including the following:

- Birthdays
- Thanksgiving
- Halloween
- Remembrance Day
- Christmas
- Groundhog Day
- 100th Day of School
- Leap Year
- St Patrick's Day
- Easter

Consult with your German teacher as to which days are appropriate to celebrate on the colony. What you do for each of the special days is dependent on what is allowed on the colony. Remember that each colony is unique.

Advice from Experienced Colony Teachers



Teaching at a colony school can be overwhelming at times. It is important to realize that you are not alone. Even if you are the only teacher at your school, other division staff are willing to help you in any way they can. You don't need to reinvent the wheel; your colleagues are an excellent source of information and resources. Remember that asking for help is not a sign of weakness and that there are no silly questions.

Be Organized



To successfully navigate multigrade and cross-curricular colony teaching, you must be organized.

Most of your resources and supplies will be stored at the school, while your computer and printer will be at home. Transporting items back and forth will be common, and if you are not organized, items can be misplaced. Some colonies will allow you to have a laptop at school, as long as students aren't using it, but other colonies do not allow computers in the school at all. Be proactive and ask your German teacher what the practice is at your colony school.

Devising an effective and organized classroom system will help you plan and implement your lessons.

Work with the German Teacher



The German teacher will be your liaison with the entire community, so it is important that you have a good working relationship with him.

The German teacher will familiarize you with any customs, traditions and practices you need to know. These may vary from colony to colony, so do not rely on

your knowledge of other colonies or information from other teachers, even those in the same district. When in doubt, ask the German teacher. You have probably heard the saying that it is easier to obtain forgiveness than permission. That definitely does *not* apply here.

The German teacher and the community will have certain expectations regarding your interactions with parents. Some prefer that you communicate directly with parents when you have concerns about their children's attendance, behaviour and work habits, as well as about other matters. Others prefer that you speak only with the German teacher. This should be clarified at the beginning of the school year. While you are encouraged to build friendships with colony members, please be aware that socializing with only one or two families may be seen as favouritism and could lead to misunderstandings in the community. Again, the German teacher can provide guidance here.

The German teacher is responsible for the behaviour of the children on the colony, and he will help you if you face the challenge of serious behavioural issues. However, he is not responsible for maintaining order in your classroom. Be careful not to rely on him too heavily in this area.

If you would like to invite guests to your classroom, or to invite parents to an open house or another special activity, please check with the German teacher first. If he is unsure, he may refer you to the colony's minister or the financial boss.

The German teacher is a valuable resource for you when you are assigned to a colony school. Please consult either the German teacher or the minister whenever you have any questions. As a courtesy, consider informing the German teacher of your absences, planned or unplanned.



Plan Multigrade Units

Planning and organization are crucial to successful teaching in a colony school. Without long- and short-term planning, it is impossible to be an effective teacher. Teachers are required to have long-range, unit and daily plans, and developing those will be your most time-consuming task.

When planning for a multigrade classroom, you must take time to review the curricular outcomes for each grade level, in each subject. Lay out the program of studies and seek out units that can be taught simultaneously.

For example, in science, you can create a unit on seasons and weather that covers some or all of the following topic outcomes: seasonal changes (Grade 1), hot and cold temperatures (Grade 2), animal life cycles (Grade 3), plant growth and changes (Grade 4) and weather watch (Grade 5).

Once you begin to plan multigrade units, you will soon see correlations and connections throughout the curriculum. You could even plan a thematic cross-curricular unit that covers outcomes in English language arts, math, science and social studies—such as a unit on hockey, farming or animals.

Be Flexible and Always Have a Plan B

Sometimes, despite our best efforts, our well-planned lessons simply do not work out. One benefit of teaching at a colony school is that you can have a lot of flexibility in your schedule and lessons. If the children are too restless to complete a science lesson (perhaps because of an upcoming wedding or another colony event), then take them on a science walk around the farm, or begin another lesson that you feel will engage them more. While colony teachers are responsible for helping students master curricular outcomes, the lessons are not set in stone. You can always turn to Plan B when necessary.

Use a Variety of Classroom-Management Strategies

Effective classroom management is critical when teaching on a colony. You are teaching children of various ages and abilities, and a poorly managed classroom will affect everyone's learning.

Ultimately, students want to feel that their teacher likes them and cares about their unique life circumstances. If your students feel that you do not care, they will not behave or work hard for you. Take time to talk to your students, as a group and individually, about what is happening in their lives. Children love to share stories about their weekend and their favourite things (such as sports teams, hobbies and animals). Taking the time to get to know your students will ultimately help with classroom management, as well as with planning engaging curricular activities.

Having a well-defined discipline policy is also important for colony teachers. The policy should outline routines and procedures, school rules, expectations and consequences. Be firm and fair with all students when carrying out discipline. It is also a good practice to have students reflect on their behaviour, in writing or in conversation. This will allow them to show that they understand what they did, what they have learned and why they should not do it again.



TANYA JOHNSON WITH STUDENTS, SUPPLIED

Rewarding good behaviour, and focusing on the positive behaviours instead of the negative, can be quite effective. Positive reinforcement can involve rewards such as books, stickers and free time; however, encouraging intrinsically motivated good behaviour is preferred.

Extremely inappropriate behaviour should be addressed by the German teacher and the child's parents. Most Hutterite parents are very supportive of the English teacher and will discipline their children accordingly.

All school staff must be fully aware of the school's discipline policy and adhere to it at all times. Consistency is the key to a classroom-management system's success.

Understand Your Role as a Guest on the Colony

Colony teachers are employed by their school board and are entrusted with the public education of Hutterite children. This entails teaching the Alberta curriculum and using promising practices for instruction, assessment and management.

It is not the English teacher's role to speak about religious beliefs (either his or her own or those of the colony). The minister, the German teacher and the parents are responsible for their children's religious education.

It is also not the English teacher's role to make judgments about colony customs and practices. The internal workings of the colony are not your business, and they should not affect the teaching and learning occurring at school. Whatever you say in your classroom will more than likely be repeated in the home, and it may be deemed offensive. This is not the way to build trust with your students and their families.

Always remember that you are a guest on the colony and that your being culturally sensitive and showing respect will help the colony members accept and trust you.

Make Time for Yourself

My family is having a reunion! I can't believe I only get to go out on Saturday. Teachers have such demanding schedules! I really wish I could go and spend more time with my family members, some of whom I haven't seen for several years. You know what? I'm going to take one personal day this year and take advantage of the time to be with my family. It's a Friday, I have a reliable substitute teacher, and the German teacher understands how important family is. I really need to do this. My students will enjoy my stories when I come back.

In the hustle and bustle of planning, marking and managing a classroom or school, you may be forgetting the most important advice—take care of yourself! Self-care is not a luxury; it is essential for maintaining a healthy mind and body. So make time for it. Do things that you love to do (such as sports or hobbies), spend time with family and friends, or simply rest.

As a colony teacher, you become part of the Hutterite community. It is a give-and-take relationship. In their eyes, you become part of the family. The colony or individual families may ask you to do favours for them (for example, buying yarn at the craft store). While it is important to bridge the gap between the school and the community, you are at risk of being taken advantage of. It is acceptable for you to decline such requests.

Work can be overwhelming and seemingly never-ending. It is vital for you as a teacher to separate your personal and professional lives and to nurture yourself. Math marking will still be there tomorrow. Family and friends are a cornerstone of who you are. To be successful at colony teaching, you must strike a balance between home and work.

If you neglect yourself, that neglect will manifest itself in all aspects of your life. Arriving at school tired, overwhelmed and irritable will affect your teaching and relationships. Colony teaching is not your life, but it is your profession. Burning yourself out and forgetting to enjoy yourself will ultimately have an impact on everyone, including your students.

Conclusion

Every teaching assignment has many layers of complexity. Teaching on a Hutterian colony has additional and distinctive complexities.

As a colony teacher, you travel to a colony school located beyond the nearest community. In many situations, you work on your own, with limited contact with colleagues. You manage multiple grades in one classroom, and all the students are ESL learners. You are responsible for the daily administrative and operational duties of the school and the building. Your time and opportunities to work collaboratively with other colony teachers will be limited because of the distance between colony schools and the size of the school district.

However, if you are fortunate enough to teach at a

colony school for a number of years, you will be able to witness your students' academic, physical and social development over time. You will be able to see how your teaching forms a bridge between the Hutterian community and society at large. You will recognize the potential in each and every student, beyond his or her accent, dress or culture. The eagerness of your students to learn and their appreciation for the knowledge and skills you bring to your classroom will reward you immeasurably.

The Hutterian colony teachers who worked on this guide are passionate about their distinctive teaching environments and the students they work with. It is their hope that the information they have shared will support those teachers who find themselves assigned, for the first time, to a Hutterian colony school.



VANDA RUFLIN WITH STUDENTS, SUPPLIED

Appendix A:

Listing of Alberta Hutterite Colonies

The phone numbers provided here are for the colonies. School phone numbers can be accessed by contacting the colonies.

Dariusleut Colonies

Albion Ridge Colony

Box 828
Picture Butte, AB T0K 1V0
403-732-4219

Alix Colony

Box 369
Alix, AB T0C 0B0
403-747-3553

Arrowwood Colony

RR 1
Blackie, AB T0L 0J0
403-684-2360

Athabasca Colony

Box 1110
Athabasca, AB T9S 2A9
780-675-4570

Bear Canyon Colony

Box 33
Cherry Point, AB T0H 0T0
780-595-2109

Beiseker Colony

Box 329
Beiseker, AB T0M 0G0
403-947-2281

Bentley Colony

RR 1
Blackfalds, AB T0M 0J0
403-755-8550

Berry Creek Colony

Box 9
Hanna, AB T0J 1P0
403-854-2137

Birch Hills Colony

Box 235
Wanham, AB T0H 3P0
780-694-3017

Birch Meadows Colony

Box 299
Eaglesham, AB T0H 1H0
780-359-2903

Blue Ridge Colony

Box 121
Mountain View, AB T0K 1N0
403-388-9685

Blue Sky Colony

Box 489
Drumheller, AB T0J 0Y0
403-364-2051

Byemoor Colony

Box 70
Byemoor, AB T0J 0L0
403-579-2192

Cameron Colony

Box 270
Turin, AB T0K 2H0
403-359-5115

Camrose Colony

Box 1918
Camrose, AB T4V 1X8
780-672-1553

Carmangay Colony

Box 40
Carmangay, AB T0L 0N0
403-643-2456

Cayley Colony

Box 25
Cayley, AB T0L 0P0
403-536-2435

Cleardale Colony

Box 159
Cleardale, AB T0H 3Y0
780-685-2870

Cluny Colony (Silver Valley Colony)

Box 70
Cluny, AB T0J 0S0
403-734-2176

Codesa Colony

Box 300
Eaglesham, AB T0H 1H0
780-359-3022

Copperfield Colony

PO Box 649
Vauxhall, AB T0K 2K0
403-654-2000

Craigmyle Colony

Box 72
Craigmyle, AB T0J 0T0
403-495-9810

Donalda Colony

Box 220
Donalda, AB T0B 1H0
403-883-2366

East Cardston Colony

Box 2520
Cardston, AB T0K 0K0
403-653-3300

East Raymond Colony

Box 1279
Raymond, AB T0K 2S0
403-320-4501

Elkwater Colony

Box 117
Irvine, AB T0J 1V0
403-525-4255

Enchant Colony

Box 3040
Enchant, AB T0K 0V0
403-739-2672

Erskine Colony

Box 46
Erskine, AB T0C 1G0
403-742-5053

Ewelme Colony

Box 250
Fort Macleod, AB T0L 0Z0
403-553-0024

Fairview Colony

RR 1
Crossfield, AB T0M 0S0
403-946-0550

Ferrybank Colony

RR 4, Site 3, Box 18
Ponoka, AB T4J 1R4
403-754-5260

Gadsby Colony

Box 268
Stettler, AB T0C 2L0
403-574-2402

Grandview Colony

723042 RR 74
County of Grande Prairie No 1,
AB T8X 4L1
780-532-6587

Granum Colony

Box 360
Granum, AB T0L 1A0
403-489-0272

Hairy Hill Colony

Box 35
Hairy Hill, AB T0B 1S0
780-768-3770

Hartland Colony

RR 1
Bashaw, AB T0B 0H0
403-372-2057

High River Colony

Box 5610
High River, AB
403-536-2449

Hillridge Colony

Box 181
Barnwell, AB T0K 0B0
403-388-5300

Hillview Colony

Box 610
Rosebud, AB T0J 2T0
403-677-2588

Hines Creek Colony

Box 389
Hines Creek, AB T0H 2A0
780-833-6475

Holden Colony

Box 59
Holden, AB T0B 2C0
780-688-3692

Holt Colony

Box 219
Irma, AB T0B 2H0
780-754-3023

Hughenden Colony

Box 58
Hughenden, AB T0B 2E0
780-856-2202

Huxley Colony

RR 2
Huxley, AB T0M 0Z0
403-442-2488

Iron Creek Colony

Box 64
Bruce, AB T0B 0R0
780-628-5141

Keho Lake Colony

Box 125
Barons, AB T0L 0G0
403-757-2353

Lakeside Colony

Box 9
Cranford, AB T0K 0R0
403-320-4507

Leedale Colony

RR 4
Rimbey, AB T0C 2J0
403-843-4485

Little Bow Colony

Box 1587
Vulcan, AB T0L 2B0
403-897-3722

Livingstone Colony

Box 129
Lundbreck, AB T0K 1H0
403-628-3633

Lomond Colony

Box 220
Lomond, AB T0L 1G0
403-792-2105

Lougheed Colony

Box 263
Lougheed, AB T0B 2V0
780-888-2110



Mannville Colony
Box 268
Mannville, AB T0B 2W0
780-763-3970

Mayfield Colony
Box 527
Etzikom, AB T0K 0W0
403-666-2118

Mixburn Colony
Box 60
Minburn, AB T0B 3B0
780-628-5147

Morinville Colony
RR 2
Morinville, AB T8R 1P5
780-939-7414

Mountain View Colony
Box 2187
Strathmore, AB T1P 1K2
403-935-4210

New York Colony
Box 905
Lethbridge, AB T1J 3Z8
403-388-8580

OB Colony
Box 40
Marwayne, AB T0B 2X0
780-847-4118

Pibroch Colony
Box 5330
Westlock, AB T7P 2P5
780-307-2469

Pincher Creek Colony
Box 1028
Pincher Creek, AB T0K 1W0
403-627-4021

Pine Haven Colony
RR 2
Wetaskiwin, AB T9A 1W9
780-352-6822

Pine Hill Colony
RR 4, LCD 1
Red Deer, AB T4N 5E4
403-886-2184

Pine Meadows Colony
Box 219
Glendon, AB T0A 1P0
780-635-3076

Plain Lake Colony
Box 370
Two Hills, AB T0B 4K0
780-657-2054

Pleasant Valley Colony
RR 1
Clive, AB T0C 0Y0
403-755-8518

Prairie View Colony
Box 9
Sibbald, AB T0J 3E0
403-676-2230

Rainbow Colony
26052 Township Road 350
Red Deer County, AB T4G 0M4
403-227-6465

Red Willow Colony
Box 940
Stettler, AB T0C 2L0
403-742-1100

Ribstone Colony
PO Box 270
Edgerton, AB T0B 1K0
780-858-2343

Ridge Valley Colony
Box 90
Crooked Creek, AB T0H 0Y0
780-957-2617

Riverside Colony
Box 550
Fort Macleod, AB T0L 0Z0
403-553-4055

Rocfort Colony
Box 1080
Mayerthorpe, AB T0E 1N0
780-785-3208

Rosalind Colony
Box 1570
Camrose, AB T4V 1X4
780-375-2202

Rosebud Colony
Box 280
Rockyford, AB T0J 2R0
403-533-2140

Sandhills Colony
Box 249
Beiseker, AB T0M 0G0
403-947-2042

Scotford Colony
55262 RR 214
Fort Saskatchewan, AB T8L 4A3
780-998-9806

Shadow Ranch Colony
Box 354
Champion, AB T0L 0R0
403-485-1082

Shady Lane Colony
Box 217
Wanham, AB T0H 3P0
780-833-2491

Silver Creek Colony
RR 1
Ferintosh, AB T0B 1M0
780-877-2121

Smoky Lake Colony
Box 69
Smoky Lake, AB T0A 3C0
780-656-4093

Spring Creek Colony
Box 29
Walsh, AB T0J 3L0
403-937-3798



Spring Point Colony

Box 249
Pincher Creek, AB T0K 1W0
403-627-9306

Spring Ridge Colony

Box 2929
Wainwright, AB T9W 1S8
780-842-6181

Springvale Colony

Box 248
Rockyford, AB T0J 2R0
403-533-2105

Spring Valley Colony

Box 47
Spring Coulee, AB T0K 2C0
403-758-3889

Stahlville Colony

Box 249
Rockyford, AB T0J 2R0
403-533-2476

Standoff Colony

Box 910
Fort Macleod, AB T0L 0Z0
403-553-0213

Starland Colony

Box 1720
Drumheller, AB T0J 0Y0
403-772-3966

Sunny Bend Colony

RR 1
Westlock, AB T7P 2N9
780-851-1255

Sunshine Colony

Box 92
Hussar, AB T0J 1S0
403-775-1716

Thompson Colony

Box 160
Fort Macleod, AB T0L 0Z0
403-553-2910

Three Hills Colony

Box 1720
Three Hills, AB T0M 2A0
403-443-7563

Tofield Colony

Box 1080
Tofield, AB T0B 4J0
780-809-0997

Tschetter Colony

Box 130
Irricana, AB T0M 1B0
403-935-4406

Turin Colony

Box 207
Turin, AB T0K 2H0
403-359-5111

Twin Rivers Colony

Box 660
Manning, AB T0H 2M0
780-836-3833

Valley View Colony

Box 99
Torrington, AB T0M 2B0
403-631-2372

Valleyview Ranch Colony

Box 1193
Valley View, AB T0H 3N0
780-524-2590

Vegreville Colony

Box 549
Vegreville, AB T9C 1R6
780-658-3906

Veteran Colony

Box 500
Veteran, AB T0C 2S0
403-575-2169

Viking Colony

Box 840
Viking, AB T0B 4N0
780-336-0109

Warburg Colony

Box 520
Warburg, AB T0C 2T0
780-628-7770

Waterton Colony

Box 59
Hillspring, AB T0K 1E0
403-626-3456

West Raley Colony

Box 2700
Cardston, AB T0K 0K0
403-653-2423

Wheatland Colony

Box 360
Rockyford, AB T0J 2R0
403-533-2212

White Lake Colony

Box 150
Nobleford, AB T0L 1S0
403-824-3507

Whitesand Colony

Box 29
Stettler, AB T0C 2L0
403-742-6993

Wilson Siding Colony

Box 99
Coaldale, AB T1M 1M2
403-327-9471

Wintering Hills Colony

Box 66
Hussar, AB T0J 1S0
403-787-2260

Wolf Creek Colony

Box 266
Stirling, AB T0K 2E0
403-756-2283



Lehrerleut Colonies

Acadia Colony

Box 210
Oyen, AB T0J 2J0
403-664-2406

Armada Colony

Box 267
Lomond, AB T0L 1G0
403-792-3388

Big Bend Colony

Box 610
Cardston, AB T0K 0K0
403-653-4383

Bluegrass Colony

Box 99
Warner, AB T0K 2L0
403-642-2475

Bow City

Site 2, Box 5
Brooks, AB T4R 1E1
403-362-3735

Brant Colony

Box 107
Brant, AB T0L 0L0
403-684-3126

Britestone Colony

Box 129
Carbon, AB T0M 0L0
403-572-3047

Castor Colony

Box 547
Castor, AB T0C 0X0
403-882-2201

Clear Lake Colony

Box 2078
Claresholm, AB T0L 0T0
403-625-3909

Clearview Colony

Box 29
Bassano, AB T0J 0B0
403-641-2463

Cloverleaf Colony

Box 269
Delia, AB T0J 0W0
403-364-3011

Crystal Spring Colony

Box 519
Magrath, AB T0K 1J0
403-758-6701

Deerfield Colony

Box 67
Magrath, AB T0K 1J0
403-758-6461

Delco Colony

Box 39
New Dayton, AB T0K 1P0
403-222-2197

Elm Spring Colony

Box 300
Warner, AB T0K 2L0
403-642-2345

Evergreen Colony

Box 4420
Taber, AB T1G 2C8
403-223-1554

Fairlane Colony

Box 12
Skiff, AB T0K 2B0
403-222-0000

Fairville Colony

Box 1020
Bassano, AB T0J 0B0
403-641-2404

Green Acres Colony

Box 209
Bassano, AB T0J 0B0
403-641-3761

Greenwood Colony

Box 1510
Fort Macleod, AB T0L 0Z0
403-553-4750

Hand Hills Colony

RR 3
Hanna, AB T0J 1P0
403-854-4323

Homeland Colony

Box 688
Falher, AB T0H 1M0
780-837-8944

Hutterville Colony

Box 70
Magrath, AB T0K 1J0
403-758-3143

Jenner Colony

Box 269
Jenner, AB T0J 1W0
403-898-3908

Kings Lake Colony

Box 40
Foremost, AB T0K 0X0
403-867-2268

Kingsland Colony

Box 6, 122 3 Avenue
New Dayton, AB T0K 1P0
403-733-3999

Lathom Colony

Box 450
Bassano, AB T0J 0B0
403-641-3470

Lone Pine Colony

Box 250
Botha, AB T0C 0N0
403-742-3454

MacMillan Colony

RR 1
Cayley, AB T0L 0P0
403-395-2221

Mialta Colony

Box 607
Vulcan, AB T0L 2B0
403-485-6879



Miami Colony
Box 58
New Dayton, AB T0K 1P0
403-733-2132

Midland Colony
Box 4120
Taber, AB T1G 2C6
403-388-5211

Milford Colony
Box 244
Raymond, AB T0K 2S0
403-752-4175

Miltow Colony
Box 68
Warner, AB T0K 2L0
403-642-0004

Neu Muehl Colony
Box 890
Drumheller, AB T0J 0Y0
403-364-2736

Neudorf Colony
RR 1
Crossfield, AB T0M 0S0
403-946-4051

New Dale Colony
RR 1
Milo, AB T0L 1L0
403-599-2116

Newell Colony
Box 360
Bassano, AB T0J 0B0
403-641-2121

New Elm Colony
Box 130
Magrath, AB T0K 1J0
403-758-3255

New Rockport Colony
Box 10
New Dayton, AB T0K 1P0
403-733-2122

Oaklane Colony
Box 4390
Taber, AB T1G 2C8
403-223-2950

OK Colony
Box 540
Raymond, AB T0K 2S0
403-752-4176

Old Elm Spring Colony
Box 220
Magrath, AB T0K 1J0
403-758-6623

Parkland Colony
Box 729
Nanton, AB T0L 1R0
403-646-5788

Plainview Colony
Box 240
Warner, AB T0K 2L0
403-642-2111

Ponderosa Colony
Box 752
Grassy Lake, AB T0K 0Z0
403-655-6016

Prairie Home Colony
Box 147
Wrentham, AB T0K 2P0
403-222-2334

Ridgeland Colony
Box 220
Hussar, AB T0J 1S0
403-480-4316

Riverbend Colony
Box 37
Mossleigh, AB T0L 1P0
403-534-2166

River Road Colony
Box 180
Milk River, AB T0K 1M0
403-344-4433

Rock Lake Colony
Box 1297
Coaldale, AB T1M 1N1
403-345-3892

Rockport Colony
Box 460
Magrath, AB T0K 1J0
403-758-3067

Rosedale Colony
Box 569
Etzikom, AB T0K 0W0
403-666-3939

Roseglen Colony
Box 117
Hilda, AB T0J 1R0
403-838-2272

Shamrock Colony
Box 399
Bow Island, AB T0K 0G0
403-545-6190

Silver Sage
Box 482
Foremost, AB T0K 0X0
403-666-2200

Sky Light Colony
Box 1443
Vulcan, AB T0L 2B0
403-485-6053

South Bend Colony
Box 216
Alliance, AB T0B 0A0
780-879-2140

Spring Side Colony
Box 120
Duchess, AB T0J 0Z0
403-378-4734

Spring View Colony
Box 314
Gem, AB T0J 1M0
403-641-2160



Standard Colony

Box 390
Standard, AB T0J 3G0
403-644-2224

Starbrite Colony

Box 400
Foremost, AB T0K 0X0
403-867-2299

Suncrest Colony

Box 780
Castor, AB T0C 0X0
403-882-2476

Sunny Site Colony

Box 180
Warner, AB T0K 2L0
403-642-2407

Sunrise Colony

Box 588
Etzikom, AB T0K 0W0
403-666-3787

Twilight Colony

Box 728
Falher, AB T0H 1M0
780-837-8360

Twin Creek Colony

RR 1, Box 4, Site 2
Standard, AB T0J 3G0
403-644-2292

Verdant Valley Colony

Box 2860
Drumheller, AB T0J 0Y0
403-823-4380

Wild Rose Colony

Box 1060
Vulcan, AB T0L 2B0
403-485-6807

Willow Creek Colony

Box 1238
Claresholm, AB T0L 0T0
403-625-2978

Winnifred Colony

Box 1177
Medicine Hat, AB T1A 7H3
403-832-2184



Appendix B:

Who Are Educational Assistants?

Excerpted from Teachers and Educational Assistants: Roles and Responsibilities (ATA 2016), pp 2–3.

Educational assistants constitute part of what, in the education community, is known as *support staff*, a term designating personnel who help teachers carry out the educational mission of the school and who make the educational experiences of children more rewarding. Some support staff are highly qualified professionals who provide such specialized services to students as diagnostic testing, speech therapy and physical therapy. Others have nonprofessional credentials earned through college studies. Still others have no postsecondary qualifications at all. The duties that support staff are assigned depend on their qualifications and competencies and on the provisions of the *School Act* and other legislation.



SUPPLIED

Typical Duties of Educational Assistants

Under the direction of a teacher, support staff may work directly with students individually or in small groups to deliver activities that reinforce and advance the educational program. They also provide teachers with advice and suggestions. For example, they may assess how well students are functioning, administer standardized tests (but not make judgments on test results), observe and document behaviours as students participate in learning activities and, where appropriate, help plan the educational program. Together with teachers, educational assistants enrich the educational program by helping students gain the knowledge and skills they need to function in the classroom, the school and the larger community.

In making decisions about the educational program, teachers count on input from other professionals, parents and classroom-based educational assistants. Professionals such as psychologists, speech therapists and physical therapists draw on their expertise to provide teachers with specialized reports and suggestions about particular students. Teachers use this input to develop and implement educational programs for which they are ultimately responsible.

There is no definitive list of the duties that support staff are expected to carry out. Instead, their duties are determined by such factors as their qualifications, the needs of the students and the information required by the teacher. The following scenarios illustrate some of the ways in which teachers may draw upon the advice of support staff to modify the educational program.

Scenario 1: A physical therapist reports that a student is unable to raise his arm above his head without hurting himself. The teacher asks the therapist to suggest

activities that the student can carry out safely. Using the therapist's advice, the student's physical education teacher modifies the unit on basketball to incorporate drills and exercises that the student can perform safely and that meet the objectives of the curriculum.

Scenario 2: A psychologist reports that a student has difficulty recalling information that is presented in visual form only. Upon receiving such a report, the student's teacher modifies her style of instruction to ensure that all information is presented in more than one modality.

Scenario 3: An educational assistant reports that a student is having difficulty understanding classroom assignments. Drawing on the assistant's observations, the teacher carries out appropriate tests, diagnoses the problem, and designs activities and exercises to meet the child's learning needs.

A Question of Accountability

The primary responsibility for the educational program that students receive falls upon teachers, who are expected to maintain a high standard of conduct, care and instruction. These expectations are outlined in the *Teaching Profession Act* and in the *School Act*. The high standards expected of teachers are also described in the Teaching Quality Standard (Ministerial Order #016/97), which states, "Quality teaching occurs when the teacher's ongoing analysis of the context and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students."

Section 117 of the *School Act* authorizes school boards to employ nonteaching employees, including educational assistants, to help teachers realize the educational mission of the school board. However, no legislation, not even the *School Act*, defines the duties and responsibilities of nonteaching employees and specifies to whom they are accountable. Although their duties are not defined in legislation, educational assistants nevertheless are accountable.



SUPPLIED

Who Assigns Duties to Support Staff?

In general, teachers are responsible for assigning duties to support staff. For example, external professional staff such as psychologists, physiotherapists and nurses who test students and provide other specialized services to meet their individual needs should do so in consultation with teachers and at the teacher's request. Similarly, educational assistants who work directly with students are supervised by the teacher to whom they are assigned. However, some assistants, especially those who provide medical, hygienic or welfare-related services that enable students to access the education system, may also report to a person other than the classroom teacher. An assistant who is responsible both for attending to students' medical needs and for helping a teacher in the classroom may report to two people. In some cases, such an assistant might report to two teachers, one for each aspect of his or her assignment. In other cases, an assistant might report to a teacher and to a health-care professional such as a nurse or therapist.

Over the years, the Association has adopted a number of policies on the role of educational assistants. These policies specify, among other matters, that

- a teacher should be assigned an assistant only if the teacher so requests,
- assistants are responsible to the teachers to whom they are assigned,
- the supervising teacher is responsible for determining the assistant's specific duties, and
- the tasks that a teacher assigns to an assistant should not include duties for which the teacher is professionally responsible, such as diagnosing learning needs, prescribing educational programs and evaluating student progress.

All members of support staff should have a written role description that specifies their general duties,

establishes to whom they are accountable and sets out what is expected of them in terms of conduct.

The respective duties of teachers and educational assistants are further elaborated in the Association's position paper on educational assistants. The position paper emphasizes that educational assistants are deployed most effectively when their duties are assigned by classroom teachers rather than by personnel external to the classroom.

Following are two scenarios. The first describes a situation in which an educational assistant is deployed effectively. The second describes a situation in which the working relationship between the educational assistant and the classroom teacher is flawed.

Scenario 1: A Grade 5 class includes four special needs students, one of whom has Down's syndrome. Under the supervision of the classroom teacher, an educational assistant works with these four students and, on occasion, with the other students. From time to time, the classroom teacher calls on the services of a special education teacher to help test the students and to suggest appropriate activities and resources. The classroom teacher retains the responsibility for developing the students' individual program plans (IPPs) and for assigning duties to the assistant.

Analysis: This scenario illustrates the proper working relationship between a teacher and an educational assistant.

Scenario 2: A special education teacher is responsible for assigning assistants to all classrooms in a school containing special needs students and for determining the duties of those assistants. The individual classroom teachers continue to write the IPPs for the special needs students in their care.

Analysis: This approach is flawed because the person ultimately responsible for the outcome of the education program—the classroom teacher—is not responsible for assigning the duties of his or her assistant. Such an organizational structure may inhibit the classroom teacher's ability to provide the best educational program for all students.

Appendix C:

Planning Exemplars



Important: Please refer to your own school division's policies and procedures regarding curricular planning. The exemplars provided here are representative of only one school division.

Social Studies and Science Cycling



Most colony schools cycle the social studies and the science curricula over a three-year period.

Grades 1–3 students all do science lessons together, and the same with social studies. Over the three-year period, all Grades 1–3 topics will be covered. Topics from all three grade levels can be mixed and matched throughout the school year.

Grades 4–6 are cycled differently. Grade 6 students are required to write provincial achievement tests (PATs), so the Grade 6 curriculum must always be taught to students in their Grade 6 year. However, the Grades 4 and 5 curricula can be cycled, by teaching Grade 4 one year and Grade 5 the other.

The subject-specific Alberta Education programs of study can be found at <https://education.alberta.ca/programs-of-study/>.

Three-Year Elementary Science and Social Studies Cycling Exemplars

Science

Grades 1–3 (First-Year Rotation)

Topics

- Creating Colour (Grade 1, Topic A)
- Exploring Liquids (Grade 2, Topic A)
- Hearing and Sound (Grade 3, Topic D)
- Small Crawling and Flying Animals (Grade 2, Topic E)
- Animal Life Cycles (Grade 3, Topic E)

Grades 4–5 (First-Year Rotation)

Topics

- Light and Shadows (Grade 4, Topic D)
- Classroom Chemistry (Grade 5, Topic C)
- Evidence and Investigation (Grade 6, Topic D)
- Wetland Ecosystems (Grade 5, Topic E)

Grade 6 (Teach Every Year)

Topics

- Sky Science (Topic C)
- Evidence and Investigation (Topic D)
- Trees and Forests (Topic E)
- Flight (Topic B)
- Air and Aerodynamics (Topic A)



Social Studies

Grade 1 (2014/15)

Topics

- My World: Home, School and Community (General Outcome 1.1)
- Moving Forward with the Past: My Family, My History and My Community (General Outcome 1.2)

Grade 2 (2015/16)

Topics

- Canada's Dynamic Communities (General Outcome 2.1)
- A Community in the Past (General Outcome 2.2)

Grade 3 (2016/17)

Topics

- Communities in the World (General Outcome 3.1)
- Global Citizenship (General Outcome 3.2)

Grade 4 (2014/15) (2016/17)

Topics

- Alberta: A Sense of the Land (General Outcome 4.1)
- Stories, Histories and People of Alberta (General Outcome 4.2)
- Alberta: Celebrations and Challenges (General Outcome 4.3)

Grade 5 (2016/17) (2018/19)

Topics

- Physical Geography of Canada (General Outcome 5.1)
- Histories and Stories of Life in Canada (General Outcome 5.2)
- Canada: Shaping an Identity (General Outcome 5.3)

Grade 6 (Yearly)

Topics

- Citizens Participating in Decision Making (General Outcome 6.1)
- Historical Models of Democracy (Ancient Athens and the Iroquois Confederacy) (General Outcome 6.2)

Three-Year Junior High Science and Social Studies Cycling Exemplars

Science 7–9 Units of Study

Grade 7

Topics

- Interactions and Ecosystems (Topic A)
- Plants for Food and Fibre (Topic B)
- Heat and Temperature (Topic C)
- Structures and Forces (Topic D)
- Planet Earth (Topic E)

Grade 8

Topics

- Mix and Flow of Matter (Topic A)
- Cells and Systems (Topic B)
- Light and Optical Systems (Topic C)
- Mechanical Systems (Topic D)
- Freshwater and Saltwater Systems (Topic E)

Grade 9

Topics

- Biological Diversity (Topic A)
- Matter and Chemical Change (Topic B)
- Environmental Chemistry (Topic C)
- Electrical Principles and Technologies (Topic D)
- Space Exploration (Topic E)

Social Studies 7–9 Units of Study

Grade 7

Canada: Origins, Histories and Movement of People

- Toward Confederation (General Outcome 7.1)
- Following Confederation: Canadian Expansions (General Outcome 7.2)

Grade 8

Historical Worldviews Examined

- From Isolation to Adaptation: Japan (General Outcome 8.1)
- Origins of a Western Worldview: Renaissance Europe (General Outcome 8.2)
- Worldviews in Conflict: The Spanish and the Aztecs (General Outcome 8.3)

Grade 9

Canada: Opportunities and Challenges

- Issues for Canadians: Governance and Rights (General Outcome 9.1)
- Issues for Canadians: Economic Systems in Canada and the United States (General Outcome 9.2)



Content and Timeline Requirements

Grade 1

Topic	Time Required
A: Creating Colour	September, October
B: Seasonal Changes	November, December
C: Building Things	January, February
D: Senses	March, April
E: Needs of Animals and Plants	May, June

Grade 2

Topic	Time Required
A: Exploring Liquids	September, October
B: Buoyancy and Boats	November, December
C: Magnetism	January, February
D: Hot and Cold Temperature	March, April
E: Small Crawling and Flying Animals	May, June

Grade 3

Topic	Time Required
A: Rocks and Minerals	September, October
B: Building with a Variety of Materials	November, December
C: Testing Materials and Designs	January, February
D: Hearing and Sound	March, April
E: Animal Life Cycles	May, June

Grade 4

Topic	Time Required
A: Waste and Our World	September, October
B: Wheels and Levers	November, December
C: Building Devices and Vehicles That Move	January, February
D: Light and Shadows	March, April
E: Plant Growth and Changes	May, June

Grade 5

Topic	Time Required
A: Electricity and Magnetism	September, October
B: Mechanisms Using Electricity	November, December
C: Classroom Chemistry	January, February
D: Weather Watch	March, April
E: Wetland Ecosystems	May, June

Grade 6

Topic	Time Required
A: Air and Aerodynamics	September, October
B: Flight	November, December
C: Sky Science	January, February
D: Evidence and Investigation	March, April
E: Trees and Forests	May, June

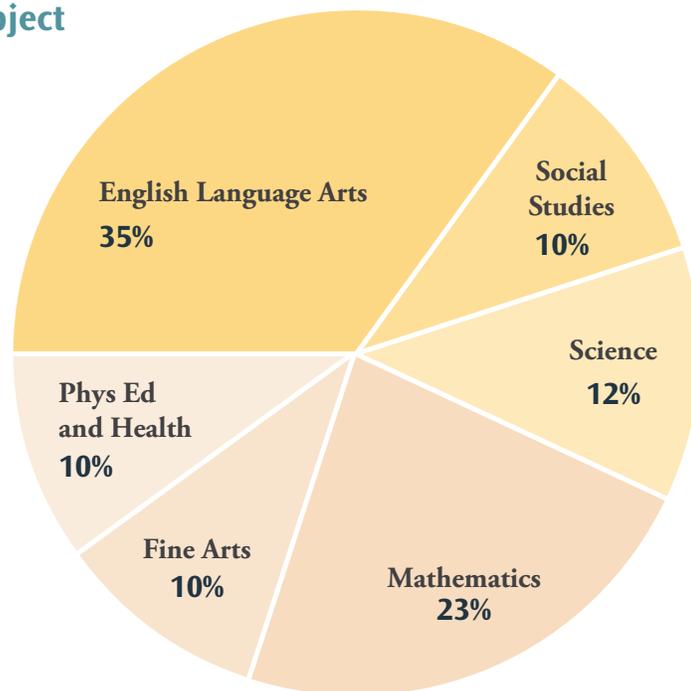
Timetabling

Colony School Minutes of Instruction per Week

Monday (minutes of instruction)	Tuesday (minutes of instruction)	Wednesday (minutes of instruction)	Thursday (minutes of instruction)	Friday (minutes of instruction)
10	10	10	10	10
15	15	15	15	15
60	60	60	60	60
Recess = 10 minutes				
65	65	65	65	65
Lunch = 40 minutes				
20	20	25	20	20
30	30	25	30	30
60	60	60	60	60
Recess = 10 minutes				
25	25	25	25	25
5	5	5	5	5
30	30	30	30	30
320	320	320	320	320

Note: The result is 1,600 minutes of instruction per week and 970 hours of instruction per year. Alberta Education requires a minimum of 950 hours of instruction per year for Grades 1–9. This is an exemplar from a specific school division. Please refer to the requirements for your own district and Alberta Education.

Colony School Total Time per Subject



Note: The minimum number of required hours per year is 950. This is an exemplar from a specific school division. Please check the requirements for your own district and Alberta Education.

Colony School Weekly Timetable for Grades 1–9

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30–8:45	Prep time/admin time				
8:45–8:50	Student arrival				
8:50–9:00	Opening exercises (Lord’s Prayer, attendance, news, weather) Bell work				
9:00–9:15	Daily Physical Activity (DPA) exercises				
9:15–10:15	English Language Arts 1–9 Daily 5 literacy				
10:15–10:25	Recess				
10:25–11:30	Math 1–9				
11:30–12:10	Lunch				
12:10–12:30	Health 1–9				
12:30–1:00	English Language Arts 1–9				
1:00–1:50	Social Studies 1–9	Science 1–9	Social Studies 1–9	Science 1–9	Social Studies 1–9 Science 1–9
1:50–2:00	Recess				
2:00–2:25	Physical Education 1–9	Art 1–9	Music 1–9	Art 1–9	Physical Education 1–9
2:25–2:30	English Language Arts 1–9 (oral novel reading)				
2:30–3:00	Admin/teacher/EA prep time				

Note: This is an exemplar from a specific school division. Please refer to the policy of your own school district and Alberta Education minimum requirements.

Appendix D:

Curriculum Resources



Resources recommended by Alberta Education have undergone a thorough review process, to ensure that they align with Alberta's K–12 programs of study. Information about these resources can be found in the Authorized Learning Resources Database (www.learnalberta.ca/alrdb.aspx).

The ATA's Code of Professional Conduct and its Declaration of Rights and Responsibilities for Teachers identify members of the teaching profession as major advocates for the educational welfare of students. Because it is teachers who must translate curriculum into specific learning experiences, teachers must be central figures in curriculum decision making. Decisions related to objectives, content, interaction and student evaluation must be made by sources as close to the students as possible. Classroom teachers are also in the best position to develop evaluation strategies that align with the curriculum and that address the individual learning needs of students.

It is a teacher's role to facilitate students' learning experiences. Efficient expedition of this role requires

the provision by school jurisdictions of adequate time and resources to translate the aims and objectives of curriculum into learning activities that will meet the needs, motivation and capabilities of students. Professional education and teaching experience prepare teachers well for having a major voice at all levels of curriculum decision making.

Teachers are responsible for choosing instructional resources that assist in the provision of learning opportunities for their students. Teachers should preview the resources listed here and use their professional discretion as to their currency and relevance. This is especially true for teachers at colony schools. Colony teachers should check with their administrators, mentors and other colleagues for the resources that should be available at their schools.

Each school authority in the province has its own prioritized resources. The resources shared here are simply a sampling of current, relevant resources.



English Language Arts

Spelling

Spelling Workout

Modern Curriculum Press
www.pearsoncanadaschool.com

Wordly Wise 3000

School Specialty
www.wordlywise3000.com

Spelling Connections

Zaner-Bloser
www.zaner-bloser.com

Practise Your Spelling

Pearson
www.pearsoncanadaschool.com

Words Their Way

Pearson Higher Education
www.pearsonhighered.com

Handwriting

Canadian Handwriting Series

The Resource Centre
www.theresourcecentre.com

Handwriting Without Tears

www.hwtears.com

Phonics

Communicating Skills

Nelson
<http://nelsonschoolcentral.com>

MCP Phonics

Modern Curriculum Press
www.pearsoncanadaschool.com

Jolly Phonics

JollyWorks
www.jollyworks.org

Animated Literacy

J Stone Creations
www.animated-literacy.com

Linking Words to Meaning

Steck-Vaughn
www.nelsonschoolcentral.com

Journeys Vocabulary in Context

Houghton Mifflin Harcourt
www.hmhco.com

Practise Your English Skills

Pearson
www.pearson.com

Language Power Now

Nelson
www.nelson.com
[/languagepowernow/](http://languagepowernow/)

Reading Comprehension

Cornerstones (Grades 1–6)

Gage Educational Publishing
www.languagearts.nelson.com/core/cornerstones.html

Crossroads (Grades 7–9)

Gage Educational Publishing
www.languagearts.nelson.com/crossroads78/resource.html

Reading Milestones (Levels 1–6)

Reading Milestones
www.readingmilestonesprogram.com

Primary Phonics

EPS Literacy and Intervention
<http://eps.schoolspecialty.com/products/literacy/phonics-word-study/primary-phonics/>

Collections Theme Library

Prentice Hall Ginn
www.prenticehall.com

Daily Reading Comprehension

Evan-Moor
www.evan-moor.com

Daily Language Review

Evan-Moor
www.evan-moor.com

Jamestown Critical Reading

Jamestown Education
www.glencoe.com/gln/jamestown/critical_reading.html

Success Reading

Success Reading
www.successreading.org

Math

Canadian Mathematics (Grades 7–9)

Rational Publications
www.math789.com

Math Dynamics (Grades 1–6)

Eduguide
www.eduguide.com

Canadian Daily Math

Chalkboard Publishing
www.chalkboardpublishing.com

Computation Basics

EPS Literacy and Intervention
<http://eps.schoolspecialty.com/products/math/computation-basics/>

Math Quest

Addison-Wesley
www.pearsoncanadaschool.com

Math Focus

Nelson
www.nelson.com/mathfocus/

Rodeo Chaps Hands On Math Centre Activities

Rodeo Chaps Publishing
<http://therodeochaps.ca>

Math Links (Grades 7–9)

McGraw-Hill Education
www.mcgrawhill.ca

Jump Math

Jump Math
www.jumpmath.org

Math Makes Sense

Pearson
www.mathmakessense.ca

Social Studies

Alberta Social Studies

Nelson
[www.nelson.com/
albertasocialstudies/](http://www.nelson.com/albertasocialstudies/)

Grade 1—*My World*

Grade 2—*Canada's Communities*

Grade 3—*Communities in the World*

Grade 4—*Our Alberta*

Grade 5—*Our Land and People*

Grade 6—*Our Democracy*

Grade 7—*Our Canada: Origins,
People, Perspectives*

Grade 8—*Our Worldviews*

Alberta Social Studies

Pearson Canada
www.pearsoncanadaschool.com

Grade 1—*My World*

Grade 2—*Communities in Canada*

Grade 3—*Connecting with the World*

Grade 4—*Voices of Alberta*

Grade 5—*Voices of Canada*

Grade 6—*Voices of Democracy*

Grade 7—*Voices and Vision*

Grade 8—*Worldviews: Contact and
Change*

Bruce Oka Lesson Plans

Alberta Distance Learning Centre
[www.adlc.ca/product-category/
open-sale-items/oka-lesson-plans/](http://www.adlc.ca/product-category/open-sale-items/oka-lesson-plans/)

The History of the Hutterites (rev ed),

by John Hofer, David Wiebe and
Gerhard Ens
James Valley Colony, 2004

Science

Bruce Oka Lesson Plans

Alberta Distance Learning Centre
[www.adlc.ca/product-category/
open-sale-items/oka-lesson-plans/](http://www.adlc.ca/product-category/open-sale-items/oka-lesson-plans/)

Rodeo Chaps

Rodeo Chaps Publishing
<http://therodeochaps.ca>

Eduguide

www.eduguide.com

Explorations in Science (Grades 1–6)

Addison-Wesley
www.pearsoncanadaschool.com

Science in Action (Grades 7–9)

Pearson Canada
www.pearsoncanadaschool.com

Science Focus (Grades 7–9)

McGraw-Hill Education
www.mheducation.ca

Elementary Science Units

Edmonton Public Schools
<http://rds.epsb.net>

Complete ScienceSmart

Popular Book Company
www.popularbook.ca

Health and Physical Education

Alberta Nutrition Guidelines for Children and Youth

[www.health.alberta.ca/documents/
Nutrition-Guidelines-AB-Children-
Youth.pdf](http://www.health.alberta.ca/documents/Nutrition-Guidelines-AB-Children-Youth.pdf)

Eating Well with Canada's Food Guide

Health Canada
[www.canada.ca/en/health-canada/
services/canada-food-guides/](http://www.canada.ca/en/health-canada/services/canada-food-guides/)

Promising Practices

Ever Active Schools
[www.everactive.org/uploads/files/
Documents/EASPromisingPractices
.pdf](http://www.everactive.org/uploads/files/Documents/EASPromisingPractices.pdf)

Positive Playgrounds

Pearl Marko and Heather Rootsart
www.positiveplaygrounds.com

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Useful Website



Alberta Education Boundary Maps

<https://education.alberta.ca/boundary-maps/types-of-maps/>



SUPPLIED

