



The following are the responses to the Parents for Choice Education Trustee Candidate Questionnaire provided by **Monica Truong, candidate for Calgary School Division, Sub-jurisdiction Ward 8&9**, submitted at 9/30/2021 20:53:15

The long form answers are on the last page of this pdf.

**The candidate's responses, including name and comments, are presented below precisely as the candidate entered them on the questionnaire form. If you have questions about these responses, please mail them to Monica Truong at monicatruong@protonmail.com*

The response was “**Yes**” to the following question:

1. Do you agree that all education laws, school board policies and best practices in Alberta should comply with the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the Canadian Charter of Rights and Freedoms, and the Family Law Act when it comes to the right of parents to direct, and be fully informed about, all aspects of their children's education?

The response was “**Yes**” to the following question:

2. Do you support subsidiarity - the idea that distant levels of government should not make decisions that are best understood and resolved at the local level?

The response was “**Yes**” to the following question:

3. Do you agree parents should be permitted to choose the location, type and style of education (i.e. home-based, language, interest, faith-based, etc.) that best suits their child, free of bureaucratic, union or government coercion?

The response was “**Yes**” to the following question:

4. Do you agree that the Alberta government should provide equitable funding to all education settings, whether public, Catholic, francophone, independent, faith-based, charter, alternative and supervised home education?

The response was “**Yes**” to the following question:

5. Do you agree that the Alberta curriculum should leave room for chosen educational interests - such as history, faith, the arts, sport, language, or STEM for example - and refrain from prescribing excessive content which unduly crowds out local thematic interests?

The response was “**Somewhat**” to the following question:

6. Do you agree that curriculum development must be transparent and focused on clearly defined and foundational basic skill and knowledge outcomes in core subject areas?

The response was “**Somewhat**” to the following question:

7. Do you agree with providing a system of high-quality standardized testing based on specific scholastic skills and knowledge outcomes, created by independent testing organizations? Examples might include the Canadian Test for Basic Skills or international tests such as the PISA.

The response was “**Somewhat**” to the following question:

8. When it comes to communicating student progress for Grades 7-12, would you agree that an objective and clear reporting system of percentages and class averages (as opposed to descriptive terms only) is important?

The response was “**Yes**” to the following question:

9. Do you agree that any school board policy that forces teachers to keep secrets from parents is unacceptable, and if elected would you move to repeal any such policies? For example, the NDP government in 2017 forced boards to pass a policy regarding certain student clubs that said “notification, if any, respecting a voluntary student organization [...] is limited to the fact of the establishment of the organization or the holding of the activity.”

The response was “**Yes**” to the following question:

10. Currently, provincial legislation requires that parents be provided notice when a program of study includes subject-matter that deals primarily and explicitly with religion or human sexuality (Education Act - Section 58.1). Do you agree that this notice and opt-out opportunity should continue to be provided?

The response was “**Yes**” to the following question:

11. Do you agree that a parent’s legislated right to be informed of and allowed to opt out of material primarily and explicitly of a sexual or religious nature should be construed by the Board to extend to the use of sexual or religious instructional resources and online portals used across subject areas, such as the Prism toolkit?

The response was “**Yes**” to the following question:

12. Do you agree that every school board should establish a procedure for vetting and obtaining parental consent when it comes to individual external facilitators accessing students during both instructional and non-instructional time?

Monica Truong’s added comments:

#6. I believe that while knowledge can be prescribe by a curriculum, it would be better to leave methodology to the teachers who know how their students learn best and can cater to that. It is also crucial that the knowledge be presented in an unbiased way, so that students may be taught to think and not be indoctrinated by the current 'fashionable' trend in XYZ.

I have taught in Japan, South Korea and Saudi Arabia in their public systems and having seen the variety of curricula first hand, I am convinced that many different curricula work well, but the best curriculum of all is a personalized curriculum. Children learn best (and more importantly, retain what they learn and then are able to apply their knowledge to a new context) when they study what they are interested in. If elected, my goal is to give CBE students time to pursue a passion project for 20% of the school week.

#7. I believe that parents want to be assured that their children are getting the best education, that teachers are teaching what is prescribed by the curriculum and a standardized test like PISA will allow them to compare and contrast with students around the world. In 2018, Canadian students scored significantly above the OECD average. That is wonderful, but these tests only test for a certain type of intelligences and are not an indicator of 'success', either economic or personal - in life. To quote Yong Zhao, Foundation Distinguished Professor in the School of Education at the University of Kansas, "In summary, PISA successfully marketed itself as a measure of educational quality with the claim to measure skills and knowledge that matters in modern economies and in the future world. Upon closer examination, the excellence defined by PISA is but an illusion, a manufactured claim without any empirical evidence. Furthermore, PISA implies a monolithic and espouses a distorted and narrow view of purpose for all education systems in the world. The consequence is a trend of global homogenization of education and celebration of authoritarian education systems for their high PISA scores, while ignoring the negative consequences on important human attributes and local cultures of such systems."

(<https://www.washingtonpost.com/education/2019/12/03/expert-how-pisa-created-an-illusion-education-quality-marketed-it-world/>)

#8. I believe assessment of learning is necessary - in order to help the student master the subject, an objective and clear reporting system is beneficial. But too often, summative assessments are used only to define a student's worth. That is detrimental to learning and to the students' mental health.