LEARNING NETWORK EDUCATIONAL SERVICES

2015-2016

Curriculum Implementation Annual Report

Learning Network
Educational Services

pdb Alberta**Regional**Consortia

Learning Network Educational Services
Curriculum Implementation Annual Report 2015-2016

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ACCOUNTABILITY STATEMENT

The Learning Network Educational Services Curriculum Implementation/Annual Report for the 2015-2016 school year was prepared under the direction of the Board of Directors of the Learning Network Educational Services and in accordance with the reporting requirements provided by Alberta Education.

Alberta Education has provided a grant to the ARPDC/LNES to support Curriculum Implementation within the identified priorities of Alberta Education. This report contains a summary of information relative to the ARPDC/LNES's outcomes in relation to the six broad goals of consortia including annual results and analyses.

The results of this report are used to provide accountability of our services as a regional professional development provider to our stakeholders and Alberta Education for the provision of grant funding to support deliverables.   In addition, it provides the Learning Network Educational Services with opportunities to reflect on our practices in working with our partners and stakeholders to develop, implement and deliver quality professional development to adults for students' sake.

Roy Ripkens   **Brent C. Allen**

Board Chair   Executive Director
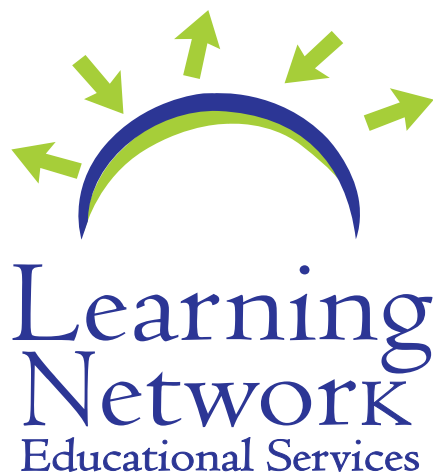
LEARNING NETWORK EDUCATIONAL SERVICES BOARD OF DIRECTORS
The Learning Network Educational Services is governed by educational stakeholder association representatives:

Roy Ripkens	College of Alberta School Superintendents (Chair)
Myrna Fox	Post Secondary – Portage College (Vice-Chair)
Gaylene Schreiber	Alberta Teachers' Association
Maureen Ference	Alberta Teachers' Association (Administrator's)
Alysha Grosky	Alberta Teachers' Association (Teacher's)
Bob Brown	Association of School Business Officials of Alberta
Lorne Young	Alberta School Boards Association
Neil Markham	First Nations, Métis and Inuit
Jean Murie	Support Staff
Lorna Scharfenberg	Administrative Assistants
Vacant	Alberta School Councils' Association
David Harvey	Alberta Education (Ex-Officio Non-Voting)
Brent Allen	Executive Director (Ex-Officio Non-Voting)

LEARNING NETWORK EDUCATIONAL SERVICES STAFF

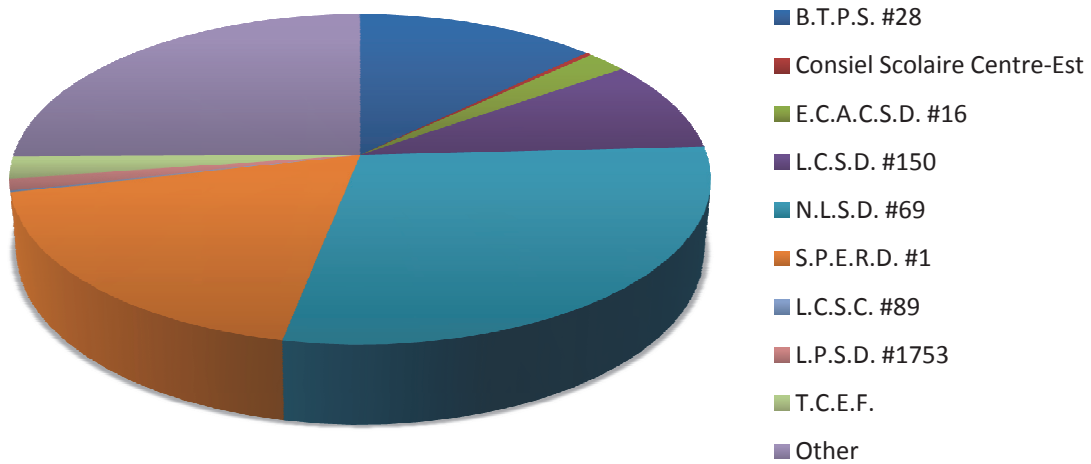|	
Brent C. Allen	Executive Director
Sherri Johnston	Designer of Professional Learning
Sylvia Malo	Designer of Professional Learning
Siobhan Murphy	Designer of Professional Learning
Dan Nash	Designer of Professional Learning
Jackie Ratkovic	Designer of Professional Learning
Celine Zevola	Executive Assistant
Yvonne Plamondon	Administrative Assistant

The Learning Network Educational Services is privileged to provide professional learning services to:

Buffalo Trail Public Schools #28
Conseil Scolaire Centre-Est #3
East Central Alberta C.S.S.R.D. #16
Lakeland R.C.S.S.D. #150
Lloydminster Roman Catholic School Division #89
Lloydminster Public School Division #1753
Northern Lights School Division #69
St. Paul Education Regional Division #1
Northland School Division #61 – selected schools located within the Bonnyville and Cold Lake areas
Nine First Nation School Systems in the East Central Alberta region

The Learning Network Educational Services professional learning area spans an area of approximately twenty-four hundred (2400) square kilometers from Provost in the South to Wandering River in the North and Lloydminster, Bonnyville and Cold Lake in the East to Stettler, Two Hills, Saddle Lake, Ashmont and Lac La Biche in the West.

Number of Participants by School Authority

Legend:
- B.T.P.S. #28
- Consiel Scolaire Centre-Est
- E.C.A.C.S.D. #16
- L.C.S.D. #150
- N.L.S.D. #69
- S.P.E.R.D. #1
- L.C.S.C. #89
- L.P.S.D. #1753
- T.C.E.F.
- Other

The Learning Network Educational Services (L.N.E.S.) is honored to provide this Annual Report to Alberta Education, and its membership, to assure stakeholders that we are meeting our commitments and continuing to offer outstanding professional learning supports and services. The L.N.E.S. provides timely, cost effective, high quality professional learning opportunities for teachers, support staff, jurisdictional leadership and, as deemed appropriate, parents. Professional learning is key to improving instruction and assessment throughout our service area; our efforts contribute significantly to improving student achievement. The results of the L.N.E.S. Annual Stakeholder survey confirm that our stakeholders, both appreciate and support the L.N.E.S. service model, which provides various methods of PD delivery, single day of professional learning support, blended methods of delivery or immersive, elbow-to-elbow support that is provided over an extended period of time. We are proud to share our accomplishments through this 2015-2016 Annual Report.

The Learning Network Educational Services remains sensitive to local and regional requests for "personalized" professional learning supports. Executive Director Brent Allen meets with each school authority, on multiple occasions, to understand local professional development needs and objectives and integrates them into the overall planning cycle of the L.N.E.S. professional learning plan. In addition, the L.N.E.S. partners with the four A.T.A. Locals in our service region to provide organizational support and specific sessions requested by teachers at their PD Institute days, conferences and conventions. Representation of Tribal Chiefs Education Foundation on our Board of Directors also ensures that L.N.E.S. is attuned to the unique perspectives of Indigenous education leaders and education stakeholders. The L.N.E.S. Stakeholder

Respectfully submitted

Learning Network Educational Services, Board Chair

Satisfaction survey results indicate that the L.N.E.S. continues to provide the highest quality professional development sessions at reasonable costs to its membership. We are proud of this achievement and know that maintaining a focus on local professional learning trends has been critical to our success and the success of our region. Of note, L.N.E.S. also hosted two Support Staff Conferences in our region (Cold Lake and Vermilion). Both events were well attended and catered to the expressed needs of Support Staff, regardless of the role they play in the education of our children.

The Learning Network Educational Services receives its priorities and funding from Alberta Education. We are pleased to support these professional learning priorities, as identified by Alberta Education, throughout our service area. As documented in this report, the L.N.E.S. has been successful in supporting the implementation of numerous Alberta Education priorities and we look forward to continuing this positive working relationship.

On behalf of the Board of Directors, I would like to take this opportunity to thank our Executive Director, Brent Allen for providing outstanding leadership and service to Learning Network Educational Services membership. I would also like to acknowledge his valuable contribution to the Alberta Regional Professional Development Consortium. It has been my pleasure to serve as Chair of the L.N.E.S. Board for the past three years. As I take my leave, I am pleased to recognize that the 2015-2016 school year has been very successful and productive in supporting adult learners throughout our service region. Please take some time to read this Learning Network Educational Services Annual Report and join us in our celebration of work well done.

The 2015 – 2016 academic year was a year filled with many challenges and much learning! We began the year with a 'surprise' with reference to the manner in which consortia would be funded by Alberta Education. For the past number of years, we have been funded through a Grant to Support Implementation for the specific year. For the 2015 – 2016 academic year, we were required to apply for a Conditional Grant for the Support of Curriculum Implementation. This decision resulted in all consortia Executive Director's meeting in early fall to pull together the proposal template. One unique piece to this process was consortia having to go out to their respective stakeholders for letters/statements of endorsement! The response, within our consortium, was amazing! Our region provided full indication of support and valued service provision supported by the Learning Network Educational Services. For the efficiency and manner in which our school authority representatives responded, I will be eternally grateful! Our proposal was submitted to and approved by Alberta Education.

Over the course of the 2015 – 2016 academic year, the Learning Network Educational Services organized approximately 200 professional learning opportunities what were attended by 4330 educators with an overall satisfaction rate of 98.40%. We as well, hosted two Support Staff Conferences – the North Support Staff Conference was hosted at the Assumption Jr./Sr. High School in Cold Lake on October 26, 2016. This conference was attended by 264 registrants who participated in 29 sessions supporting a variety of topics that related to their professional needs as well as sessions to support and promote a healthy work/life balance. This event saw a decrease in registrations of 2.6% over the previous year. The South Support Staff Conference was hosted at the J. R. Robson Jr./Sr. High School in Vermilion on Friday November 27, 2016. 274 registrants participated in the learning contained within 32 sessions on this day. This reflects a decrease of 22.4% in registrations from the previous year, due primarily to the withdrawal of Bus Drivers from the conference. In attendance at both Support Staff Conferences were:

Educational/Instructional Assistants, Administrative Assistants, Secretaries, Learning Commons Facilitators and Custodians.

Our mission/mandate continues to be to "facilitate professional learning opportunities for education partners/organizations in order to enhance student learning." As we work to continue to work to provide cost effective professional services to all educators, I would be remiss if I did not refer to the tremendous privilege we have of partnering with our regions' schools. If it were not for these "no charge" venues, the costs associated with the provision of professional learning support and delivery would be even greater. One emerging trend we are beginning to see is the diminishing availability of these spaces. This will, undoubtedly, result in increased costs and fees associated to professional learning opportunities. In an attempt to promote and facilitate 'equitable access', the Learning Network Educational Services continued to offer professional learning opportunities in Bonnyville, Cold Lake, Lac La Biche, Lloydminster, St. Paul, Vermilion and Wainwright.

Our Designers of Professional Learning: Sherri Johnston, Sylvia Malo, Siobhan Murphy, Dan Nash and Jackie Ratkovic continue to provide exceptional professional learning support at they work next to teachers. It is this sustained approach to professional learning support that is resulting in positive changes in teacher practices and ultimately in increasing students' successes. Our administrative team of Celine Zevola and Yvonne Plamondon remain essential to our efficient and effective operation. The dedication and passion shared by each of our staff members continue to be our greatest assets.

As we look back on the 2015 – 2016 and ahead to the 2016 – 2017 academic years, I am confident that we will continue to thrive as we build on our solid partnerships, collaborative natures and open communications. Consider – **"Education is not the learning of facts, but training the mind to think." -** *Albert Einstein*

Brent C. Allen – Executive Director – Learning Network Educational Services

MISSION

The Learning Network Educational Services is committed to the facilitation of professional learning opportunities for education partners/providers in order to enhance student learning.

VISION

To provide the best possible learning opportunities for our educational community.

GOALS

- Identify and respond to the emerging needs of the greater K-12 education community.
- Work collaboratively with education partners to build professional development networks and supports.
- Develop and broker professional development programs, curriculum implementation and other professional growth opportunities supporting all education partners.
- Support school authority three-year education plans to improve student learning.
- Evaluate and adapt services and programs to meet the ongoing needs of partner organizations.

BELIEFS ABOUT THE ROLE OF THE LEARNING NETWORK EDUCATIONAL SERVICES

The Learning Network Educational Services believes in:
- Providing professional learning opportunities focused on enhancing student learning
- Collaborating with education partners to create meaningful professional growth opportunities
- Providing varied approaches of professional development
- Modeling effective professional development practice
- Providing accessible and affordable professional growth opportunities
- Encouraging networking among members of the K-12 education community, including but not limited to members of the consortia partner organizations: Alberta School Councils' Association, Alberta Education, Alberta School Boards Association, Alberta Teachers Association, Association of School Business Officials of Alberta, College of Alberta School Superintendents, Post-secondary Institutions
- Evaluating & revising programs and services through ongoing feedback

BELIEFS ABOUT CURRICULUM IMPLEMENTATION

Overarching understanding:
Effective curriculum implementation leads to changes in practice that enhances student learning.

Our pillars:
- Effective Collaboration (process)
- Effective Practice (content)
- Effective Adult Learning (context)

Enduring Understandings:
The L.N.E.S. has come to understand the following:
- Effective curriculum implementation is a shared responsibility for all stakeholders
- Effective curriculum implementation is developmental and contextual
- Effective curriculum implementation must be systemic, systematically planned and sustained
- Collaboration leads to deeper understanding and shared commitment
- Professional Learning is interactive, continuous and reflective
- Effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for all

The Learning Network Educational Services provides services and learning opportunities for 7 school authorities with 111 schools, including various private, charter and band-operated schools serving over 27,000 students within Zone 2. Approximately 1865 FTE teachers and 1725 support staff are employed within these school authorities in various subject and grade configurations. L.N.E.S. services and learning opportunities include activities that individuals undertake to develop skills and knowledge, and to enhance practice and growth. Opportunities and supports for learning are provided in many ways including face-to-face sessions, such as workshops and presentations; courses and qualification programs; technology-based learning opportunities, such as webinars; job-embedded professional learning, such as mentoring,

collaborative planning and learning communities; material development; and professional development resources available on the L.N.E.S. and A.R.P.D.C. websites.

This 2015-2016 regional plan included support for quality professional learning opportunities for all educators related to the provincial priorities in the areas of:

- First Nations, Métis and Inuit
- Mathematics
- Student Learning Assessments
- Competencies
- Literacy and Numeracy
- Inclusive Education
- Career and Technology Foundations
- Learning Commons Policy
- Other regional and provincial priorities

The funding will facilitate delivery of professional learning supports for curriculum implementation that align with the priorities determined by Alberta Education. The supports provided by the L.N.E.S. will include high quality professional learning opportunities, involving a wide variety of research-informed approaches and opportunities for educators that will build capacity within schools and school authorities, regionally and provincially.

Over the course of the 2015 – 2016 academic year, the Learning Network Educational Services organized approximately 200 professional learning opportunities what were attended by 4330 educators with an overall satisfaction rate of 98.40%. We as well, we hosted two Support Staff Conferences – the North Support Staff Conference was hosted at the Assumption Jr./Sr. High School in Cold Lake on October 26, 2016. This conference was attended by 264 registrants who participated in 29 sessions supporting a variety of topics that related to their professional needs as well as sessions to support and promote a healthy work/life balance. This event saw a decrease in registrations of 2.6% over the previous year. The South Support Staff Conference was hosted at the J. R. Robson Jr./Sr. High School in Vermilion on Friday November 27, 2016. 274 registrants participated in the learning contained within 32 sessions on this day. This reflects a decrease of 22.4% in registrations from the previous year, due primarily to the withdrawal of Bus Drivers from the conference. In attendance at both Support Staff Conferences were: Educational/Instructional Assistants, Administrative Assistants, Secretaries, Learning Commons Facilitators and Custodians.

One of the many privileges of working in a smaller rural region of our province is, the many relationships that are cultivated, nurtured and mutualistic. One such partnership we have established is with another Not-For-Profit Society located in Bonnyville, AB. This Not-For-Profit Society (Rednecks With A Cause) serves to support students and family's of students who have been diagnosed with Autism Spectrum Disorder. Each year, for the past three years, we have partnered with them to provide professional learning support for teachers, parents, support professionals and care givers. This past year we partnered with this society to provide support around the Zones of Regulation presented by Leah Kuypers. Participation for these two days of professional learning support was phenomenal! In attendance were parents, educational assistants, teachers, administrators, respite workers, speech language pathologists, speech language therapists, Community Support Agency personnel and jurisdictional leadership, not only from our region but from across the provinces of Alberta and Saskatchewan. Total participation numbers exceeded 400 participants.

The feedback indicated that this was professional learning support that was extremely valuable, relevant, current and applicable and seen as being an immediate benefit to these students and their support personnel at all levels.

Over the course of the past three years, we have been focusing our energy and resources on building support in and around our First Nations, Métis and Inuit priority area. We hosted our 'second annual' Indigenous People's Culture Camp at the Hills of Peace Camp located in central east Alberta. This three-day camp hosted approximately 60 participants over the course of the three days. The focus this year was on 'Land Stewardship' and connecting to the land. Lead by Elder Clifford Cardinal from St. Paul, the participants increased their awareness and understanding of the First Nations perspective and value for the land that they occupied. The camp spent one day at the Bodo Archaeological Dig Site where they dug for artifacts for half of the day and then walked throughout the site, guided by First Nations Elders, who happened to be in the region as they worked with Petroleum Companies identifying native/traditional plants and habitats that required protection and documentation. The location of this professional learning experience is adjacent to the Neutral Hills – a geographic landmark honored by both the Cree and Blackfoot as a 'place of peace' where no fighting was to occur, only a shared hunting ground! As a result, this area is rich with history and artifacts and is of great significance to our Indigenous Peoples.

Our greatest accomplishments continue to occur through our immersive professional learning supports offered by our Designers of Professional Learning: Sherri Johnston (Competencies/Literacy), Sylvia Malo (Competencies/Mathematics/Numeracy), Siobhan Murphy (Competencies/Literacy), Dan Nash (F.N.M.I./S.L.A.'s/C.T.F.) and Jackie Ratkovic (Competencies/Mathematics/Numeracy) work elbow to elbow with educators as they learn about current research, practices and assessment strategies. It is through this delivery model that we are seeing the greatest impacts on teacher practice and student achievement. We look to continue to model of delivery and support for the upcoming year as well so that we can continue to support teachers and students.

First Nations, Métis and Inuit: Within the Learning Network Educational Services region 12 sessions were planned engaging 178 participants. With 80 responses to post session evaluations, 100% of respondents indicated a high level of satisfaction. Our region has a definitive boundary marker, the North Saskatchewan River, which clearly defines where the majority of our F.N.M.I. population resides. Not to say that our focus is on the areas of our region where only larger populations of F.N.M.I. citizens reside. Our mantra continues to be "F.N.M.I. Education if for ALL students!" Session topics included: Understanding and Increasing F.N.M.I. Cultural Awareness, Impacts of Residential Schools, The Blanket Exercise, Traditional Aboriginal Games K – 9, Trauma Informed Practice for K – 12 Schools, and our Indigenous Cultural Awareness Camp for Educators. We have varying levels of interest/urgency in terms of seeking and attaining professional learning support with a focus on First Nations, Métis and Inuit Education. Some of our school authorities for instance, are not even aware of June 11, 2008 Prime Minister Harper's – Statement of Apology to former students of Indian Residential Schools. It due to the diversity of levels of understanding and awareness at all levels of educational leadership, we are continuing to focus on the fundamentals of F.N.M.I. education and assisting educators in becoming more comfortable with their levels of awareness and understanding and supporting them as they become ready to engage in this learning. At one of our professional learning sessions in support of "Impacts of Residential Schools" – one of our jurisdictional leaders was in attendance with some of his teachers. As I observed the thing that amazed me the most was the amount of 'side to side, I had no idea' head shaking that was occurring. When we had concluded the day, I was in conversation with this school authority leader and he stated, "This is information that everyone of my teachers needs to have!" I have previously reference our Indigenous Peoples' Cultural Awareness Camp – this continue to be a primary focus for us as we look to continue to look to provide opportunities for professional learning support of First Nations, Métis and Inuit Education. Post session evaluations indicate a high level of

satisfaction with the professional learning provided. Participants reflected on an aspect of this learning opportunity that made it meaningful is: "Greater understanding of complex issues!'. "The Blanket Exercise and the personal stories and connections." "The hands on and collaborative approach to this session was excellent!", "This connected me to my teaching and caused me to reflect more on what I need to do. Also what I need to do to lead my teachers!" "Knowing the justification process and understanding the impact on current generations." When asked, "Can you share an instance or event when your awareness or understanding was influenced?" – "The Archeological dig at Bodo was fascinating. I had no idea that there was a place with such a high density of artifacts. I also didn't know that the first nations people made pottery." "The protocol for smudge and pipe ceremony. Teepee teachings, side bar discussions with Glenda and Clifford and other participants." "The sharing of first person accounts of life in a Residential School was particularly moving. I have a far greater appreciation of the negative impacts of the Canadian Government's policy on Assimilation. The opportunity to get a small sense of the Cree Culture and beliefs was also beneficial and appreciated." "The actual uncovering of the Buffalo bone and arrowhead at the dig made a huge impression on me. Realizing that so much history of the first peoples was right there in front of me!" "Actually engaging in ceremony and having it explained as we went so we didn't feel like we should just know or like we did not belong." "I really appreciated being able to start each day by sitting alone on the beach for 20 - 30 minutes to reflect on the previous day's learning and its application to my life and my teaching." "I feel refreshed after camp. I believe that this type of experience is vital to my learning. The knowledge gained was diverse and I am beyond excited to share with my students. I think it is vital to keep these connections with the Elders. It is this knowledge that is so important. Continuing these types of events would be very important to me as a learner as well as an educator."

Mathematics: Our primary model of professional learning support for this priority is via the immersive, elbow-to-elbow work that is supported by our two

consultants, Sylvia Malo and Jackie Ratkovic. 21 sessions, with this priority focus, were planned engaging 366 participants. With 97 responses to post session evaluations, 100% of respondents indicated a high level of satisfaction. When we look to impact teacher practice in the classroom setting, this method of delivery seems to be the most effective/ impactful. It is definitely not the most cost effective but remains the most valuable as the relationships established and maintained, in partnership with the rich learning experiences result in a combination that ultimately benefits students. Evidenced by Michelle Kaminski, lead teacher with St. Paul Education, "By the way --- the PLC groups did presentations for the other teams on what they focused on and what their results were. The 4 – 6 team raved about working with you and how much they learned. Had pictures of how they posted the plan for different starters for each day of the week for students to see and how it kept them on track. There was also talk of how the starters gave kids different entry-level points and increased confidence in ability and mathematical communication. They also said how great it is that next year they will START in September with this plan in place and how they feel in such a better place with regards to teaching and empowering students. So …… Thank-You!" Other indications of the validity of this method of delivery is reflected as follows: "It was great to observe Jackie in my class using strategies with my students and being able to discuss specific student with her was invaluable. The personalization of this P.D. was the best!" "I really appreciated the opportunity to collaborate and actually create rubrics, starter activities, and assessment in general, was the most beneficial professional learning that I have had in a long time." "Great ideas and resources for teaching math! Love the demo with kids and the conversations afterwards." "The live demonstration with K & 1 students and seeing the students reaching the set goals and the development of strategies to problem solve." "Seeing the students engage in learning with Sylvia!" "Sylvia adjusting the lesson to "fit" the very active class I have this year with over 60% of the students not reading at grade level." "Shared technology – Padlet – yet to investigate how

this will work in my classroom." Love the "hands on" – great ideas to solve our problems." "Sharing of resources and ideas that are ready to use in the classroom. Opportunity to observe teaching in action with valuable discussions afterward." "I realize I need to allow for more time for student thinking (less telling and more guiding)!"

Student Learner Assessments: In our region, we had one of our larger school authorities who determined that they were not going to participate in the Fall 2015 S.L.A. 3 Pilot. Within our region, we continued to support this priority area through the planning and implementation of 12 sessions engaging 473 participants. We hosted multiple opportunities to engage in 2015 SLA 3 Update professional learning opportunities as well as a Collaborative Conversations and Assessment professional learning support session. With 120 responses to post session evaluations, 95.8% of respondents indicated a high level of satisfaction. 4.2% or respondents indicate a level of dissatisfaction - much of surrounding the demonstration of the teacher dashboard. For the most part, school authorities have been 'doing their own thing' in terms of bringing teachers together to support this priority area. As such, it was a challenge to identify a date(s) where teachers from different school authorities could gather to gather different perspectives in terms of how respective areas within our region were supporting this work. Qualitative feedback gathered from post learning surveys indicated: "I really appreciated the time to explore the teachers dashboard." "I was able to familiarize myself with the dashboard and student pages as well as the questions kids will be asked." Being able to actively go through the site, set up class lists, … excellent being "shown" what to do." "Viewing last year's questions!" "Attended a SLA information session last year – there were many "Don't knows" in response to questions. The year the presentation provided us with many more answers! When "I don't knows' did arise, Mr. Allen recorded the question and provided us with the response in a very timely manner.!" "Being new to Grade 3, I really appreciated the information supporting the application of the S.L.A.'s, the administration of the S.L.A.'s and the support available to me following this professional

learning session." "Being able to get on and see what the students will see and collaborating with others." "Facilitator was knowledgeable, friendly and totally understands education with all of its frustrations." "The opportunity to collaborate with colleagues and help to locate the necessary resources online. Brent's willingness to answer questions or find information was reassuring and encouraging." "I feel much more prepared to administer S.L.A.'s this year." "Appreciated the opportunities to collaborate with Grade 2 teachers –to see how they support and prepare our students for Grade 3." "The opportunity to talk with other teachers and look over the results together." "Learning about the S.L.A.'s, was helpful as a Grade 2 teacher. I now have a better understanding of what my students will be assessed on. Really appreciated being able to look at the results." "Looking at the dashboard with Grade 2 teachers and discussing how grades 2 & 3 teachers can create math questions, in problem solving form, for various grade levels." "I enjoyed talking with my colleagues; however, I did not get much out of the 2 hours of looking at the SLA dashboard." "Time to discuss with peers was invaluable. The statistics regarding high school completion and P.A.T.'s was very intriguing."

Competencies/Literacy & Numeracy: Within our region, we continue to experience challenges 'gaining traction' in these priority area, particularly if we attempt to offer them as 'stand alone' professional learning opportunities. As a result, we determined that the most efficient way to support these priority areas is to integrate them with other professional learning support sessions. For sake of identifying the individual priority areas, we offer the following information: Competencies – 25 sessions were planned engaging 240 participants and Literacy & Numeracy – 49 sessions were planned engaging 504 participants. The majority of this support was provided alongside of our immersive, elbow-to-elbow professional learning support offered by our Designer's of Professional Learning. 99% of this support was delivered via this method while the remaining professional learning support was provided at A.T.A. Institute Days, Regional Professional Learning Days and/or Teachers' Conventions. Feedback

from participants indicated a satisfaction rate of 96.4%. The 3.6% of participants who indicated a level of dissatisfaction all occurred during the same professional learning opportunity and all responded in dissatisfaction to the statement: "This professional learning opportunity was provided at a reasonable cost." This particular professional learning opportunity was one based in U.S. Dollars and the exchange rate at the time was $1.38. The registration fee also included the resource, which equated to approximately 45% of the total registration fee! Participant evaluations offered the following qualitative data – "The activities "Imposter Sets" and "Reveal" gave me something I can start using in my class right now." "Mapping out the Grade 2 outcomes – Jackie took the time to help organize the year (grouping things together). I was able to work with Jackie to create lesson plans and activities that are engaging and follow a logical progression." "I appreciated being able to access the lesson template to "reverse engineer" the observed lesson adding my own connections and reflections." "Numeracy Mats – great at all grade levels challenging for students that need it." "Modeling of lessons clarified questions I had about starters and how powerful they could be." "This was very well mapped out – it links well to the competencies – really nice fit to see the big picture thinking around competencies." "Watching students surprise me in relation to what they know and what they don't know. Stepping up the practice to challenge the top and reinforcing the basics." "This has really helped me to reflect on my own teaching – what I still need to teach and what I need to review." "The assessments linked so well to the competencies. You know you have created a great task when it links to many processes." "Loved the provision of hands-on activities that can be realistically utilized in the classroom." "The presentation of strategies for 'at risk' youth/reluctant readers, was absolutely timely – exactly what I needed, when I needed it! THANK YOU!" "I have been watching the students as you worked with them. It has helped me to see where they sit in relation to the concepts. I also loved all of the teaching ideas and resources. Excellent!" "Vulnerable Readers – Some great strategies (baby steps) – very doable take-aways. I

appreciate the research shared with us!" "The visual representation we created of 'my year' was amazing. It will be a way for me to reflect throughout the year. I will be able to take outcomes our and move them into a 'year-long' category."

Inclusive Education: The school authorities represented with the L.N.E.S. have well defined Inclusive Education plans that the L.N.E.S. looks to support through the provision of professional learning opportunities. In some instances, we partner directly with school authorities to provide support for their identified areas of focus. In all other instances, we look to provide professional learning support that is reflective is broader more general needs identified through the L.N.E.S. Advisory Committee. The Learning Network Educational Services planned 29 sessions engaging 1579 participants. The foci for these supports consisted of, but were not limited to: Lego Play Therapy, Learning Through Play, Zones of Regulation (please refer to 'Highlights and Accomplishment' above – paragraph two), Making Connections: Universal Design for Learning, Differentiated Instructions and Individualized Supports and Professionals Without Parachutes: Supporting Students with Fetal Alcohol Spectrum Disorders.

These professional learning sessions had a satisfaction rating of 98.9%. Feedback provided via the post professional learning opportunity survey indicate: "Because I work with younger children, I love the new ideas of incorporating play into learning." "I appreciate that these students are able to visually and verbally communicate with parents/teachers/caregivers about how they are feeling and it isn't a bad thing to feel that way." "I so appreciate that this support is being offered to parents. This is going to be fantastic for our family as well." "Its relevancy for so many students we work with (and adults) and its user friendly lessons that can be adapted for classroom use." "I can easily integrate it into my family's daily routines as it is useful for both of our kids. Adults alike, with our without disabilities." "This will give our family a way to communicate with our special needs daughter in a way that is consistent with her school. We aren't reinventing the wheel at home. Thank you!" "I found this seminar just really helped me to really feel like I was right in feeling my

son does the best he can and doesn't choose to be bad or different; I have had good and bad years of dealing with schools and staff and feel like we are finally on the same page." "This professional learning opportunity reinforced the importance of the 'team approach' and need for team planning to create the best education program. I especially liked discussing specific 'student types'!" "Because of the diversity of our students, it is important to meet them where they are at; this has helped me to think about reviewing what and how I am assessing my students." 'Loved the concept of team and 'functional' impact on student learning abilities." "Looking at barriers to learning and how we can work to erase those barriers in our respective schools." "I appreciate the explanation of the differences between 'co-teaching' and 'team-teaching'!" "While I was aware of the aspects of the content, I really appreciated how it was connected and built upon." "It made me think about the way I speak to students and also gave me ways to speak to teachers about their students." "Motivational Assessment Scale – YEAH, a resource to help me in identifying the triggers." "Collaborating with everyone involved with the student; this strategy of getting everyone speaking the same language and being consistent with the student is key." "Practical strategies for effective/non-effective consequences for seeking/avoiding behaviors." "I had no idea that there were so many apps and tech based resources to support students and teachers."

Career and Technology Foundations: This is another priority area that we are experiencing significant challenges in gaining any traction in our region. In support of the same, 5 sessions were planned engaging 117 participants. One session was offered at an A.T.A. Institute Day, two were offered at Teachers' Conventions, one was a C.T.F. Demo Day and the other was cancelled due to lack of registrations. Based on post professional learning evaluations returned, respondents indicated a satisfaction rating of 96%, the 4% dissatisfied evaluation results all occurred during the same professional learning opportunity. By far our most impactful professional learning opportunity occurred at our L.N.E.S. C.T.F. Demo day held at the Marwayne Jubilee School. This was a day designed to

bring teachers and administrators together to watch a C.T.F. program in action and to then sit together in collaborative conversations in support of Career and Technology Foundations. Feedback provided via the post professional learning opportunity survey indicated: "Great conversations and discussions – excellent information into what C.T.F. is all about." "Watching the students engage in the learning was awesome!" "We were given lots of opportunities to ask questions, of both students and teachers, and handle resources." "Having the chance to meet with the students and teachers was great? (observing, questioning, consulting)" "Connection to students. One-0n-one opportunities with lead teachers." "Hearing the real-life experiences and seeing it in action." "Getting the chance to see how to set up an open ended student driven task was huge." "New ideas and opportunities to explore alternative teaching techniques." "Being in a school and seeing it in practice. Much better than just sitting and listening."

Learning Commons Policy: This too is another priority area that we are experiencing significant challenges in gaining any traction in our regions. Having said this, there are 'pockets' of great work being supported. As we worked to bolster these areas and provide overall support, the L.N.E.S. organized 6 sessions engaging 68 participants. Based on post professional learning evaluations returned, respondents indicated a satisfaction rating of 100%. The majority of this support was provided at each of our Support Staff Conferences (North – October 26, 2015 and South – November 27, 2015). The primary professional learning support provider was James Aitchison, who used these two sessions, at each of the Support Staff Conferences, as the initial face-to-face session for a blended-approach to learning. We then transitioned into this series utilizing two webinars to support this learning and completing the series with a summary face-to-face session in May of 2015. This approach to learning support allowed the participants to collaborate over the course of the year and remain in communication with each other and the facilitator. Post professional learning evaluations provided the following qualitative data: "I really enjoyed the site tour we were able to partake of when we were at the

school in Vermilion." "I am excited for the opportunity and ideas shared and can't wait to try things out." "Being able to talk about our own jobs and have ideas and feedback right away." "With this being he fourth part, it has been great to see how everyone has transitioned. We are all learning from each other. James is very knowledgeable on the struggles we have and goes about to help us." "The sharing of learning commons activities were helpful as well as the Human Digital Library presentation. James always seems to stretch the bar as to how far we can take learning commons. It is way beyond what we could have imagined." "I am excited to get this show on the road! Lots of great ideas."

Implementation Other: This priority area provides us with the necessary latitude to address emerging needs within our region. The diversity of the session foci is demonstrative of the individuality that exists, even within the seven smaller rural school authorities we are privileged to serve. We arranged for and provided professional learning support for emerging needs such as: Mass Involvement and Community Building, SMARTboard Technology Integration and Updates, Google Camps, Innovation Week, An Introduction to Project Based Learning, Introduction to 3-D Printing and Assessment Practices. In total, 28 sessions were planned engaging 805 participants. Based on post professional learning evaluations returned, respondents indicated a satisfaction rating of 100%. These sessions again, were provided utilizing a number of different professional learning opportunity formats. In order to provide this support where teachers were already gathered, we attempted to utilize opportunities such as A.T.A. Institute Days, designated Jurisdictional Professional Learning Days and Teachers' Conventions. In some isolated cases, we did provide these professional learning supports as 'stand alone' professional learning opportunities. Post-professional learning evaluations provided the following qualitative data: "We talked about school community and this is exactly what we are looking for. Thank you!" "Real examples of how to build a stronger community can be achieved proved to drive home ideas. Very engaging!" "Tangible activities that I can bring back to my classroom." "We were allowed

to guide the topic to focus on areas of need (we did not completely understand). Not many facilitators are confident enough to allow participants to do this!" "Extended versatility of apps and/or functions I was already using. It applied to every grade level and allowed us to use something, in the app store, that applied to our specific grade level." "Relation to actual classroom use! I can see solutions to problems that I am experiencing." "This is my first experience learning about Innovation Week. I am completely excited about trying this. My own 10 year old son would thrive! He recently built a dog sled - - - we don't have a dog!!!!" "This is a logical extension of many of the things we are doing our school/division." "The potential for student engagement is HUGE!" "Providing us with time to incorporate new learning into actual course work is extremely valuable." "I was able to walk away from this session with a new unit completed. That NEVER happens – so appreciative!" "The range of scenarios and practical information covered was very applicable." "Tim's work is clear, direct and honest and is critical in a time where assessment if becoming increasingly confusing." "I appreciated the deep connections to what we do in schools and what we should be doing in schools to benefit students and their learning." "I really appreciated the opportunities to complete the assignments that we are going to ask the students to complete and the curriculum implementation supports are appreciated." "I love that I can identify a use for 3-D printers in design thinking, project based learning and C.T.S/C.T.F – not just for making non-durable toys."

LEARNING NETWORK EDUCATIONAL SERVICES ACCOUNTABILITY MEASURES

CONSORTIUM GOAL ONE

Facilitate professional development, which supports the effective implementation of:
1. The Alberta Education Business Plan
2. Jurisdiction and school educational plans
3. Regional School Council priorities

OUTCOME 1.1
Work collaboratively through ARPDC, Alberta Education, regional school authority District Contacts and Advisory Committees to establish plans, strategies and opportunities that are responsive to the provincial and locally identified needs in congruence with provincial directions for education.

OUTCOME 1.2
Demonstrate effective provincial planning through ongoing collaboration of consortia to promote consistency in learning opportunities related to provincial directions.

Measures:	Results:
Overall percentage of stakeholders that are satisfied that the consortium effectively addresses provincial and regional needs identified in planning documents.	97.7% of district contacts survey respondents agreed that the P.L. offerings aligned with the needs identified in their respective plans. 4330 participants attended 187 LNES hosted professional learning opportunities
Overall percentage of stakeholders that were satisfied with the consortium's response to emerging PD needs, outside of those identified in planning documents.	100% of district contacts survey respondents agreed that the professional learning opportunities aligned with their plans and emerging needs.
Host formal/informal conversations with key Alberta Education personnel.	We met frequently with members of the team at Alberta Education. In addition to our formal meetings, there were multiple emails and telephone calls resulting in regularly communication over the course of the entire year.
Number of collaborative meetings for ARPDC in actualizing the priority areas provincially.	Consortia Executive Director's met face-to-face for 14 days and met via technology (Adobe Connect) 4 times for a total of 18 meetings over the course of the year! The face-to-face meetings engaged 178 participants and the Adobe Connect meetings - 35.
Host regional and district contact and collaborative committees to provide direction for planning learning opportunities, to facilitate building of knowledge, skills and attitudes within and amongst schools, and to identify impact of delivery on teacher practice in jurisdictions.	The Executive Director met with school authorities to discuss their identified and emerging needs, at their convenience, throughout the academic year. This format provided maximum flexibility for school authority personnel and for the sharing of information.
Administer multiple surveys to gather data to inform future planning.	In addition to individual session and post 30 day surveys - the LNES Needs Assessment Survey was circulated in May of 2015 (268 responses) and the Stakeholder Survey was circulated in June of 2015 (12 responses)!

STRATEGIES TO ACHIEVE GOAL ONE

LNES	ARPDC	Partners
• Host collaborative committees with representation from each of our jurisdictions around the key areas identified in the Curriculum Implementation priorities. • Provide opportunity for participants to provide feedback through post learning surveys after attending a LNES learning opportunity to help identify additional learning needs. • Hold collaborative conversations with jurisdiction partners to understand the needs for professional learning that exist to support directions identified in their 3 Year Annual Education Plan. • Hold collaborative conversations with Alberta Education personnel to understand provincial directions and how we might support their work in our regions and through our regional plans. • Work with ATA to develop a professional learning survey for administration bi-annually. • Support the work of Curriculum Development in working collaboratively with Alberta Education to facilitate 'engagement' within our zone that will inform future curriculum planning provincially.	Hold collaborative conversations with Alberta Education personnel to understand provincial direction and how the consortium may support their work in our region and through regional plans. • Hold meetings with key Alberta Education contacts to determine priority areas related to Curriculum Development and Curriculum Implementation and develop understanding of the Alberta Education Business Plan. • Conduct a common post survey for administration to session participants. • Host monthly meetings to collaborate and share on provincial planning as it relates to priority areas defined for Curriculum Implementation and Curriculum Development.	• Hold conversations with CASS Zone 2 Superintendents and/or their designates to discuss regional and jurisdictional needs related to 3 Year Education Plans and Curriculum Redesign Deliverables. • Hold collaborative conversations with stakeholders to understand how the consortium may support their work in the region related to Curriculum Implementation priority areas. •Develop a common needs assessment with ATA to determine stakeholder needs. •ASCA, ATA, Portage College, Lakeland College, ASBOA, ASBA Board of Director representatives act as a conduit to their organizations for sharing LNES information and for highlighting back to LNES pertinent information from their respective bodies.

ANALYSIS OF OUTCOMES OF GOAL ONE:

The most critical element to our success in our region is the collaborative connection we have with all of our education partners and stakeholders, each of whom has representation on the L.N.E.S. Board of Directors. The only education partner who does not currently have a representative on the L.N.E.S. Board of Directors is the Alberta School Councils Association. In this instance, I am in regular communication with Jolaine Kochisarli to receive regular updates regarding their foci and needs. All other education partners and stakeholders, including our school authorities and First Nations and Métis Education Authorities, continue to meet with me on a regular basis in order to gain insight into the latest news and initiatives coming out of the Ministry of Education as well as providing me with insight into their regional plans and emerging needs. We attempt to meet every 8 – 10 weeks, in order to remain current in our conversations. In some cases, these meetings occur where these jurisdictional leaders are already convened (eg. CASS Fall Confer-

ence, CASS/Alberta Education Spring Conference, etc.) One of the 'unique' features of our region, is that within our boundaries are schools that actually fall under the direction of the Northern Regional Learning Consortium – this being Northlands School Division, specifically Elizabeth Settlement. It is our privilege to support these educators from time to time, given their proximity to our Designers of Professional Learning. This is a great example of the collaboration that thrives under the umbrella of the Alberta Regional Professional Development Consortia and the shared goal of meeting the needs of all educators. Through ongoing conversations with each of these partners/stakeholders, we are able to maintain a clear understanding or their emerging needs and priorities in our region, and to identify how the Learning Network Educational Services is able to most efficiently and effectively support these needs. One of the direct benefits of our established relationships is our ability to help our jurisdictional leaders to clearly understand the Priority

Areas to Support Curriculum Implementation as identified by Alberta Education. In doing so, our conversations permit us to provide clarity around the same and identify the alignments between their respective 3 Year Education Plans and these Priority Areas. These conversations consistently result in the identification of professional learning opportunities that can be provided to support, and supplement, school authority professional learning plans.

Our region has moved away from centralized advisory committee meetings to individualized advisory committee meetings. This decision was made in response to the increasing portfolios and responsibilities of our jurisdictional leaders and subsequently their decreasing availability. As noted previously, I endeavor to meet, face-to-face with representatives from each the school authorities represented in our region on a quarterly basis.

As evidenced on our Annual Stakeholder survey – "The LNES is a fabulous partner! They are professional, efficient and very dependable. They are easy to work with and they understand the needs of teachers. We are able to express ideas around our needs and they are able to investigate, research and find/broker the best people in the field to address them. Their professionalism and willingness to assist us, over and above, are truly appreciated and make the an invaluable partner in meeting the needs of all educational staff. Thank-you!"

The culturing and maintenance of mutualistic working relationships remains a foundational priority for the Learning Network Educational Services as we continue to provide the high level of support and service that we pride ourselves on.

CONSORTIUM GOAL TWO

Facilitate professional development, which supports the effective implementation of curricula, including instruction, assessment, resources and student learner outcomes.

OUTCOME 2.1
Develop processes, tools and resources to support school authority implementation and for the collection, tracking and reporting of 'evidence'.

OUTCOME 2.2
Provide scheduled professional learning sessions in the following areas:

First Nation, Métis and Inuit	• Support for all levels of school authorities that results in an increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools education and Truth and • Reconciliation Commission calls to action for education, and commitments related to the United • Nations Declaration on the Rights of Indigenous Peoples.
Mathematics	• Support for Kindergarten to Grade12 teachers in helping students develop higher-order thinking skills, (i.e.: reasoning and problem solving). • Support for building awareness and understanding of revised learning outcomes and achievement indicators for grades 1-9 for September 2016 implementation. • Support for Grade 6 teachers to build awareness and understanding of the Grade 6 Mathematics PAT Part A that is being added starting the 2016-17 school year on number operations that students will complete without the assistance of calculators. • Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the assessment standards for Math 30-1 and for Math 30-2.
Supporting Competencies in Current Curriculum	• Support for all levels of school authorities for the implementation of the streamlined competencies and revised draft competency indicators in current programs of study by developing an awareness and understanding of how competencies and competency indicators support learning outcomes for student-centred, competency-focused learning
Supporting Literacy and Numeracy in Current Curriculum	Support for all levels of school authorities in continuing to build awareness and understanding of literacy and numeracy. • Support for all levels of school authorities in building their awareness of literacy and numeracy in existing programs of study. • When the Literacy and Numeracy Progressions are released, build understanding of the Progressions and the ways that they support teachers and students.

Provincial Assessments – Student Learning Assessments	Support for 20 school authorities participating in Year 3 pilot sample in:
	– building their awareness and understanding for the implementation of Student Learning Assessments
	– building their awareness and understanding of ways to effectively train teachers to locally assess the SLA Performance Tasks
	   o providing training and support materials
	   o supporting the planning of collaborative marking sessions
	– building their awareness and understanding for:
	   o interpreting and sharing information in the reports (individual student report and class report) that are based on the Student Learning Assessment digital interactive questions
	   o interpreting and sharing the results from the locally assessed Student Learning Assessment Performance Tasks
	– assisting with the development of supports, based on information from the SLAs, that can be used to enhance classroom instruction
	– helping teachers build their understanding of student learning through the use of interpreting the results of provincial assessments.

Provincial Assessments – Diploma Programs	• Support for all levels of school authorities in: – professional learning supports for interpreting results • Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the related assessment standards for subject-specific diploma exams
Inclusive Education	• Support all levels of school authorities to build capacity for facilitating and implementing best practices in inclusive education to ensure success for all students. • Support for all levels of school authorities in developing increased awareness and understanding needed to implement flexible and responsive learning experiences that acknowledge every students' individual learning needs.
Career and Technology Foundations	• Support the September 2016 implementation of the Career and Technology Foundations Program of Studies by: – working with school authorities to provide the support, understanding and awareness required for successful implementation. • – supporting the agile development of a CTF digital curriculum. • Sharing success stories across the province, such as school visits to see CTF in action.
Learning Commons Policy	• Support for all levels of school authorities that results in an increased awareness and understanding of the Learning Commons Policy. • Support at all levels of school authorities for the implementation of the Learning Commons Policy.
Curriculum Development	• Support curriculum development within the ministry's priority of curriculum renewal by: – organizing and leading sessions with education stakeholders to support them in responding to Alberta Education's online surveys about provincial curriculum that will inform the development of future curriculum – organizing and leading sessions with education stakeholders to support the validation of draft kindergarten to grade 12 subject introductions and scope and sequences in six subjects.
Other Regional and Provincial Priorities	Provide professional learning support identified by regional consortia or Alberta Education to strengthen the application of priority areas from previous grant deliverables.

Measures:	Results:
Overall percentage of school authorities that have access to online materials created by ARPDC and/or LNES	100% of school authorities have access to online materials created by the ARPDC and LNES Designers of Professional Learning.
Number of sessions and participants attending learning opportunities in the following areas: • First Nations, Métis and Inuit • Mathematics • Student Learner Assessments • Competencies • Literacy & Numeracy • Inclusive Education • Career and Technology Foundations • Learning Commons Policy • Other	F.N.M.I. – 12 sessions were planned engaging 178 participants. Mathematics – 21 sessions were planned engaging 366 participants. S.L.A.'s – 12 sessions were planned engaging 473 participants. Competencies – 25 sessions were planned engaging 240 participants. Literacy & Numeracy – 49 sessions were planned engaging 504 participants. Inclusive Education – 29 sessions were planned engaging 1579 participants. C.T.F. – 5 sessions were planned engaging 117 participants. L.C.P. - 6 sessions were planned engaging 68 participants. Other – 28 sessions were planned engaging 805 participants.
Overall percentage of stakeholders satisfied that the PD offered by the Consortium supported effective implementation of curricula.	100% of LNES Stakeholder Survey respondents indicated that professional learning offered by the LNES supported effective implementation of curricula.
Overall percentage of participants satisfied that the consortium PD opportunities influenced their practice.	100% of LNES Post 30 day Impact Surveys indicated that the professional learning opportunities offered by the LNES positively influenced their practice. **See note in Goal Analysis**

STRATEGIES TO ACHIEVE GOAL TWO

LNES	ARPDC	Partners
• Work with and model the use of "A Guide to Comprehensive Professional Development" and "A Guide to Support Implementation: Essential Conditions." • Develop plans and processes that reflect change management elements and cultural shifts required for systemic change. • Use web page, jurisdiction contacts, Twitter and Facebook to communicate happenings and learning opportunities. • Sharing through collaborative communities and Zone 2 Leadership ARPDC/AB ED online resources to support learning in deliverable areas. • Provide professional learning opportunities to support curriculum implementation and to meet local and regional needs. • Publishing of a quarterly newsletter for distribution throughout Zone 2 highlighting upcoming learning opportunities to support key deliverable areas. • Work collaboratively with jurisdictions to bring professional learning opportunities related to key priority areas and emerging needs directly to their schools or school system. • Assist educators with understanding the components of new curriculum and their roles and responsibilities in implementation.	• Work with and model the use of "A Guide to Comprehensive Professional Development" and "A Guide to Support Implementation: Essential Conditions" to support jurisdictions in curriculum implementation. • Work towards developing provincial plans and processes that reflect change management elements and cultural shifts required for systemic change. • Provide consortia support in developing learning opportunities to support curriculum implementation based on consortia expertise. • Assist consortia with understanding the components of new curriculum and their roles and responsibilities in implementation. • Support communities of practice based on related research and/or field experts.	• Work with and model the use of "A Guide to Comprehensive Professional Development" and "A Guide to Support Implementation: Essential • the consortium may support curriculum implementation. • Work with stakeholders consortium may support provincial plans and processes that reflect systemic change. • Work with stakeholders to align learning opportunities to support curriculum implementation. • Assist partners with understanding the components of new curriculum and their roles and responsibilities in implementation. • Work with partners to identify potential 'experts' in priority areas as session facilitators. • Sharing of LNES newsletters to highlight learning opportunities related to deliverables with membership of respective organizations.

ANALYSIS OF OUTCOMES OF GOAL TWO:

As with all consortia, "A Guide to Support Implementation: Essential Conditions" (Alberta's Education Partners 2010) continues to guide our work in responding to the Alberta Education's question, "How do we know if professional development support enhances and contributes to improved practice and implementation?" This guide is also complimented by "A Guide to Comprehensive Professional Development Planning". As we work with our jurisdictions to support changes envisioned in the Alberta Business plan, provincial priorities, and district initiatives, appreciation for the thoroughness of these guides continues.

LNES builds professional learning opportunities that focus on developing the core knowledge, skills and attributes of educators. Our professional learning opportunities and resources enhance the understanding and awareness of focus areas and builds capacity with a range of strategies and in response to provincial priorities and emerging regional needs.

Due to our limited staffing, the LNES , during the 2015 – 2016 reporting period, did not independently generate or create any resources. We did support the development of the same, by other consortia, through the sharing of available resources.

A standard protocol for us is to administer the Alberta Education Impact Survey 30 post professional learning opportunity. In preparing for the writing of this report, we were made aware by our service provider that the server failed and automatically distributed the Impact Surveys for the period of August 1, 2015 to December 31, 2015 but failed to distribute the same for the period of January 1, 2016 – June 30, 2016. We have been in close communication to ensure that this malfunction has been addressed and have put protocols in place to consistently check that the Impact Surveys are being distributed as applicable.

As captured from a sampling of the Impact Surveys, the support provide through by the Learning Network Educational Services is assisting teachers with changing their perspectives and practices at the classroom levels:
"I am now implementing more practical ideas to assist the students with learning math resulting in a more differentiated approach to learning in my classroom."
"Allowed me to see the development of writing across a large age gap. Helped me to notice the "good" parts (things we might not notice when there is bad spelling, writing, etc.) of a students writing instead of focusing on the "bad".

"I implemented two strategies immediately upon returning to my classroom: quick writes and expository writing techniques for newspaper articles."

"My teaching practice has changed. I used to be a teach from the text book teacher, but now I am following the new teaching strategies and ideas that I have learned from the teaching coaches."

For the 2016 -2017 academic year, I will be looking to engage our jurisdictional leaders in these collaborative conversations in the early spring in consideration of the planning process for their 3 year Education Plans and the increased probability of a closer alignment with common priority foci and increased opportunity for professional learning support.

CONSORTIUM GOAL THREE

Coordinate, broker, and act as a referral centre to assist stakeholders to identify available professional development resources.

OUTCOME 3.1
Collaborate with, share expertise and resources with, and secure the resources and services of other professional learning providers and stakeholders in the planning and developing professional learning opportunities for stakeholders (e.g., AAC, 2Learn, ATLE, Galileo, Alberta post-secondary institutions, ATA, TC2, CASS, CanLearn Society, RCSD)

Measures:	Results:
Overall number of network meetings/sessions//learning symposiums provided through shared partnerships.	4 meetings/sessions were carried out over the course of the 2015 – 2016 academic year. Collaborative conversations also occurred on a regular basis outside of formal meetings. An ongoing partnership with the Eastern Edge R.C.S.D. remains a huge asset to our region.
Number of meetings with potential partners/jurisdiction contacts.	On average, I met with representatives from each of our school authorities/partners quarterly, as their schedules permitted. We have moved away from centralized meetings to meetings where the Executive Director meets with representatives based on their availability. Our additional collective/collaborative conversations occur at other centralized events such as CASS Zone 2/3, CASS or Curriculum Coordinators Meetings.
Overall percentage of stakeholders satisfied with the Consortium's effectiveness in coordinating, brokering, and/or referral services in helping access PD resource.	100% of stakeholders indicated satisfaction with the Consortium's effectiveness in coordinating, brokering and/or referral services in helping access PD resources.

STRATEGIES TO ACHIEVE GOAL THREE

LNES	ARPDC	Partners
• Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders. • Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. • Design learning opportunities with other professional learning providers to respond to regional needs. • Consortium staff will find opportunities to coordinate, broker or refer stakeholders to appropriate services that meet defined needs.	• Identify provincial learning needs that could be met by collaborating with professional learning providers and stakeholders. • Explore potential provincial partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. • Design and deliver professional learning opportunities provincially that capitalize on the resources of partners.	• Identify regional and provincial learning needs that could be met by collaborating with professional learning providers and stakeholders. • Explore potential partnerships and collaboration opportunities with stakeholder partners through discussions and meetings. • Design and deliver professional learning opportunities that capitalize on the resources of partners. • Collaboratively share expertise and resources available for potential learning opportunities.

ANALYSIS OF OUTCOMES OF GOAL THREE:

The Learning Network Educational Services is unable to provide local expertise in all curriculum priority areas. As we look to support those needs beyond our local capacities, the LNES continues to collaborate, identify and develop partnerships with other professional learning providers and facilitators. Once identified, relationships with other professional learning providers who can provide this professional learning support are intentionally cultured and maintained.

This past year, there were multiple opportunities where these partnerships produced valuable learning for participants.

Often times, our most valuable assets exist within the ranks of the ARPDC. When we are unable to fill the need from this inventory of Professional Learning Designers, we then look to these outside partnerships for support. Another pathway for the development of work with educational partners occurs when jurisdictional leaders connect with the LNES to explore potential speakers who could potentially meet emerging needs that schools have identified but are 'outside' of the realm of focus or expertise of our staff. We then explore options on the jurisdictions' behalf and support to the extent that we are able to. It is much appreciated when we can broker professional learning on their behalf, and we are pleased to be able to offer this service to our education stakeholders throughout Zone 2. As this is integral to our success, the LNES will continue to explore potential partnerships in order to support emerging regional needs.

We continued to partner with the Alberta Teachers' Association in the delivery of a four part webinar series:

Teacher Talks 2015-16: Enhancing Teacher Professional Practice

Online Two-Part Webinar Series - This series of guided professional conversations is a collaborative initiative between the Learning Network Educational Services and the Alberta Teachers Association. This is the fourth year of the series and it has proven to gain in popularity each year. Each 2-part series focuses on a timely and pertinent classroom issue facing Alberta Teachers.

EXPANDED FORMAT: This year we are responding to teacher feedback and expanding the professional learning format. Each topic will be extended over two sessions separated by a classroom practice interval. Part I, will introduce the topic and provide some suggested introductory classroom strategies. Part II, will respond to participants shared experiences, questions, concerns, and reflections from classroom strategies or ideas implemented during the practice interval since Part I

The series is conveniently delivered free of charge from 4:00-5:00pm on the scheduled dates.
Register at www.learning-network.org

Project-based Learning – Alberta Students Engage, Explore, Create, and Share - November 2015 - Kelly Reirson - 19 participants

Project-based learning (PBL) is one of the most effective ways to embed Alberta's vision for education. PBL is a student-centered, inquiry-based approach that helps students engage with learning outcomes based on Alberta curricula. This workshop will present a holistic model for PBL, developed by the ATA, and provide a planning template, discuss effective teaching strategies for implementation and identify resources for follow-up. Teachers should prepare for the series by having some project ideas in mind so that they can begin to collaboratively design a project based on the Alberta model. The PBL approach, modeled in this workshop, makes it possible for teachers to integrate the provincial competencies for student learning into the classroom curriculum while students engage, create, explore and reflect on their learning.

PRISM: Professionals Respecting and supporting Individual Sexual Minorities. (Grades 1-6)- January 2016 - Chantal Walker – 13 participants

This 2 part webinar series will introduce you to the Alberta Teachers Association (ATA) PRISM toolkit that was created to help teachers promote safe and supportive classroom discussions about sexual minorities and gender variance. PRISM is an acronym for "Professionals Respecting and supporting Individual Sexual Minorities. Due to the gradual societal shift towards acceptance and equity, educators are recognizing their responsibilities to engage appropriately with these topics in their classrooms. PRISM provides opportunities for teachers to explore the following content related to sexual orientation and gender variance:

• Background information, terminology and relevant statistics
• Legal frameworks appropriate to Alberta teachers
• Possible questions arising from parents, administrators and students
• Lesson plans for Grades 1–3 and Grades 4–6
• Recommended literature for elementary aged children
• Various additional support resources available through the Alberta Teachers' Association and other organizations

Supporting Positive Behaviours in Alberta Schools (SPB)
March 2016 - Allison McCaffery – 56 participants

This 2 part webinar series will introduce you to a new Alberta Teachers Association (ATA) Supporting Positive Behaviour in Alberta Schools, a resource that provides information, strategies, stories from schools and sample tools for systematically teaching, supporting and reinforcing positive behaviour. This integrated system of school-wide, classroom management, and individual student support is designed to provide school staff with effective strategies to improve behavioural outcomes in their school. Supporting Positive Behaviour in Alberta Schools:

• Describes a comprehensive school-wide approach that involves all students, all staff and all school settings.
• Provides information and strategies for systematically teaching, supporting and reinforcing positive behaviour in the classroom.
• Provides information and strategies for providing intensive, individualized support and instruction for the small percentage of students requiring this level of intervention.

Unseen Hurts: Understanding Mental Health Issues In our Classrooms- April 2016 - Geoff MacDonald – 21 paticipants

Description: Schools can be pro-active and teach about positive mental health to help prevent mental health problems and mental health illnesses. Discussion will focus on how by integrating positive mental health activities throughout the curriculum and grade levels, schools can become safe and positive spaces for students, teachers and families. This webinar discussion will help participants understand a vision of mental health, raise their awareness of mental health issues, identify the signs of specific mental health issues and explore practical strategies and interventions to promote positive mental health. Participants will also learn strategies to protect their own mental health

This partnership continues to evolve as we collaborate to identify continuing and emerging areas of need for professional learning support.

CONSORTIUM GOAL FOUR

Deliver professional development based on the identified and emerging needs of educational stakeholders.

OUTCOME 4.1
In collaboration with school districts, teachers and regional collaborative communities, develop plans, strategies and learning opportunities to meet provincial needs and emerging needs of stakeholders.

OUTCOME 4.2
Work collaboratively with ARPDC to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.

OUTCOME 4.3
Work collaboratively with Alberta Education staff to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.

Measures:	Results:
Number of learning opportunities (*all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders.	24 learning opportunities were planned and delivered to support identified and emerging needs of educational stakeholders.
Number of learning opportunities (all formats) that were planned and cancelled.	6 learning opportunities were planned and cancelled.
Overall percentage of participants satisfied that they were provided strategies for integration of the learning into their current practice.	100% of participants indicated satisfaction that they were provided with strategies for integration of the learning into their current practice.
Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic.	100% of participants indicated satisfaction that they increased their awareness and/or deeper understanding of the topic.
Overall percentage of participants satisfied that they were provided opportunities to reflect on their knowledge, skills and attributes about the topic.	100% of participants indicated satisfaction that they were provided with opportunities to reflect on their knowledge, skills and attributes about the topic.
Overall percentage of stakeholders satisfied that the consortium was effective in helping to meet emerging district needs.	100% of stakeholders indicated satisfaction that the consortium was effective in helping to meet the emerging needs of member districts.

STRATEGIES TO ACHIEVE GOAL FOUR

LNES	ARPDC	Partners
• Collaboratively develop 'needs based' professional learning opportunities and resources to support emerging needs. • Identify feedback mechanisms to determine needs and impact of professional learning opportunities. • Plan, develop, deliver and broker a wide range of learning opportunities through the use of emerging technologies for adults to learn synchronously and asynchronously. • Identify feedback mechanisms to determine needs and impact of learning opportunities. • Work collaboratively with Alberta Education to understand emerging needs and desired outcomes around key priority areas to meet provincial directions. • Work with Zone 2 leaders, jurisdiction contacts and collaborative community members to understand jurisdiction needs related to provincial directions. • Work collaboratively with jurisdictions to bring professional learning opportunities related to deliverables and emerging needs directly to their schools or school system.	• Work collaboratively with Alberta Education to understand emerging needs and desired outcomes around provincial directions. • Attend train the trainer meetings with Alberta Education to deliver accurate information in professional learning sessions around the grant deliverables. • Design, develop, manage and deliver online PD resources. • Work collaboratively with ARPDC to develop professional learning opportunities based on provincial directions and emerging needs. • Develop and administer a common post session survey to participants to help determine impact of professional learning opportunities.	• Work collaboratively with partners to understand regional emerging needs. • Work collaboratively with partners to develop professional learning opportunities based on regional emerging needs.

ANALYSIS OF OUTCOMES OF GOAL FOUR:

Our work to support emerging regional needs had many different 'looks' as we tailored the professional learning support to specific needs. Some of these supports were offered in face-to-face sessions where we attended and supported educators where they were already gathered (A.T.A. Institute Days (Park Plains East A.T.A. Local #31 – November 12, 2015, Greater St. Paul A.T.A. Local #25 – October 9, 2015, Northern Lights A.T.A. Local #15 & Lakeland Catholic Separate A.T.A. Local #15 – October 26, 2015), Conferences (North Support Staff Conference – October 26, 2015 and South Support Staff Conference (November 27, 2015), and Conventions (North East Teachers' Convention (February 11 & 12, 2016 and

Central East Alberta Teachers' Convention March 10 & 11, 2015). Others continued to support in face-to-face sessions where be utilized local and imported expertise and to support these emerging needs. (eg. Jared Nichol - Cold Lake – 3D Printers and Tim Coates – Edmonton – Assessment Support).

Webinars remain a strong method of delivery for professional learning support, especially in rural Alberta as it allows educators to participate in professional learning support without having to leave their schools/communities for an extended period of time. Having said this, our preferred format is a blended approach consisting of face-to-face sessions supported through webinars and typically

a summary face-to-face session to conclude the professional learning support. This has proven to be a very successful format for professional learning support.

Our other primary area of professional learning support is technology based – it is the Learning Network Educational Services wiki-space. For the 2015 – 2016 academic year, we hosted 13,427 views, averaging 49.36 views/day. We also welcomed 8,073 unique visitors (views minus repeats by the same visitor), daily average of unique visitors = 29.68 The four pages that generated the most traffic were: Mathematics – 1485 visits, Grade 3 SLA's – 1431 visits,

Social Studies {Bodo Archaeological Historical Site} – 1163 visits and Career and Technology Foundations – 1150 visits. This method of supporting professional learning needs/support very much reinforces the need for anytime/anywhere professional learning support and we will look to continue to maintain this resource and ensure that it is both current and accessible.

As we continue to culture these collaborative professional learning support methods, the ease of communication and increasing levels of trust will continue to result in increased requests for consultation and support.

CONSORTIUM GOAL FIVE

Promote and support the development of professional development leadership capacity.

OUTCOME 5.1

Develop collaborative learning opportunities in the following areas with a focus on building leadership capacity within:

- First Nations, Métis and Inuit
- Mathematics
- Student Learner Assessments
- Competencies
- Literacy & Numeracy
- Inclusive Education
- Career and Technology Foundations
- Learning Commons Policy
- Other

OUTCOME 5.2

Develop collaborative learning opportunities to augment leadership capacity in support of emerging jurisdictional needs.

Measures:	Results:
Number of sessions provided for developing leadership capacity	45 sessions were provided where the opportunity for the development of leadership capacity was an included component of the professional learning support.
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity.	100% of stakeholder indicated satisfaction that the consortium has contributed to the development of PD leadership capacity.

STRATEGIES TO ACHIEVE GOAL FIVE

LNES	ARPDC	Partners
• Collaboratively develop 'needs based' professional learning opportunities and resources to support emerging leadership needs. • Plan, develop, deliver and broker a wide range of learning opportunities through the use of emerging technologies. • Identify feedback mechanisms to determine needs and impact of learning opportunities. • Work collaboratively with Alberta Education, CASS Zone 2 and school authorities to understand and address leadership needs in conjunction with priority areas. • Align leadership learning with the *School Leadership Standard (SLS)* .	• Work collaboratively with Alberta Education to understand emerging needs provincially. • Attend train the trainer meetings with Alberta Education to deliver accurate information in professional learning sessions around the grant deliverables. • Design, develop, manage and deliver online PD resources. Identify provincial learning needs that could be met through ARPDC collaboration. • Align leadership learning with the *School Leadership Standard (SLS)* .	• Through collaborative conversations with representative organizations, help identify emerging regional needs. • Continue to offer sessions/ workshops through partner organizations to support provincial directions. • Hosts conversations at CASS Zone 2 meetings and other Zone 2 CASS events to understand leadership needs as determined by these groups in congruence with provincial directions and the *School Leadership Standard (SLS).*

ANALYSIS OF OUTCOMES OF GOAL FIVE:

As we continue to collaborate with our school authorities, we are made aware that both our school based and jurisdictional leaders are limited in the amount of time they can be away from their respective responsibilities. On average, this equates to 10% of the number of instructional days identified with the particular school authority or typically 20 days. This 'number' includes ALL days away from the classroom. As a result, this is somewhat restrictive in terms of availability to attend and participate in any 'outside' professional learning support. The other factor to consider is that the majority of school authorities in our region have adopted a "All hands on deck in September!" approach thereby again limiting educator availability to attend outside professional learning support for basically the first 20 instructional days of the academic year. As a former educator and administrator, I very much understand and support this foundational time in terms of its impact on relationships and learning.

When you consider jurisdictional support for their educational leaders, our primary method of support occurs when we are able to support the work that these school authorities are already immersed it. Some of our school authorities have established

"Leadership Academy's" where they are following their individual identified processes for the development of educational leaders and ultimately the sustainability of their leadership inventory and the efficient implementation of their succession plans.

In order to continue to promote educational leadership, we work with our session facilitators to build a leadership component into each professional learning opportunity thereby encouraging and empowering participants to return to their respective schools to share their knowledge, expertise and experiences with their colleagues thereby creating an supporting a sustainable model of educational leadership.

The most common avenue where we are invited to support, specifically, educational leadership occurs when we are invited to jurisdictional leadership days/meetings and are requested to lead learning with these educators in a topic identified by the school authority leadership. These opportunities also frequently exist at A.T.A. Professional Learning Days, Conferences and Conventions.

CONSORTIUM GOAL SIX

Provide educational stakeholders with access to professional development at a reasonable cost.

OUTCOME 6.1
Consortium will provide professional learning opportunities at a reasonable cost to participants.

Measures:	Results:
Overall percentage of participants satisfied that Consortium services are provided at a reasonable cost.	99.9% of participants indicated satisfaction that the Consortium services were provided at a reasonable cost.
Overall percentage of stakeholders that were satisfied with the overall services provided by the Consortium.	100% of stakeholders indicated satisfaction with the overall services provided by the Consortium.

STRATEGIES TO ACHIEVE GOAL SIX

LNES	ARPDC	Partners
• Budget funds from government to offset participation costs for learning opportunities related to Curriculum Implementation and Curriculum Development. • Make fiscally sound decisions regarding operating costs for Consortium. • Use fiscally sound accounting practices to govern consortium monies.	• Distribute grant dollars in support of learning through transparent formulas exhibiting fair and equitable distribution.	• Collaborate with stakeholders to provide services at reasonable costs.

ANALYSIS OF OUTCOMES OF GOAL SIX:

Participants and survey respondents agree that LNES continues to provide professional learning opportunities in multiple formats for those in our region at a 'reasonable cost'. That said, the costs associated with the provision of professional learning support in rural regions are considerably more that the provision of the identical professional learning support in an urban setting. In all cases, the professional fees associated the delivery of the professional learning opportunity are identical. When you factor in travel and subsistence, the costs quickly increase. Specifically, we are having to remunerate out-of-region presenters for mileage, travel time, accommodations and subsistence. On average, this increases costs by 40% which results in a different fee being

associated with, what participants observe to be, identical professional learning opportunities but offered at two different sites. Upon explanation of the realities to these participants they understand the situation but still have a difficult accepting these realities.

Another scenario that impacts differing fees is when an association, such as the A.T.A. hosts a presenter and is able to subsidize the learning to a much higher degree than our funding permits. This discrepancy results in the LNES Executive Director having to explain how the LNES if funded and the extent to which we are to support professional learning.

Finally, when we look to engage our of country professional learning providers who's contract demand payment in U.S. Dollars, this currently adds approximately 35% – 38% to the bottom line of the invoice. Whenever we are working with school authorities, who specifically requests these supports, I am adamant about 'crunching the numbers' with the to ensure that understand the actual costs associated with the provision of this specific professional learning support. In addition, many of these sessions include a resource which can increase the fee by anywhere from 50% to 100%. In spite of these factors, many school authorities are proceeding with having the LNES broker and support these professional learning supports.

LEARNING NETWORK EDUCATIONAL SERVICES
FINANCIAL SUMMARY 2015-2016

Alberta Government

Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2016 (in dollars)

CONSORTIUM NAME:	LEARNING NETWORK		
	Budget 2015/2016	**Actual 2015/2016**	**Actual 2014/2015**
REVENUES			
Alberta Education:			
Management & Infrastructure **(Note 1)***	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs **(Schedule 1)**	320,900	277,969	318,646
Regional Programs **(Schedule 1)**	-	-	-
Fee For Service Contracts **(Note 2)**	-	-	-
Other Alberta Education	-	-	-
Total Alberta Education	**512,887**	**469,956**	**510,633**
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs **(Schedule 1)**	25,000	36,530	88,970
Regional Programs **(Schedule 1)**	-	-	-
Grants - Non government sources **(Note 3)**	-	-	-
Cost Recovery Programs: **(Note 5)**			
Registration Fees **(Schedule 4)**	-	250	975
Other fees **(Schedule 4)**	-	-	-
Other **(Note 4)**:			
Other Cost Recovery Registration Fees	115,000	157,737	61,319
Other Cost Recovery Revenue	-	49,121	9,395
Interest	300	210	374
TOTAL REVENUES	653,187	713,804	671,666
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads **(Note 7)**	282,787	277,599	265,578
Board expenses **(Note 8)**	5,500	3,823	4,437
Less: Program Cost Allocations **(Note 9)**	85,500	86,800	93,499
Net Management & Infrastructure expenses **(Note 9)**	202,787	194,622	176,516
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs **(Schedule 1)**	345,900	314,499	407,616
Regional Programs **(Schedule 1)**	-	-	-
Cost Recovery Programs **(Schedule 4)**	-	(2,531)	929
Other:			
Fee for Service Contracts	-	-	-
Accounting and Audit Fees	4,500	5,051	4,404
Other Cost Recovery Expenses	100,000	160,340	67,354
(Specify)			
(Specify)			
TOTAL EXPENSES	*653,187*	*671,981*	*656,819*
ANNUAL SURPLUS (DEFICIT)	*-*	*41,823*	*14,847*
Accumulated Surplus at beginning of year	55,277	55,277	40,430
Accumulated Surplus at end of year	*55,277*	*97,100*	*55,277*

* See notes to Forms 1 and 2 on page 7 and 8.

PLEASE **RETURN** hard copies of completed statements and schedules and the certification to:
Allan Pon c/o School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5
BY DECEMBER 31, 2016

Alberta Government

CONSORTIUM NAME:	LEARNING NETWORK	
	August 31, 2016	**August 31, 2015**
ASSETS		
Cash in Bank and Temporary Investments	191,545	64,619
Accounts Receivable **(Note 11)**:		
Province of Alberta	-	-
Alberta school jurisdictions	7,893	57,350
Other	37,813	19,098
Prepaid Expenses (e.g. deposits for future programming)	1,250	12,731
Other assets	10,095	18,178
TOTAL ASSETS	*248,596*	*171,976*
LIABILITIES		
Accounts payable **(Note 12)**	61,498	11,919
Accrued liabilities **(Note 12)**	-	-
Deferred Revenue:		
Conditional Grants:		
Provincial Programs **(Schedule 3)**	46,418	48,487
Regional Programs **(Schedule 3)**	-	-
Prepaid registration **(Note 13)**	43,580	56,293
Other:		
(Specify)	-	-
(Specify)	-	-
Total Deferred Revenue	89,998	104,780
TOTAL LIABILITIES	*151,496*	*116,699*
ACCUMULATED SURPLUS		
Unrestricted Funds **(Note 14)**	97,100	55,277
Operating Reserves **(Note 15)**	-	-
Capital Reserves **(Note 16)**	-	-
TOTAL ACCUMULATED SURPLUS (Note 17)	*97,100*	*55,277*
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	*248,596*	*171,976*

Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended August 31, 2016 (in dollars)

CONSORTIUM NAME: LEARNING NETWORK

2013/2014

Conditional Grant Programs:

	Cost of Delivering Programs (Note 7) Allocated (Note 18)	+	Cost of Delivering Programs (Note 7) Incremental (Note 19)	=	Total Cost of Delivering Programs	−	**DEDUCT:** Program Registration Fees Note (a)	=	Net Conditional Grant Revenue
Provincial Programs									
FNMI	-		-		-		-		-
Implementation	111,840		202,659		314,499		36,530		277,969
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
Total:	111,840		202,659		314,499		36,530		277,969
Regional Programs									
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
Total:	-		-		-		-		-

Notes to Schedule 1:

a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds.

Alberta Government

Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended August 31, 2016 (in dollars)

CONSORTIUM NAME:	LEARNING NETWORK

	Amount Transferred 2015/2016 Note (b)
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
Total transfers to Other Consortia	-

Notes to Schedule 2:

a. Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.

b. Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred*

Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended August 31, 2016 (in dollars)

Alberta Government

CONSORTIUM NAME: LEARNING NETWORK

2015/2016

Conditional Grant Programs: Note (e)	Deferred Revenue from Previous Year Note (a)	ADD: + Conditional funds invoiced to other Consortia	ADD: + Current Year Receipts and Transfers-In Note (b)	DEDUCT: - Conditional Grant Transfers to Other Consortia (Schedule 2)	DEDUCT: - Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	= Deferred Revenue: Conditional Grants Note (d) (Page 2)
Provincial Programs						
FNMI	46,418	-	-	-	-	46,418
Implementation	2,069	-	275,900	-	277,969	-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
Total:	48,487	-	275,900	-	277,969	46,418
Regional Programs						
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
(Specify)						-
Total:	-	-	-	-	-	-

Notes to Schedule 3:

a. Total will agree to Page 2 *Deferred Revenue: Conditional Grants* for the previous year and the previous year's Deferred Revenue Schedule.

b. Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved

c. Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.

d. Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.

e. Conditional Grant Program names should match Schedule 1.

Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended August 31, 2016 (in dollars)

CONSORTIUM NAME:

LEARNING NETWORK

	Registration Fees		Other Fees		Costs (Note 18, Note 19)		Annual Surplus
	2015/2016	+	**2015/2016**	-	**2015/2016**	=	**2015/2016**
Program:							
High School Redesign	250		-		54		196
OLEP	-		-		(2,585)		2,585
					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
					-		-
Program Total	250		-		(2,531)		2,781

Notes to Schedule 4:

a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.

Alberta Government

CONSORTIUM NAME:	**LEARNING NETWORK**

I certify that to the best of my knowledge, the information provided in the attached statements, notes and schedules is correct.

Chair of Consortium (Signature)	Financial Officer (Signature)
Date	Date

NOTES TO FORMS 1, 2 AND SCHEDULES

Note 1   Management and Infrastructure grant from Alberta Education (total amount received for the year).

Note 2   Alberta Education pays consortia for services provided under certain contracts/agreements.

Note 3   E.g. grants and subsidies from private partnerships (e.g. Shaw).

Note 4   Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia.

Note 5   Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.

Note 6   Costs of operating and maintaining the consortium office.

Note 7   Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 18), should also be charged to management and infrastructure expense.

Note 8   Including meeting fees, supplies, travel and subsistence and board development.

Note 9   ENTER AS POSITIVE: Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery progams because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e net of program cost allocations) will be less than or approximately equal to the M & I grant from Education.

Note 10   Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more the one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.

Note 11   Amounts owed to the consortium at the end of the year.

Note 12   Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.

Note 13   Pertaining to programming planned for subsequent year(s).

Note 14   Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating or capital reserves for earmarked programming.

Note 15   Funds earmarked for future operations or programming.

Note 16   Capital Reserves represents the net assets restricted for future capital expenditures.

Note 17   Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.

Note 18   Allocated costs are M&I costs that directly benefit a specific conditional grant or cost recovery program controlled by the consortium and that have been credited to Program Cost Allocations (see Note 9). Allocated costs are funded by registration fees, conditional grants, or other cost recovery fees.

Note 19   Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net thier reinbursement agaisnt their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.

Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

The Alberta Regional Professional Development Consortia (ARPDC) is the term regional consortia use to highlight collective provincial "adult learning for students' sake" learning opportunities.

The system of Alberta regional professional development has operated since the mid 1990's with considerable success and has grown both in quality, influence and impact on educators across the province as an exemplary model for effective and efficient delivery of professional development to various education stakeholder groups based on common Consortia goals:

- to **facilitate** professional development which supports the effective implementation of components of:
  - the Alberta Education Business Plan
  - Jurisdiction and school education plans
  - Regional School Council priorities
- to **facilitate** professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes,
- to **coordinate, broker, and act** as a referral centre to assist stakeholders to identify available professional development resources,
- to **deliver** professional development based on the identified and emerging needs of educational stakeholders,
- to **promote and support** the development of professional development leadership capacity, and
- to **provide** educational stakeholders with access to professional development at a reasonable cost.

The ARPDC is representative of the collective work of the seven regional Executive Directors and their teams, who report to their respective boards and provide service to school authorities across designated regions.

ARPDC provides in-person, as well as synchronous and asynchronous, technology-mediated learning opportunities to support adult learning, relying on consultation from the region to ensure professional development program designs support participants' and school authorities' context. Programs are based on our expertise and knowledge of effective professional learning design and delivery, aligned with the Alberta Programs of Study and are research sound.

Supporting Curriculum Implementation Through Technology Mediated Learning

Through 2015—2016, Alberta educators continued to access learning opportunities as a result of technology tools that facilitated the distribution of learning. Synchronous learning opportunities provided in-person access via webinars, webcast, and videoconference.

Synchronous		
Webinars	113 webinars	4,041 webinar participants 5,809 views of archived webinars
Video-Conferences	6 sessions	97 participants in person 522 participants at remote sites
Technology-Mediated meetings (VC, Skype, Adobe Connect, teleconference)	128 meetings	802 participants

A provincial ARPDC Learning Portal has been active for six years and houses many opportunities for educators to find a variety of resources, strategies and ideas for implementation of the Alberta curriculum. (http://learning.arpdc.ab.ca)

As well, to assist educators with implementation of curriculum, ARPDC develops professional development resources to provide ongoing, job-embedded support to nurture the growth of all educators and "continue the conversation" across the various priority areas. These "made in Alberta" resources include videos and learning guides, archived webinars, facilitator guides, and a collection of resource websites. (www.arpdcresources.ca)

Challenges, Celebrations and Trends in Professional Learning

In recent years, the Alberta Regional Professional Development Consortia (ARPDC) has experienced a myriad of changes and complexities as they respond to the goals, initiatives and areas of focus of the Alberta Education Business Plan and the identified professional learning needs of educators and jurisdictions throughout Alberta. The provincial education vision, and recent trends in education, provides a road map for Consortia to be responsive and work in a collaborative, coordinated manner, continuing to design and deliver cost-efficient professional learning opportunities to Alberta educators.

We strive to support/prepare educators in Alberta by providing adult learning opportunities and capacity building resources designed to impact professional practice and enhance student learning. Consortia accept and celebrate these changes and challenges and have responded by:

- Researching trends and current developments in the field of education, selecting best practices, and sharing this information with our stakeholders.

- Finding a balance between process, content and relevance when providing access to a variety of professional learning opportunities.

- Collecting and analyzing data, and utilizing the evidence to collaboratively plan programs responsive to the needs in each region.

- Maximizing the use of technology to coordinate provincial learning opportunities.

- Forming partnerships with a variety of PD providers, or brokering presentations on behalf of regional stakeholder groups.

- Hiring, training, and supervising staff involved in regional and provincial projects

- Leading, modelling and exploring new learning strategies, such as Communities of Practice. (Online and face-to-face)

- Providing cost effective, long term planning, and maintaining staff without sustained funding commitment.

- Responding to the requests from Alberta Education, districts, community partners and having the scope of staff that can bring integrity and quality to the work.

The ARPDC shares the vision of Alberta Education and our regional stakeholders to improve the learning of all teachers and other education stakeholders so they can best support student learning.

APPENDIX B: LEARNING NETWORK
EDUCATIONAL SERVICES WEBSITE

For more information regarding the learning network educational services or to register for a professional learning opportunity, please visit our website at:

www.Learning-Network.org

Needs and Assessment Survey
https://app.surveygizmo.com/builder/build/id/2765334

Stakeholder Survey
https://app.surveygizmo.com/builder/build/id/2817218