

LEARNING NETWORK EDUCATIONAL SERVICES

2016-2017

Curriculum Implementation Annual Report



Learning Network Educational Services Curriculum Implementation Annual Report 2016-2017

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ACCOUNTABILITY STATEMENT



The Learning Network Educational Services Curriculum Implementation/Annual Report for the 2016-2017 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 funding 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 analysis.

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 Implementation 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.

A blue ink signature of Lorne Young, written in a cursive style.

Lorne Young
Board Chair

A blue ink signature of Brent C. Allen, written in a cursive style.

Brent C. Allen
Executive Director



LEARNING NETWORK EDUCATIONAL SERVICES BOARD OF DIRECTORS

The Learning Network Educational Services is governed by educational stakeholder association representatives:

Lorne Young	Alberta School Boards Association (Chair)
Alysha Grosky	Alberta Teachers' Association {Teacher's} (Vice-Chair)
Dalane Imeson	College of Alberta School Superintendents
Myrna Fox	Post Secondary – Portage College
Gaylene Schreiber	Alberta Teachers' Association
Maureen Ference	Alberta Teachers' Association (Administrator's)
Bob Brown	Association of School Business Officials of Alberta
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

MESSAGE FROM THE BOARD CHAIR



The Annual Report of the Learning Network Educational Services (LNEs) to Alberta Education provides a summary of professional learning supports carried out during the 2016-2017 year and outlines the results achieved by this organization. The LNEs is committed to providing high quality, cost-effective, and timely professional learning opportunities to our member boards focussing on the provincial priorities set forth by Alberta Education. This annual report clearly outlines the results achieved by the LNEs, provides specific highlights and accomplishments, and summarizes activities carried out in each of the priority areas identified by Alberta Education.

The LNEs continues to be responsive to local professional learning needs and tailors professional learning activities to effectively and efficiently meet those needs. To ensure local needs are being met our Executive Director, Brent Allen, regularly meets with school authority representatives to identify specific learning opportunities and best methods of program delivery. Brent then works with his consultants, and private contractors, to tailor professional learning opportunities that specifically suit the professional learning required.

Near the end of the 2016 2017 term the Provincial Executive Council of the Alberta Teachers Association served noticed that they would be withdrawing representation from the Board of Directors of the Learning Network Educational Services. Please be assured that this, in no way changes the level of service or the professional learning opportunities available to any members of the school authorities served. Brent and his team will continue to provide a high-level of service they have always provided while we explore possible governance options.

Lorne Young
L.N.E.S. Board Chair

Having served on the board of directors for LNEs for two terms, I can honestly say that our member boards are particularly well served and that Brent and his consultants continually go above and beyond to provide those professional learning opportunities that continue to move our educational services forward to our students and to our communities. We look forward to continuing these efforts in the years to come and as always will work closely with Alberta Education and our regional Education Partners/ Stakeholders, to deliver support for the priority areas as well as meeting local emerging needs.

The 2016 – 2017 academic year marked a change in the way that the Alberta Regional Professional Development Consortia was funded. The shift from Conditional Grant Funding to the Funding Manual has proven to be an asset that changes the way we are able to operate. It provides the Learning Network Educational Services (L.N.E.S.) with some stability in terms of staffing and program offering by providing predictable and stable funding from year to year. With this announcement, came the process of securing the L.N.E.S. Professional Learning Team for the 2016 – 2017 academic year: Administrative Staff -> Brent Allen - Executive Director, Celine Zevola – Executive Assistant, Yvonne Plamondon – Administrative Assistant. Designers of Professional Learning -> Sherri Johnston – Competencies/Literacy, Sylvia Malo – Mathematics/Numeracy/Competencies, Siobhan Murphy - Competencies/Literacy, Dan Nash – Career and Technology Foundations/Curriculum Development/First Nations, Métis and Inuit Education, Other, Jackie Ratkovic – Mathematics/Numeracy/Competencies. The Learning Network Educational Services 2016 – 2017 Plan to Support Implementation was approved by the L.N.E.S. Board of Directors at their September 27, 2016 meeting. It was submitted to, and received by, Alberta Education by October 31, 2016.

Over the course of the 2016 – 2017 academic year, the Learning Network Educational Services prepared for over 250 professional learning opportunities that were attended by 5097 educators with an overall satisfaction rate of 99.01% and a mean participant number of 22.9. We also were privileged to organize and support two Support Staff Conferences – the North Support Staff Conference was hosted at the Aurora Middle School in Lac La Biche on Friday October 28, 2016 and was attended by 221 support staff who participated in 27 sessions that supported a diverse range of sessions to meet their identified professional learning needs. The participation numbers for this event again showed a registration decline of 16.3% over the 2015 conference. The South Support Staff Conference was hosted at the Wainwright High School

on Friday November 25, 2016 and was attended by 241 registrants who participated in 32 sessions that again, were designed to specifically support their identified/requested professional learning needs. The participation numbers for this South Support Staff Conference, as well witnessed a decline in registrations at a rate of 12.0% as compared to the 2015 South Support Staff Conference. With each of these events have demonstrated two consecutive years of declining registrations, we have been able to identify that this was due primarily to ‘member’ schools/school authorities hiring fewer support staff (Educational/Instructional Assistants, Librarians/Learning Commons Facilitators, Administrative Assistants, Secretaries, Custodians and Bus Drivers).

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 provide cost effective professional services to all educators, I would remain 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 is the diminishing availability of these spaces – due primarily to efficient facility utilization. Unfortunately, this is most likely to 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 our major centers: Bonnyville, Cold Lake, Lac La Biche, Lloydminster, St. Paul, Vermilion and Wainwright. I continue consider myself so very blessed to work with such passionate educators! As we look to the 2017 – 2018 academic year, it is my goal to continue nurturing these authentic relationships as we collaborate to support all educators and share in increased student success!

Consider – **“Educating the mind without educating the heart is no education at all!” - Aristotle**

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 (L.N.E.S.) provides services and learning opportunities for 9 school authorities with 115 schools, including 9 First Nations Schools on two First Nations Educational Authorities, serving over 27,000 students within Zone 2. Approximately 1870 FTE teachers and 1700 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 session 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 2016-2017 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
- Supporting Competencies in Current Curriculum
- Supporting Literacy and Numeracy in Current Curriculum
- Provincial Assessments – Student Learning Assessments
- Provincial Assessments Diploma Programs
- Inclusive Education
- Career and Technology Foundations
- Learning Commons Policy
- Curriculum Development
- 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 2016 – 2017 academic year, the Learning Network Educational Services organized approximately 250 professional learning opportunities that were attended by 5097 educators with an overall satisfaction rate of 99.01%. We as well, hosted two Support Staff Conferences – the North Support Staff Conference was hosted at the Aurora Middle School in Lac La Biche, on October 28, 2016.

This conference was attended by 221 registrants who participated in 27 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 16.3% from the 2015 conference. The South Support Staff Conference was hosted at the Wainwright Jr./Sr. High School in Wainwright on Friday November 25, 2016. 241 registrants participated in the learning contained within 32 sessions on this day. This reflects a decrease of 12.0%. The decline in registrations at both events was indicative of a reduced number of support staff hired by the respective schools/school authorities in each region served. 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 continued partnership 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 four 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 Lives In The Balance (Dr. Ross Greene) presented by Kim Doheny. Participation for these two days of professional learning support was very strong! In attendance were parents, educational/instructional assistants, teachers, administrators, respite workers, speech language pathologists, speech language therapists, Community Support Agency personnel and jurisdictional leadership from across Alberta and Saskatchewan. Total participation numbers exceeded 180 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 four years, we have continued to focus our energy and resources on building support in and around our First Nations, Métis and Inuit priority area. We were set to host our 'Third Annual – Meet the Métis Spring Gathering' at the Métis Crossing Interpretive Centre located near Smokey Lake, Alberta and on the Portage College Campus in St. Paul, Alberta. This three-day camp would have hosted approximately 75 participants over the course of the three days.

Over the course of the three days (May 23 - 25, 2017), participants were positioned to experience opportunities such as The Brain Architecture Game, the Poverty Simulation Activity, simulating the life of a Métis community member as they lived out their day to day life on the banks of the North Saskatchewan River. 24 hours prior to the beginning of this authentic Professional Learning experience, we received a "Special Weather Statement" from Environment Canada advising us of unsafe conditions to be outside or on the river. As these two environments were critical to the impact of this professional learning, the difficult decision to postpone this professional learning was made. It has been rescheduled to May 22 – 24, 2018.

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./C.T.F./Curriculum Development/Other) 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 this model of delivery and support for the upcoming year so that we can continue to support teachers and students. As a note of interest, other A.R.P.D.C. Executive Directors are now looking to these Designers of Professional Learning for guidance and support as they look to implement this professional learning method of delivery.

First Nations, Métis and Inuit:

Within the Learning Network Educational Services region 37 sessions were planned engaging 1518 educators with a mean session registration of 49.0 participants. Post session evaluations, indicated a high level of satisfaction (99.9%). 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: Visual Expression and Creating Relations – Neuro-Rewiring: Exploring Indigenous Arts and Artists – this particular professional learning opportunity was co-facilitated by Lana Whiskeyjack and her Aunt, Alsen White. It was particularly impactful because Lana would introduce a concept and Alsen would relate it back to her experiences and apply it to today’s real world applications. As well, we provided professional learning support for: Education for Reconciliation: Understanding the Legacy of Residential Schools, The Blanket Exercise, Traditional Aboriginal Games K – 9, Understanding Histories, Cultures and World Views of Alberta’s First Nations, Métis and Inuit Peoples Teacher Talks, Foundational Knowledge and Protocols, Tipi Teachings, Visual Expressions and Creating Relations - Confronting History: Resilience and Reconciliation.

We continue 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. As we move towards the completion of the second year of concentrated professional learning support with the F.N.M.I. focus, we are beginning to create an environment of increased comfort, confidence and ease. Though it may seem like a small advance, we are now experiencing a common and consistent Treaty 6 Land Acknowledgement at the majority of the sessions organized and supported by the Learning Network Educational Services. Even more pronounced is the increased level of comfort and familiarity as this statement is shared. Educators too, are beginning to seek out support for learning as they become more comfortable with focusing on F.N.M.I.

Learning and how it connects to their classroom teachings. Impact of professional learning gathered from participants

indicates the following: “Relationship Building and making every effort to understand culture and experiences are essential. I will continue working with relationship building with administration, teachers, support staff, students and families in First Nations Schools. I will continue relationship building with the First Nation students, staff and families in the public school system as well.” “Keep the conversation going in support of aboriginal issues and be very clear with my students that this is EVERYONE’S concern!” “The speaker/presenter had a deep understanding of the material and these games are simple and easy enough to incorporate in my lessons. The games were meaningful and she had good low cost options for materials.” “Great application in terms of integrating these games into the curriculum.” “Physically constructing the tipi and being involved in the teaching really helped to embed the knowledge.” “I didn’t understand how Residential Schools impacted ALL Canadians!” “I had no idea! It brought out my tears and a renewed hope for change.” “I really appreciate the authentic content of the learning and experiential delivery provided by the facilitators.” “Thank you for the increased understanding in relation to how Residential Schools continue to impact today’s youth – it helps me to better understand the students in my class and their families.” “I appreciated the patience and opportunity to share and process information as it was shared!” “Personal experiences that the facilitator shared and the interactive participant activity engaging both sides of the brain.” “Connecting Art to Reconciliation – simply BRILLIANT!” “Anytime learning is authentic and experiential, we all WIN!

Future Professional Learning Support Needs: “Methods/ strategies for the education of non-Aboriginal students on the history of residential schools/students’ experiences.” “How do I present this information to my elementary students?” “How to teach this to students. It needs to have an increased profile in curriculum.” “I need to do research to make this topic ‘my own’! “Ongoing opportunities to collaborate and continue to move F.N.M.I. education forward in our region.”

Mathematics: Our primary model of professional learning support for this priority continue to be via the immersive, elbow-to-elbow work that is supported by our consultants, Sylvia Malo and Jackie Ratkovic. 60 sessions, with this priority focus, were planned engaging 869 participants with

a mean session registration of 14.7. 97.6% of respondents indicated a high level of satisfaction. When we focus in impacting teacher practice in the classroom setting, this method of delivery continues to prove 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. Evidence of impact can be found in the following statements provided by Immersive learning participants: “It caused me to understand that the person doing the talking is doing most of the learning.” “We were provided with information and the time to try new techniques with our students. Sylvia taught a lesson to one class to demonstrate a new concept. I found that extremely helpful.” “Curriculum mapping and Math Action Plans are extremely helpful.” “The greatest impact on my personal learning is derived from Sylvia’s system of pulling three groups of students and modeling the use of probing questions that were tailored to the skill levels of each group. How to elicit thinking and ask the right questions with a ‘real live’ student was very meaningful.” “Jackie has a great way of listening to our needs and for explaining mathematical concepts. Working with her has had a great impact on my understanding of math concepts.” Working on organizing the curriculum also helped.”

Other indications of the validity of this method of delivery is reflected as follows: “Running records for addition and subtraction is great and I will use them as a part on my on-going formative assessment. Great Tool! Also having student come in to do problems was really informative!” “I really appreciated being able to observe her teach. Being able to talk to her about upcoming units and how to use them.” “The opportunity to do hands on work and see multiple solutions is invaluable.” “I now better understand my own misconceptions of teaching math and how to address them.” “Having P.D. tailored to my specific grade level – AMAZING and then to get to sit and discuss the lesson – UNBELIEVABLE!” “Jackie’s

Explanation of why it’s beneficial to use starters without shoving it down our throats. Seeing how it will expand the child’s math vocabulary and math sense makes me want to buy in. Loved the examples and time to create our own.” “I can’t believe that the workshops we attend are

designed specifically to meet our needs.” “Sylvia modeled the starters/strategies with the students in the classroom. I appreciate the extra time and patience she spent with staff to clarify purpose.” “Being able to watch, learn and question has been an excellent opportunity to learn & grow.”

Future Professional Learning Support Needs: “Focusing on Teaching more strategies to multiple and divide.” “Number talks” “Mathematics Vocabulary” “Connecting Mathematics to Technology” “More information on how to set up a Guided Math routine in my classroom.”

Supporting Competencies in Current Curriculum & Supporting Literacy and Numeracy in Current Curriculum:

In our region, we have tried, unsuccessfully, to provide professional learning opportunities to support these priority areas in isolation. We have made the decision to work with all three of these areas ‘in union’ with each other as we work with educators. Competencies, by themselves, are receiving little to no recognition as being ‘urgent’ in terms of classroom instruction and professional learning priority. 33 sessions with these priority foci, were planned engaging 714 participants with a mean session registration of 26.4. 98.8% of respondents indicated a high level of satisfaction. We continue to address all professional learning requests through our immersive model of professional learning support where our Designers of Professional Learning are again in schools and classrooms, working directly with teachers and their students through the modeling of lessons and the collaborative conversations, ultimately resulting in a positive impact on student learning and achievement. Evidence of impact includes: “I really appreciated the opportunity to see how I can make Literacy “come alive” in my classroom.” “I value the practical application for immediate usage in my classroom.” “I now have a much clearer understanding of balanced literacy in the middle school years.” “How to use this information with our teachers. Great development of resources and I know in sharing this information with my teachers, they will be excited it is so easy to use the elements in what they are already doing.” “Being able to connect our conversation to the Competencies was HUGE. Actual examples – not all hypothetical. We need more of this!” “Most beneficial – having the opportunity to share with other educators and expand my understandings.” “It was great to take literacy strategies and apply them to a physical task – taking a different approach to non-fictional

reading.” “I loved the examples and the student work provided made this even more “real!” “I have a much better understanding of the importance of numeracy and its relationship to the interpretation of information in the real world.” “Took my understanding of numeracy from ‘0 -> . . .’.” “I didn’t realize that I could use all of these literacy strategies in all of the courses I teach.” “It is so refreshing to receive Literacy Support aimed specifically at Colony Teachers. THANK YOU!” “I really appreciated the strategies shared for breaking literacy down so that is not focused on memorization.”

Future Professional Learning Support Needs: “I would like to learn about Vocabulary Their Way.” “Balanced Literacy”

Provincial Assessments: Student Learning Assessments and Diploma Programs: With the decision of the Minister to move to a research model for the fall 2016 administration of the S.L.A. 3’s and the stratified random selection of school authorities to participate in this research, there were zero school authorities selected from our region. As a result, there was, at best, minimal response to and requests for this specific priority area support. Zero sessions were organized to specifically support this priority area. With regards to professional learning support for Diploma Programs We continue to work with our school authorities, A.T.A. Professional Learning Directors, A.T.A. Teachers’ Convention Program Chairs in support of professional learning supports for interpreting results and 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. 15 sessions, with this priority focus, were planned engaging 134 participants with a mean session registration of 13.4. 98.5% of respondents indicated a high level of satisfaction. Feedback from participants include: “Connecting this learning to and through real-life stories makes it so much more impactful.” “Having time to reflect upon and examine our own assessment tools was fantastic; especially when supported by conversations with Tim.” “The presenter took time to really listen to our opinions and provided solid feedback.” “I really appreciated the opportunity to develop written response questions at the grades 10 – 12 levels that will be similar to the kinds of questions that my students can expect to see on a diploma examination.”

Future Professional Learning Support Needs: “Fairer Assessments in P.E. Classes.” “Building Common Assessments in Science.”

Inclusive Education: This proved to be a very busy priority area for us this past school year. We provided a very diverse offering in terms of delivery and duration. There were some stand-alone professional learning offerings that definitely benefitted educators. We are also experienced much success from professional learning series that were developed. These series were comprised of three face-to-face sessions (Introductory, Middle and Summary sessions) interspersed with webinars in order to keep participants connected and to allow for the provision of practical application along with timely feedback. Some of our single day professional learning topics included: Lives In The Balance – Dr. Ross Greene/Kim Doheny, Self-Regulation – Pathway to Learning, Complete the Circle with Universal Design, Executive Functioning in the Inclusive Classroom, Professionals Without Parachutes: Supporting Students with F.A.S.D., Youth Wellness and Resiliency, Students With Scars: Understanding Self-Injury and The Hunger Games: That Kid is Just Looking for Attention! The series that garnered a lot of attention and yielded strong evidence of positive impact and success was “Youth Wellness and Resiliency: Our Power Lies in Connections with our Staff, Our Students and Their Families –Blended 5 Part Series” with Dr. Jody Carrington. 39 sessions with this priority focus, were planned engaging 1238 participants with a mean session registration of 37.5. 98.5% of respondents indicated a high level of satisfaction. Evidence of impact is indicated through comments such as: “Thank you for providing insight into some of the most common things we see as educators.” “I honestly never ever thought that my students might be ‘acting out’ because they are anxious.” “The opportunities to practice the concepts. As much as I dislike role play scenarios, it was really helpful to practice the concepts we learned.” “Think about the why and what they need. That belonging if first for kids.” “The practical approach to sharing the information was phenomenal – I will never forget the comparison of Brain Development to the building of a house!” “I have no doubt that I will now be a better teacher and foster parent.” “This has been so real and applicable to what is occurring around us all of the time. It changed the way I perceive it.”

"I now feel more confident at I work with the students and families of our immigrant families or newcomers. I will work to, more thoroughly, understand their barriers and difficulties that they may be facing." "I now have an increased level of empathy for what my students may be dealing with and now feel better prepared to help them." "We need to include ALL adults when we are working to support high needs students." "She speaks as a normal person who lives in the real world, dealing with issues we meet every day." "This reminded me of why we go into teaching. How powerful of an effect we really have as teachers. Sooo much more than just delivering curriculum!" "The presenter took the content and made it applicable to my profession and the students I work with." "I truly appreciate being given the 'How' as opposed to just the "Why"!" "To leave a professional learning session with strategies and knowing how I am going to implement them is awesome." "The real life examples! Being able to talk about our current situations, knowing we were in a safe environment to discuss our successes and failures, being to collaborate as a group." "This session was 'solution driven' as opposed to the typical 'problem driven' – nice change!" "Allowing for collaboration and validation of what the schools are seeing and also addressing these challenges and providing insightful examples pulled from experience." "Found all aspects of the course to be valuable and meaningful. The facilitator used interesting stories and snippets of information to share knowledge and make the course memorable and applicable." "The information spoke to my professional passion and was validating; also acknowledging parents/students as the human part of the process." "There is so much 'value' in having everyone that is involved with the child on the same page and following the same processes." "Solve the problem vs change the behavior." "Being able to do this with my staff – HUGE reward!" "MY grandson is ADHD, ODD and has high level anxiety. This gives me more understanding of ways to approach his issues." "Collaboration with our team and with the facilitator was invaluable." "Directly related to my current work assignment." "Meeting with our tables over individual student's needs – It was great to learn theory and how to apply it to specific kids to expert guidance." "New ways to parent, listen an teach kids to problem solve/gain skills to deal with problems." "I have a daughter who is high functioning autism and bipolar. Plan B saved us! I also use it in my classroom and have seen it benefit others." "Involving the child/student more and asking the 'present question'."

"Jumping to conclusions as to the cause of issues rather than inquiring about the child's perspective is counterproductive." "Change your point of view, how to view thngs & then find a solution. I love that your suggest that everyone is involved in the student's success." "By having our son's school (teachers and support workers) here, as well as ourselves (Parents), we can create a more complete plan for our son." "Looking at challenging behaviours through a different lens. i.e. Not using motivations, but instead building on skills."

Future Professional Learning Support Needs: "In school techniques to support kids with ADHD." "Working with actual case studies and applying to our situations" "More time with Dr. Carrington" "Behavior Management" "Level B Interpretation and WIAT Training"

Career and Technology Foundations: This was an priority area that was really beginning to find some traction in our region based on the work we had done during the 2015 – 2016 academic year. At the conclusion of that year, we had a solid working group of 28 educators comprised of educators from every school authority in our region who were poised to carry this work forward during the 2016 – 2017 school year. When the Minister announced the delay in the formal implementation of the C.T.F. Curriculum, we immediately felt the impact. We went from 28 to 3 active participants. All 3 participants are from the same school (1 administrator and 2 teachers). I have been in regular communication with them regarding ongoing support for their professional learning needs. The response, from their end, has been minimal with zero uptake regarding the provision of professional learning to support their needs. They have simple reverted to 'doing what they did last year' knowing that it will be sufficient and meet the needs of their students and community. 4 sessions with this priority focus, were planned engaging 0 participants with a mean session registration of 4.0. There were 0 session responses.

Moving forward, we continue to be made aware of the many good things that continue to occur under the focus of Career and Technology Foundations. Students and teachers in our schools are continuing to utilize the flexibility provided by the C.T.F. framework. In particular, they are enjoying the alignment with other curricular support initiatives such as Makerspaces and Learning Commons. Many of our teachers are both contributing to and pulling from the C.T.F. Yammer. We will continue to look for opportunities to move this forward in our region.

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.	96.9% of district contacts survey respondents agreed that the P.L. offerings aligned with the needs identified in their respective plans. 5097 participants attended 252 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.	98.5% 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 continued to meet 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 Directors 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 2016 – 2017 year. The face-to-face meetings engaged 107 participants and the Adobe Connect Meetings 46!
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 from March 8 – May 5, 2017 (52 responses) and the Stakeholder Survey was circulated from April 1 – May 3, 2017 (68 responses)!

STRATEGIES TO ACHIEVE GOAL ONE

LNES	ARPCD	Partners
<ul style="list-style-type: none"> • 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. 	<p>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.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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:

As we continue to work within our region our greatest asset remains the relationships that we have established, and continue to nurture, with our member school authorities and education partners. Our Board of Directors experienced a major change in its Governance Structure in June of 2017 when the Alberta Teachers Association notified us that they would be withdrawing all three of their representatives from our Board of Directors. This is an ongoing issue between the Ministry of Alberta Education and the Alberta Teachers Association that appears to be very political in nature. Despite multiple requests to re-instate these members to our boards, the position of the A.T.A. remains unchanged. At this point in time, the Board of Directors for the Learning Network Educational Services has decided to leave our Governance Structure unchanged for the 2017 – 2018 academic year with the hope that the Alberta Teachers Association rescinds their decision. The Alberta School

Councils Association (A.S.C.A.) position on the L.N.E.S. Board of Directors remains unoccupied. I have been working at filling this position with Jacquie Hansen, Executive Director for the A.S.C.A. I recently received notification that Jacquie is leaving her position with A.S.C.A. and will re-engage in this conversation with the new Executive Director once he/she has been named. 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 many cases, these meetings occur where these jurisdictional leaders are already convened (eg. CASS Fall Conference, CASS/Alberta Education Spring Conference, etc.)

Etc.) Another 'unique' features of our region, is that within our boundaries are schools that actually fall under the umbrella 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 continues to thrive through the collaborative nature 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 of their emerging needs and priorities in our region and to identify how the Learning Network Educational Services is positioned to most efficiently and effectively support these needs. One of the most obvious benefits of our established and nurtured relationships is our ability to assist our jurisdictional leaders with understanding 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 conversatoins continue to result in the identification of professional learning opportunities required 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.

To address the discrepancies in each of the surveys administered by the Learning Network Educational Services in the Spring of 2017:

“Joint LNES/ATA PD Needs Assessment Survey” – The four year average for this survey is 203 responses. The Spring 2017 Survey netted a response by only 52 respondents, a decrease of 74.4%. In conversations with the members of the L.N.E.S. Advisory Committee, Jurisdictional Leaders and L.N.E.S. Board members, we have identified the following potential 'causes' for this anomaly:

- During the Spring 2017 Administration window, Spring and Easter Breaks occurred over the course of four different weeks. This may have resulted in too much disruption during the survey window. For the 2017 -2018 Administration, these same breaks occur over a two week window. Survey availability and administration will be adjusted accordingly.
- Survey fatigue – it was identified that educators receive multiple requests to complete surveys and simply choose not to participate in those surveys that take longer than three minutes to complete.

Learning Network Educational Services Stakeholder Survey 2016 -2017” – the three year average for this survey is 12 responses. The Spring 2017 Survey netted a response by 68 members, an increase of 467% over the three year average. Upon reflection and discussion, the only variable in the administration of this years LNES Stakeholder Survey, from the previoius, was that it was shared with the A.T.A. Local Professional Development Chairs who then shared the survey link out with the teachers from each of their regions not realizing that the survey link was for their own access for the provision of feedback and direction.”

As evidenced on our Annual Stakeholder survey – “In working with Sylvia Malo, we have been able to provide the mathematics and numeracy support that we have been looking for and that was indicated as a goal in our Ed plan. Staff greatly value the “in action” modeling and conferencing.” “The support we receive from the LNES is second to none. They are flexible, beyond accommodating and best of all willing to be ‘out of the box’ thinkers about promoting and providing the best possible learning experiences for our teachers and all staff.” “The Learning Network Executive Director was actively engaged for our Institute Day – he met with us multiple times to plan and support our professional learning day.”

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>Support for all levels of school authorities in continuing to build awareness and understanding of literacy and numeracy.</p> <ul style="list-style-type: none"> • 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.

<p>Provincial Assessments – Student Learning Assessments</p>	<p>Support for 20 school authorities participating in Year 3 pilot sample in:</p> <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> o providing training and support materials o supporting the planning of collaborative marking sessions – building their awareness and understanding for: <ul style="list-style-type: none"> 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.
<p>Provincial Assessments – Diploma Programs</p>	<ul style="list-style-type: none"> • Support for all levels of school authorities in: <ul style="list-style-type: none"> – 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
<p>Inclusive Education</p>	<ul style="list-style-type: none"> • 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.
<p>Career and Technology Foundations</p>	<ul style="list-style-type: none"> • Support the September 2016 implementation of the Career and Technology Foundations Program of Studies by: <ul style="list-style-type: none"> – 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.
<p>Learning Commons Policy</p>	<ul style="list-style-type: none"> • 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.
<p>Curriculum Development</p>	<ul style="list-style-type: none"> • Support curriculum development within the ministry’s priority of curriculum renewal by: <ul style="list-style-type: none"> – 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.
<p>Other Regional and Provincial Priorities</p>	<p>Provide professional learning support identified by regional consortia or Alberta Education to strengthen the application of priority areas from previous grant deliverables.</p>

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: <ul style="list-style-type: none"> • 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. – 37 sessions were planned engaging 1518 participants. Mathematics – 60 sessions were planned engaging 869 participants. Competencies/Literacy/Numeracy – 33 sessions were planned engaging 714 participants. Provincial Assessments – 15 sessions were planned engaging 134 participants. Inclusive Education – 39 sessions were planned engaging 1238 participants. C.T.F. – 4 sessions were planned engaging 0 participants. L.C.P. - 5 sessions were planned engaging 70 participants. C.D. – Data included in the ARPDC Spring Validation Report Other – 19 sessions were planned engaging 160 participants.
Overall percentage of stakeholders satisfied that the PD offered by the Consortium supported effective implementation of curricula.	97.0% 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.	99.01% of LNES Post 30 day Impact Surveys indicated that the professional learning opportunities offered by the LNES positively influenced their practice.

STRATEGIES TO ACHIEVE GOAL TWO

LNES	ARPCD	Partners
<ul style="list-style-type: none"> • 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 ARPCD/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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: (TO BE COMPLETED IN FINAL REPORT)

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 2016 – 2017 reporting period, did not independently generate or create any resources. We continued to support the development of the same, by other consortia through the sharing of available resources.

We continue to “struggle” with a return rate on session evaluations of approximately 5%. We have tried to offer incentives for participation in the same with limited and isolated success. At our Support Staff Conferences, we were able to generate a greater return by offering a draw for a gift card for those individuals who chose to participate and provide us with their contact information. Our return rates for these surveys increased, on average from approximately 13% to, on average 68%. Due to the nature of our delivery models and fiscal responsibility, we are unable to extend this same opportunity to each of our professional learning opportunities.

In direct response to the survey question:

“The professional learning opportunities provided by the Learning Network Educational Services has had an impact on “teacher practice and/or student achievement”:

“A direct correlation between LNES events and student achievement is really difficult to define/establish.”

“Ideas learned were immediately put into practice in some cases. The impact of these on students’ achievement is yet to be measured, but school based and teacher based practices have been positively impacted in a very short time frame.”

“By having access to multiple professional learning opportunities, it increases my confidence and capacity to begin the necessary shifts in my classroom.”

To be able to work ‘side by side’ with the consultant is so very valuable. When I can observe her model a lesson, ask questions, teach a lesson myself and receive feedback, it definitely has an immediate and positive impact on my instruction and the achievement of my students.

For the 2017 -2018 academic year, I will continue 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.	18 meetings/sessions were carried out over the course of the 2016 – 2017 academic year in addition to the collaborative conversations also occurred on a regular basis outside of formal meetings.
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.	98.5% of stakeholders indicated satisfaction with the Consortium’s ef- access PD resources.

STRATEGIES TO ACHIEVE GOAL THREE

LNES	ARPDC	Partners
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 and expand potential partnerships in order to support identified emerging regional needs.

We continued to partner with the Alberta Teachers' Association in the delivery of a four part webinar series: Teacher Talks 2016-17: Enhancing Teacher Professional Practice. We intentionally designed a four, two-part webinar series, that offered a variety of professional learning foci:

- #1: **Creativity: Fostering It In Your Students and Yourself.**
- #2: **Understanding Histories, Cultures and Worldviews of Alberta's First Nations Métis and Inuit Peoples**
- #3: **Education for Reconciliation: Understanding the Legacy of Residential Schools.**
- #4: **Teacher Wellness**

The series is conveniently delivered free of charge from 3:45 p.m. - 4:45 p.m. on the scheduled dates. Greater detail is offered on the next page.

We will continue to collaborate with the A.T.A. for the 2017 – 2018 academic year.

November 8 & 15, 2016:

Creativity: Fostering It In Your Students and Yourself. The complex social, emotional and cognitive challenges of tomorrow's world will require thinking that is flexible, adaptable and original. Students who can think in these creative contexts will be well prepared to meet the challenges of the future. Participants in this interactive 2-part webinar series will tap into their own creative sensibilities to reflect on creativity as a concept, engage in the personal creative process and develop strategies to engage students in a creative teaching and learning environment across the developmental spectrum. The webinars will also touch on how evolving technology can support the creative process in a school.

February 21 & 28, 2017:

Understanding Histories, Cultures and Worldviews of Alberta's First Nations Métis and Inuit Peoples This 2-part webinar series provides foundational information that examines First Nations, Métis and Inuit cultures, histories and worldviews. The webinars will model appropriate local protocols and provide opportunities for participants to experience learning strategies that work effectively with aboriginal learners. Participants will receive *Education is Our Buffalo—A Teacher's Resource for First Nations, Métis and Inuit Education*.

March 7 & 14, 2017:

Understanding Histories, Cultures and Worldviews of Alberta's First Nations Métis and Inuit Peoples This 2-part webinar series provides foundational information that examines First Nations, Métis and Inuit cultures, histories and worldviews. The webinars will model appropriate local protocols and provide opportunities for participants to experience learning strategies that work effectively with aboriginal learners. Participants will receive *Education is Our Buffalo—A Teacher's Resource for First Nations, Métis and Inuit Education*.

May 9 & 16, 2017

Teacher Wellness This 2-part webinar series asks, "How can teachers learn to take greater responsibility for their personal and professional wellness to ensure that they have the capacity to help others?" Teachers will reflect upon their current state of wellness and consider approaches to improve their health and well-being. The interrelationship of the physical, emotional, social and psychological states will be explored and ideas for making informed choices about improving quality of life will be shared.

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.	182 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.	42 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.	99.01% 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.	99.01% 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.	99.01% 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	ARPCD	Partners
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 ARPCD 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. 	<ul style="list-style-type: none"> • 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 has many different ‘faces’ 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 10, 2016, Greater St. Paul A.T.A. Local #25 – October 7, 2016, Northern Lights A.T.A. Local #15 & Lakeland Catholic Separate A.T.A. Local #15 – October 26, 2015), Conferences (North Support Staff Conference – October 24, 2016 and South Support Staff Conference (November 25, 2016), and Conventions (North East Teachers’ Convention (February 16 & 17, 2017 and

Central East Alberta Teachers’ Convention March 9 & 10, 2017). Others continued to support in face-to-face sessions where we utilized local and imported expertise and to support these emerging needs. (eg. – ECACS16 – Administration & Assessment Support, SPERD – Motivational Interviewing). 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 remains 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 2016 – 2017 academic year, we hosted 12,371 views, averaging 49.36 views/day. We also welcomed 10,601 unique visitors (views minus repeats by the same visitor), daily average of unique visitors = 29.04 The four pages that generated the most traffic were: Career and Technology Foundations – 1033 visits, Mathematics – 834 visits, Social Studies {Bodo Archaeological

Historical Site} – 734 visits and Teacher Talks Webinars Series 359 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	47 sessions were provided where the opportunity for the development of ing support.
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity.	98.4% of stakeholder indicated satisfaction that the consortium has contrib- uted to the development of PD leadership capacity.

STRATEGIES TO ACHIEVE GOAL FIVE

LNES	ARPCD	Partners
<ul style="list-style-type: none"> • 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 <i>School Leadership Standard (SLS)</i>. 	<ul style="list-style-type: none"> • 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 ARPCD collaboration. • Align leadership learning with the <i>School Leadership Standard (SLS)</i>. 	<ul style="list-style-type: none"> • 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 <i>School Leadership Standard (SLS)</i>.

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 in. 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.	96.9% 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.	99.9% of stakeholders indicated satisfaction with the overall services provided by the Consortium

STRATEGIES TO ACHIEVE GOAL SIX

LNES	ARPCD	Partners
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Distribute grant dollars in support of learning through transparent formulas exhibiting fair and equitable distribution. 	<ul style="list-style-type: none"> 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 than the provision of the identical professional learning support in an urban setting. In all cases, the professional fees associated with 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 time 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 is 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 30% – 35% 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.

When we host some of our First Nations, Métis and Inuit professional learning sessions, we are also faced with the reality of providing

honoraria to Elders who are requested to be onsite for the full duration of the professional learning opportunity. In addition, there are also increased costs resulting from the protocols (tobacco, broad cloth, etc.)

87% of Implementation Funding is allocated to our Designers of Professional Learning and the professional fees and contractual obligations. The remaining 13% (approximately \$29,700.00) remains to offset the costs of the remaining priority areas as well as expenses associated with all priority areas. This makes for an incredibly tight operating framework.

LEARNING NETWORK EDUCATIONAL SERVICES FINANCIAL SUMMARY 2015-2016



Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2017 (in dollars)

Government

CONSORTIUM NAME:

LEARNING NETWORK

	Budget 2016/2017	Actual 2016/2017	Actual 2015/2016
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	302,700	302,700	277,969
Regional Programs (Schedule 1)	-	-	-
Fee For Service Contracts (Note 2)	-	-	-
Other Alberta Education	-	-	-
Total Alberta Education	494,687	494,687	469,956
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)	125,000	124,737	36,530
Regional Programs (Schedule 1)	-	-	-
Grants - Non government sources (Note 3)	-	-	-
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)	-	-	250
Other fees (Schedule 4)	-	-	-
Other (Note 4):			
Other Cost Recovery Registration Fees	25,000	48,967	157,737
Other Cost Recovery Revenue	51,183	12,624	49,121
Interest	300	157	210
TOTAL REVENUES	696,170	681,172	713,804
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	292,787	293,512	277,599
Board expenses (Note 8)	5,000	6,537	3,823
Less: Program Cost Allocations (Note 9)	85,500	85,500	86,800
Net Management & Infrastructure expenses (Note 9)	212,287	214,549	194,622
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)	427,700	427,437	314,499
Regional Programs (Schedule 1)	-	-	-
Cost Recovery Programs (Schedule 4)	-	(541)	(2,531)
Other:			
Fee for Service Contracts	-	-	-
Accounting and Audit Fees	5,000	4,917	5,051
Other Cost Recovery Expenses	51,183	46,098	160,340
(Specify)			
(Specify)			
TOTAL EXPENSES	696,170	692,460	671,981
ANNUAL SURPLUS (DEFICIT)	-	(11,288)	41,823
Accumulated Surplus at beginning of year	97,100	97,100	55,277
Accumulated Surplus at end of year	97,100	85,812	97,100

* 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, 2017

**Regional Consortium
Statement of Financial Position
As at August 31, 2017 (in dollars)**

CONSORTIUM NAME:	LEARNING NETWORK	
	August 31, 2017	August 31, 2016
ASSETS		
Cash in Bank and Temporary Investments	207,773	191,545
Accounts Receivable (Note 11):		
Province of Alberta	-	-
Alberta school jurisdictions	6,861	7,893
Other	6,906	37,813
Prepaid Expenses (e.g. deposits for future programming)	1,250	1,250
Other assets	9,959	10,095
TOTAL ASSETS	232,749	248,596
LIABILITIES		
Accounts payable (Note 12)	51,137	61,498
Accrued liabilities (Note 12)	-	-
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	46,418	46,418
Regional Programs (Schedule 3)	-	-
Prepaid registration (Note 13)	49,382	43,580
Other:		
(Specify)	-	-
(Specify)	-	-
Total Deferred Revenue	95,800	89,998
TOTAL LIABILITIES	146,937	151,496
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)	85,812	97,100
Operating Reserves (Note 15)	-	-
Capital Reserves (Note 16)	-	-
TOTAL ACCUMULATED SURPLUS (Note 17)	85,812	97,100
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	232,749	248,596

Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended August 31, 2017 (in dollars)

LEARNING NETWORK

2016/2017

	Cost of Delivering Programs (Note 7)	+	Cost of Delivering Programs (Note 7)	-	Program Registration Fees Note (a)	=	Net Conditional Grant Revenue
	Allocated (Note 18)		Incremental (Note 19)				
Conditional Grant Programs:							
Provincial Programs							
FNMI							
Implementation	76,359		351,078		124,737		302,700
(Specify)							
(Specify)							
(Specify)							
(Specify)							
(Specify)							
(Specify)							
(Specify)							
(Specify)							
(Specify)							
(Specify)							
(Specify)							
(Specify)							
(Specify)							
(Specify)							
(Specify)							
(Specify)							
Total:	76,359		351,078		124,737		302,700
Regional Programs							
(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.

Schedule 2
Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended August 31, 2017 (in dollars)

CONSORTIUM NAME: LEARNING NETWORK

	Amount Transferred 2016/2017 Note (b)
(Specify Program) (Specify Consortium) (Specify Consortium) (Specify Consortium) (Specify Consortium) (Specify Consortium) (Specify Consortium)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Program Total (Specify Program)	-
(Specify Program) (Specify Consortium) (Specify Consortium) (Specify Consortium) (Specify Consortium)	<hr/> <hr/> <hr/> <hr/>
Program Total (Specify Program)	-
(Specify Program) (Specify Consortium) (Specify Consortium) (Specify Consortium) (Specify Consortium)	<hr/> <hr/> <hr/> <hr/>
Program Total (Specify Program)	-
(Specify Program) (Specify Consortium) (Specify Consortium) (Specify Consortium) (Specify Consortium)	<hr/> <hr/> <hr/> <hr/>
Program Total (Specify Program)	-
(Specify Program) (Specify Consortium) (Specify Consortium)	<hr/> <hr/>
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, 2017 (in dollars)**



IE:

LEARNING NETWORK

2016/2017

	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)
Conditional Grant Programs: Note (e)						
Provincial Programs						
FNMI	46,418	-	-	-	-	46,418
Implementation	-	-	302,700	-	302,700	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	46,418	-	302,700	-	302,700	46,418
Regional Programs						
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	-	-	-	-	-	-

Notes to Schedule 3:

- Total will agree to Page 2 *Deferred Revenue: Conditional Grants* for the previous year and the previous year's Deferred Revenue Schedule.
- Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved
- Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.
- Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.
- Conditional Grant Program names should match Schedule 1.



**Certification of
Regional Consortium Financial Statements
For the Year Ended August 31, 2017 (in dollars)**

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)


 Date



 Financial Officer (Signature)


 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 programs 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 than 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 their reimbursement against 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.



Alberta Regional Consortia

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 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 Professional Learning through Technology

Online Learning Opportunities

Through 2016-2017, Alberta educators continued to access learning opportunities as a result of technology tools that facilitated the distribution of learning. Online learning opportunities were provided via a variety of platforms, principally: Adobe Connect Webinars, Google Hangouts, and Skype.

NEW

A new addition to this year’s professional learning opportunities through technology was a series of eCourses! Two modules were offered: Module one - What are Literacy & Numeracy? Module 2 - Literacy & Numeracy Progressions. Stakeholders in education were invited to explore the meaning of literacy and numeracy, and, equally as important, engage in collaborative conversations about how to effectively integrate them into their respective Program of Studies. Participants were offered the option to earn a Certificate of Completion or to simply browse the content and materials provided at their leisure. The feedback was unanimous that this form of e-learning, open 24 hours a day/ 7 days a week, meets the need of our educators’ busy lifestyles.

Synchronous		
Webinars	134 online learning opportunities	3585 synchronous participants 424 views of archived webinars
eCourses	2 learning modules	304 participants

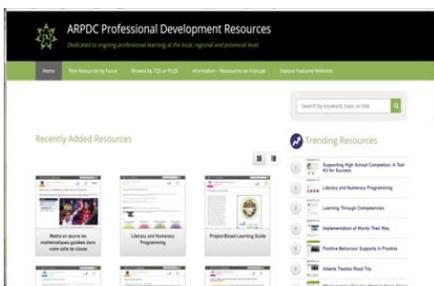
Meetings

Technology support for meetings is essential to Consortia members. Adobe Connect, Skype and Google Hangouts are ways we connect and support district contacts, Alberta Education staff and our many partners.



Access to Resources

A provincial ARPDC Learning Portal has been active for seven 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

ARPDC Resources
Over 55,000 page views for online resources
Collectively over 500 free online professional resources in the form of videos and accompanying learning guides exist through the ARPDC resource page.

Provincial Projects

Elementary Mathematics Professional Learning

The second year of this project focused on continued updates to resources, links to research and curriculum clarifications. A presentation section was added in order to support presenters when speaking about these topics. The activities provided within these presentations were also added to the resource section of the applicable topics.

French translations for all resources and activities occurred concurrently with the development of all documents.

The Elementary Mathematics Professional Learning project, the Learning Portal and all of its resources were shared throughout the province during sessions, conversations and social media. Throughout 2016-17 a total of:

Elementary Math Professional Learning
Regional Follow-up and support was offered to 3810 participants.
Access to the resources on the learning portal saw a 49% increase over 2015-16 with 33,725 participants accessing the site.

Official Languages in Education Programs Grant

ARPDC is in its fourth year of a five year grant. Each year, \$210,000 is divided through a distribution formula to each individual consortia to provide support for French Instruction. The six* regional consortia throughout the province planned and implemented professional learning opportunities in collaboration with their school stakeholders representing the “French” communities in each geographic region of Alberta. While each consortia offered specific opportunities to meet the needs of their individual communities, there were many similarities throughout the province. While specific professional learning opportunities are offered and sponsored by one consortium, they are also advertised and open to all interested teachers throughout the province. Certain geographic regions have limited numbers of French Immersion programs and FSL teachers; placing those individual teachers at a disadvantage if they were not provided the opportunity to attend and become involved in professional learning offered by all provincial consortia. Throughout the 2016 – 2017 school year, 104 learning opportunities were sponsored with 2,413 participants registered. 10 professional learning opportunities were cancelled in 2016 - 2017 due to limited registered participants.

*the seventh regional Consortium (Francophone) is not included in this grant

Mental Health Matters Grant

This project is to support the implementation of the Government of Alberta resource, Working Together To Support Mental Health in Alberta Schools. Under the leadership of CRC and ERLC, the focus of the work in 2016-17 was the conception and design of professional learning opportunities and resources in partnership with stakeholders to effect systemic change. The emphasis is on mental health practices to support learners at all levels of a tiered intervention system and collaborative procedures for collective impact. A Train-The-Trainer model will be initiated through ARPDC and across all regions in 2017-18.

High School Completion Tool Kit Grant

This project is to create and provide professional learning related to the implementation of a Tool Kit to support high school completion for youth who have left school or are at risk of leaving school. Under the leadership of the CRC, Learning Guides, exemplar PowerPoints, and a Quick Reference Guide highlighting the sections and contents of the Tool Kit have been developed and will be shared out for local use. This resource is currently available on the ARPDC website offering schools the opportunity to explore the resource together. A Train-The-Trainer model will be initiated in 2017-18 through ARPDC to support key contacts in delivering professional learning about the resource regionally. Provincial opportunities to raise awareness of the resource, including webinars and learning opportunities at events like the MFWHSR Fall Collaborative will occur as well.

Education for Reconciliation Grant

As members of the Joint Commitment to Action in Alberta, the Calgary Regional Consortium (CRC) and the Edmonton Regional Learning Consortium (ERLC), received a grant from Alberta Education to support Albertans working in school communities in implementing 'Education for Reconciliation'. Through the term of the grant, the CRC and ERLC Education for Reconciliation team will be responsible for providing professional learning within school communities that lead to 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 the Truth and Reconciliation Commission's Calls to Action for education. The Education for Reconciliation team will also move forward with developing and creating resources and professional learning opportunities that strengthen instructional leadership to lead learning related to foundational knowledge and its application in relation to the draft Principal Leadership Quality Standard. At the same time, the team will be delving deeper into the learning to support teachers' in the achievement of competencies related to First Nations, Métis and Inuit as well as curriculum implementation of Education for Reconciliation.

Through 2016-2017, the Education for Reconciliation team has created a robust menu for learning related to awareness and understanding of Foundational Knowledge. Conversation Guides, downloadable PowerPoint presentations, and other usable resources have been mobilized to the Empowering the Spirit website for ease of access by any member of a school community. In 2017-18 the emphasis of the work will move from the development of resources to support learning with Foundational Knowledge, to implementation throughout all regions in the province with the support of our ARPDC colleagues.

Moving Forward with High School Redesign Grant

CONSULTANTS

During the 2016-2017 school year, funding was provided for two consultants supporting schools in the implementation of Moving Forward with High School Redesign (MFWHSR) strategies to approximately 235 schools. (An increase from 61 schools the previous year) Primary focus was on supporting the Phase Five schools across the province in their first year of implementing more student-centered approaches with information and resources, and continuing to offer support and guidance as needed to schools further along in their implementation. All schools received on-site consultations, monthly updates, and access to online professional learning, with ongoing networking and collaborative opportunities.

COLLABORATION

During the 2016-2017 school year collaboration opportunities were provided in three areas. The MFWHSR Fall Collaborative had 669 attendees, with the keynote provided by the PALIX Foundation and breakout sessions focusing on the foundational principles. Four Spring Network Meetings were held continuing with the focus on the foundational principles and having the Palix Foundation provide follow up presentations. These events were planned by area planning committees from feedback and data from MFWHSR participants in the area. Finally funding was provided to each consortium to offer MFWHSR Collaborative learning opportunities based on jurisdiction needs participating in the program.

Challenges, Celebrations and Trends in Professional Learning

In recent years, the Alberta Regional Professional Development Consortia (ARPDC) continues to experience 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, provide 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, school communities and education stakeholders.

We strive to support/prepare all education stakeholders 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 and sharing 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 this 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 modalities to support professional learning.
- Providing cost effective, long term planning, and maintaining staff through a sustained funding commitment.
- Being responsive to requests from Alberta Education, districts and education partners.

The ARPDC continues to collaborate with Alberta Education and our regional partners to improve the learning of all education stakeholders.

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

To access all resources developed by the Alberta Regional Professional Development Consortia please visit:

arpdcreources.ca