

The **Alberta Regional Professional Development Consortia (ARPDC)** maintains six (6) regional and one (1) provincial office from north to south; **Northern Regional Learning Consortium (NRLC)** serving the northwest, **Learning Network Education Services (LNES)** serving the northeast, **Edmonton Regional Learning Consortium (ERLC)** serving greater Edmonton, Fort McMurray and HWY 16 corridor, **Central Alberta Regional Consortium (CARC)** offices in Red Deer serving the region between Edmonton and Calgary, **Calgary Regional Consortium (CRC)** serving the Calgary and surrounding area, and the **Southern Alberta Professional Development Consortium (SAPDC)** serving the south from Nanton on Hwy 2 and Bassano on Hwy 1. The **Consortium provincial francophone (CPFPP)** is our seventh consortia member and provides province wide support to the Francophone school systems and additional support to all French Language/French Immersion educators across the province.

Supported by regional office staff there are seven (7) Executive Directors and twenty-three (23) contracted and seconded consultants working between 20 and 220 days in support of professional learning in their various areas of expertise. In addition to our own outstanding staff, the consortia work to contract with provincial, national, and international leaders in their fields to provide the training and support requested by our educational partners. All work of the consortia in support of educators, educational assistants, administrators, and parents is targeted on the primary goal of excellence in education and support for and of the approximately 750,000 students in Alberta.

The reporting year September 1, 2020, through August 31, 2021, was an historic year as the Covid-19 Pandemic directly affected the work for the entire year after first impacting the province and region in March of 2020 and continues to impact the work as this report is completed.

Providing exceptional expertise and value to Alberta's education community by:

- Engaging through responsive relationships in our regions and across the province;
- Inspiring continuous improvement through a culture of learning;
- Leading excellence in education;

for the benefit of all students.

MISSION



GOALS



The work of ARPDC in 2020-21 was guided by the mission statement and six goals stated below. Throughout the information presented in this report the reader is invited to note how the goals are reflected in all that we do. Executive Directors and staff review the Alberta Education Business Plan and related documents of the jurisdictions and partners

they serve (**Goal 1**). In addition to the identified priorities from those documents learning opportunities focus on pedagogy and assessment practices (**Goal 2**) with an emphasis on collaboration and partnership across ARPDC

regions and within regions with school divisions and partners (**Goal 3**). The consultation process, review of resources, experience, and expertise within our team and in the field allows for the development and delivery of outstanding educational learning opportunities by our team or contracted experts from across the world at maximum cost efficiency (**Goal 4 and Goal 6**). Throughout this process the Consortia works to develop Alberta-based capacity to lead the learning, share resources and enhance the education process for students and staffs at all levels (**Goal 5**).

Goal 1: Facilitated professional development which supports the effective implementation of components of the Alberta Education Business Plan, Jurisdiction and school education plans, and Education Partner Strategic Plans.

Goal 2: Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes.

Goal 3: Coordinate, broker, and act as a referral centre to assist partners to identify available professional development resources.

Goal 4: Deliver professional development based on the identified and emerging needs of educational partners.

Goal 5: Promote and support the development of professional development leadership capacity.

Goal 6: Provide educational partners with access to professional development at a reasonable cost.

The members of the Alberta Regional Professional Development Consortia are confident in saying that they collectively have worked to fulfill the mission, goals and learning plan for 2020-21 amidst unprecedented circumstances.



With over **2,300 consultations** over the year, we have worked closely with our respective division / school leaders and partners across the province. Those conversations inform conversations at the provincial table through regular Executive Director meetings and meetings with our consultants to provide learning opportunities that meet both regional and provincial needs in a timely and financially responsible manner. **This consultation process, in concert with our Executive Directors reviewing of the Alberta Education Business Plan, Jurisdiction and school education plans, established the foundation to successfully meet all six (6) goals outlined above.** The numbers and projects outlined below provide further evidence to that success of the 2020-21 year despite the challenging circumstances of a Covid impacted year.

We are committed to supporting and developing Alberta teachers, school and system leads who can comfortably, and with a high level of proficiency, lead learning opportunities and conversations. This work has been supported again through consultation and participation of Alberta teachers, school and system leaders in the planning and delivery of learning opportunities. In several major projects Alberta teachers have been invited to actively present, share resources and lead conversations to great success. While this specifically attends to **Goal 5** it further supports the attainment of **goals 1 – 6**.

It is evident in the numbers as outlined below that Alberta's teachers and members of the education community were well served by the ARPDC team amidst a very challenging year. Our team was challenged to explore significantly different working relationships across the province within our own team and in our first year with a single Board of Directors in CASS and one contact point in the Executive Director of CASS. We are confident in stating that the Alberta Regional Professional Development Consortia rose to the challenge.

Our direct work with school divisions at the regional level further allowed both parties to leverage our respective resources both financial and in terms of staff to time and talents to ensure a maximum level of learning opportunity within our respective budgets. Educators, Education Assistants and our partners across the province had access to world class training at little or no cost to the individual other than their time as noted at the outset of this report (**Goal 6**).



It is important to quantify aspects of the work as the entire organization and each of the seven offices works regionally and provincially to meet the objectives of the provincial and divisional business plans, school-based professional learning objectives and fulfill the mission, vision, and goals of the ARPD.

The numbers certainly help frame the story though alone the numbers provide only information as to how many, how often and for how long.

Session work and structured opportunities for learning:

Across the province regional work remains the primary level of engagement. The total number of sessions offered and supported by all consortia both provincial and regional is represented in the table below. Regional sessions are those offered only in the respective regions. Provincially offered sessions fall into two categories: Sessions planned and supported by time and finances by multiple or all consortia offices, and sessions offered provincially though planning and any financial or technical support was the responsibility of one regional office.

Please note that we define session as a scheduled learning opportunity. Some sessions are scheduled to meet as a series over several days but are reported here as a single session with x number of participants who meet for example 3 times over a six-week span for 90 minutes on each occasion. Pre-Covid that likely would have been a single day learning opportunity in person.

Total number of Sessions	Total number of Participants	Total number of learning hours
2290	120,474	397,269

Breaking down the sessions by the major priority categories the work breaks down as follows:

Priority	Total Number of Sessions	Total Number of Participants	Total Number of Learning Hours
Curriculum and Pedagogy	658	54,166	230,074
First Nations, Métis and Inuit	198	9,778	24,549
Inclusive Education	441	24,452	73,942
Instructional Leadership	123	1,857	6,287
Literacy	436	18,640	31,357
Numeracy & Mathematics	322	5,960	13,497
Other	112	5,621	17,562
Total	2,290	120,474	397,269

Key subcategories of focus with the primary priorities above, these numbers are included in the priority totals above as indicated below:

Priority : Focus	Total Number of Sessions	Total Number of Participants	Total Number of Learning Hours
C & P: Assessment - all	193	31100	137,591
C & P: Assessment – C2L Project – participants have until June 2022 to finish the course at reporting the majority of codes have not been activated, potential hours of learning is noted.	79	22481	134,888
Literacy: French Language	156	3,927	9,637
Inclusive Ed: Mental Health & Wellness	146	13,132	30,622

There is little doubt that Covid-19 and the pandemic it caused has been a massive challenge for everyone in Alberta and the world. The education community was called upon to do all it could to support over 750,000 students K -12 across the Alberta. The Alberta Regional Professional Development Consortia worked to support the education partners across the province and in our respective regions in meeting the needs of educators, school and system leads, support staff, parents, and students.



The entire ARPDC team extends our profound gratitude to the thousands of educators and education community team members who gave of their own time in unprecedented ways to continue their learning in the midst of a pandemic. We remain collectively inspired by their effort and deeply appreciate the countless comments of thanks extended our way for the learning opportunities and resources they accessed.

Throughout the 2020-21 school year collaboration between consortia offices at all levels worked to maximize the quantity and quality of learning opportunities provided in the regions and province wide.

Prior to the pandemic regional offices would coordinate provincial tours of presenters recognized as leaders in their respective fields. Individuals such as Kelly Gallagher and Dr. Ron Ritchhart would travel to the province and move from region to region presenting full day sessions in Grande Prairie, Edmonton, Red Deer, Calgary and Lethbridge with educators attending the session closest to them or if a conflict of dates existed travelling on another date to take the training in at another venue. Sessions were rarely recorded, lasted the day, and participants returned to their classroom to apply what they had learned. In some instances, presenters were scheduled to return the next year, rarely later that year, for follow-up sessions intended for those who had attended the previous session.

A key shift in the work was manifest in response to the challenges born of Covid-19. With a province wide shortage of substitute teachers and a desire to limit the number of physical contacts in a cohort, most learning

opportunities were scheduled around the school day, school, and division professional learning days and generally outside of classroom instruction hours. In addition, where a typical presentation had been live and frequently a full day this past year, moving to an online format facilitated by an ARPDC wide Zoom license for consistency, was offered in 45, 60-, 75-, 90- and 120-minute blocks. Where the learning opportunity was not directly linked to a school or division professional learning time in a non-instructional day, the learning opportunity was offered before school, during lunch, after school (4:00 – 5:30/6:00), early evening (6:00-7:30) and Saturday mornings.

Any way. Any time. In addition to pivoting the manner and form of our learning opportunities another key challenge was, and remains, exploring and refining ways by which learning can be accessed when and where needed by members of the education community. Specifically, what can we prepare, share and put in the hands of teachers and leaders that supports their learning beyond synchronous in-person/online learning opportunities.

There are at least two components to the challenge of meeting people where they are, when they can dedicate time to their learning and collaborating. Each has proven challenging across ARPDC.

The first, is finding the tools and ways by which the supports, materials, lessons, can be developed or brokered for and with those we serve. The second challenge is in reporting the work.

Meeting the need of **Any way – Any time** learning highlights the diversity of the ARPDC team and the approaches and talents of each office, our consultant teams individually and collectively. Please note in the regional reports and in the summary of projects below several approaches have been undertaken, are being reviewed, revised and reported to inform our collective understanding and improve upon our work moving forward.



The ARPDC Mid-Year Report listed 30 different major projects or initiatives undertaken as part of the 2020-21 school year. While some were completed by January of 2021, others came to completion over the second half of the year while many were legacy undertakings particularly those developing resources intended to be of continued use moving forward.

Major Initiatives Continued or Launched January 2021 – August 2021

French Language Summer Institute (OLEP Supported) A one-day Summer Institute featuring 17 presenters from Alberta and across Canada focused on supporting teachers of French and French Immersion. This ran on August 23, 2021 and feedback has led to scheduling individual presenters and planning for 2022 late August.	Division Start-up Days Collaboration Consortia across the province engaged in supporting individual and multi-divisional start-up days with common keynote, or session presenters, Consortia also drew upon team expertise co-presenting across the province as requested in numeracy and literacy areas.
Summer Literacy Institute This two-day literacy focused institute in early August featured 33 presenters including 14 Alberta educators conversations focused on all aspects of literacy and related assessment practices.	Mental Health Academy Spanning three days in August this international learning opportunity provided Alberta educators and partners an opportunity to learn from and with international leaders in Mental Health Literacy.
French Language Resource Site (OLEP Supported) 41 teachers from across the province have initiated, curated and populated the K - 9 French Immersion Resource website which was launched on January 18, 2021. 12,316 users, 21,818 sessions, 50,139 page views	Partner Conferences and Presentations ASBA, ASCA, AISCA, ACSSA, CASS, ATA PD days and Teachers' Convention All Consortia worked conferences, meeting sessions, and conventions throughout the year. This included planning, tech support, session hosting and presenting.

<p>eCourses</p> <p>Four Courses developed by ARPDC Staff to date in the areas of:</p> <ul style="list-style-type: none"> • First Nations, Métis and Inuit perspectives available in English and French (CPFPP assisting in translation) • Teaching for Conceptual Understanding • Literacy and Numeracy Progressions. <p>784 registered participants in the year.</p>	<p>C2L – Assessment Project</p> <p>The C2L Project partnered with leaders in the assessment world, Anne Davies and Sandra Herbst to provide participating school districts across the province with access to an asynchronous assessment course “12 Quick Fixes”. 66 Sessions 22,219 Participants, 133,314 Hrs of learning Participants have until June 2022 to complete the course.</p>
<p>Facebook Groups</p> <p>Educators across the province are connected with Facebook groups hosted by ARPDC staff, members share resources, challenges and solutions in grade level and subject specific conversations.</p>	<p>Podcasts, YouTube, Zoom and Video Libraries</p> <p>Zoom is the ARPDC video conference software platform, this was leveraged throughout the year to support blended learning opportunities as participants were able to access recordings to either review or allow participation where time conflicts did not allow live attendance. Podcast recording provide additional support for asynchronous learning across the province.</p>
<p>Hāpara</p> <p>Supporting school divisions integrating Hāpara’s Student learning management dashboard to positively impact collaboration regionally and provincially and student learning.</p>	<p>Mental Health and Wellness</p> <p>Consortia members across the province working with AHS supporting regional and provincial learning opportunities, raising awareness, developing resources and implementation supports.</p>
<p>Learn and Go Library</p> <p>An asynchronous quick learning opportunity a Learn and Go is patterned on: One key “learning objective or element”, Two possible ways to “apply” the learning in your class or practice and Three “possible ways to go deeper in the learning”. The library of Learn and Go documents can be found at: learnandgo.ca 1,100 users Jan - August</p>	<p>PD Playlists</p> <p>An extended asynchronous learning opportunity PD Playlists provide subscribers with a collection of articles, videos, podcast episodes and excerpts from books to read, view, listen to and ponder with guided questions to foster thinking. Playlists have been paired with Café opportunities for participants to share their learning. 3 provincial playlists this year accessed by 1,619 users.</p>
<p>Flexible Learning Project</p> <p>A partnership with the Critical Thinking Consortium (TC2) consultants from across the province partnered to create flexible learning plans incorporating visible thinking tasks, principles of learning that transfers at multiple grade levels and subjects. The Flexible Learning Project online library</p>	<p>OSARS</p> <p>Significantly interrupted by Covid this work continues exploring restorative justice work across the province to reduce truancy and improve engagement. Two of six three-day sessions were held with 47 participants to this point. Four remaining sessions will be held in the 21-22 year.</p>
<p>ARPDC Resources and Learning Portal</p> <p>During the 2020-21 year the ARPDC Website had 69,158 page views with 36,489 users and the Learning Portal had 37,325 unique guests.</p>	<p>TAAPCS – Administration Team and Conference</p> <p>The Association of Alberta Public and Charter Schools</p> <p>Support was provided by multiple ARPDC members to a series of leadership sessions and are engaged in supporting their conference and another series of leadership sessions in 2021-22. Approximately 32 Administrators across the province participated in a series of sessions.</p>
<p>Impact Student and Mentor Leadership Conference</p> <p>Working in partnership with multiple school divisions and the Alberta Schools Athletic Association (ASAA) facilitated a provincial conference with over 900 participants (students and teacher mentors) across the province focused on mental health, wellness and personal leadership.</p>	<p>Regional Advisory Committees</p> <p>Each consortia office maintains a number of advisory committees with membership representing lead teachers or representatives from central office teams in the region. Advisory committees provide an opportunity for leadership development and input to meet division goals and plans</p>

<p>CASS Conferences</p> <p>ARPD members contributed on a number of committees and provided technical and session support throughout the CASS Spring Learning Conference.</p>	<p>Ministerial Order Workshop & Website</p> <p>Provided a targeted workshop series and resources for system leads, school-based administration and teachers to support understanding and next steps in response to the new Ministerial Order</p>
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Major Initiatives Completed September 1, 2020 – December 31, 2020

<p>High School Redesign</p> <p>Online sessions were held exploring the Quarterly System, Supporting Mental Health, Efficacy, and Implementation, and (Re)Assessment with a total of 238 participants. The legacy resource website has also been updated. http://abhsredesign.ca/</p>	<p>Francophone – French Joint endeavors</p> <p>Four webinar series were offered this fall to French Immersion and Francophone Educators. These series were launched at the bi-annual ARPD – CPFPP conference: <i>LeSymposium des Rocheuses</i>.</p>
<p>Essential Outcomes Project</p> <p>A program of studies resource in a Google format with identified essential outcomes supporting teachers through the impact of COVID on curriculum delivery amidst compromised student attendance and engagement.</p>	<p>Creating Pathways of Hope</p> <p>Creating Pathways of Hope Resource Guide and the Creating Pathways of Hope Toolkit which are available in both English and French - https://sites.google.com/view/httpslearning-network-org/creating-pathways-of-hope 25 participants – 37 hours of learning.</p>

Postponed or Cancelled Due to the Covid-19 Pandemic

<p>Alberta Rural Education Symposium</p> <p>Designed for rural municipalities and school divisions to explore challenges and solutions to better meet the needs of their communities and schools. Postponed to March 2022</p>	<p>Council of Catholic Superintendents of Alberta.</p> <p>Session and technical support provided for the annual provincial “Marked by God” Conference for Catholic Superintendents and leadership teams.</p>
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As part of the 2020-21 year the Executive Directors of the Alberta Regional Professional Development Consortium undertook a full review of operations and engaged in the development of a Strategic Plan for 2021-2024. This work allowed for a re-visit of our mission, vision and values and serves to set the direction moving forward.

This year with a frequency not previously experienced School Authorities have repeatedly indicated that the work and support provided by ARPDC consortia members in their regions is irreplaceable and essential particularly in light of central office downsizing in many instances. We are committed to supporting school and system leaders in ensuring their staff feel supported as together we can do much more.

Across all regions efforts are underway to prepare for the implementation of a new curriculum. Where districts are piloting the proposed curriculum consortia members are providing support, where piloting is not currently occurring consortia and divisions are looking at elements of the curriculum and exploring ways to develop resources, lessons, and units. Understanding the new curriculum, further developing pedagogical practices including assessment strategies that will support learning and excellence for all students remain our primary foci moving forward this year and the years ahead. All seven offices of the consortia are engaged with their educational partners at the regional and provincial level in this work.

There has been a significant increase in requests across all regions for support in the areas of Mental Health and Wellness for all elements of the education community. Supports for system leaders, teachers, education assistants, parents and students are in increasingly high demand. While certainly impacted by the Covid-19 pandemic, there are several elements of this work that will clearly require significant focused attention for 2021-22 and the foreseeable future.

We are seeing strong needs being regularly expressed across all regions for enhanced support and training for education assistants folded into division and school based professional learning days and as standalone sessions. We are undertaking planning to leverage some of this work across the province and particularly exploring what we might do in conjunction with the Teacher Convention days on the calendar.

The ARPDC year has traditionally ended on August 31 of the calendar year. The last couple of years we have undertaken some relatively major initiatives in August which, while at the end of our reporting year, are at the beginning of a new school year and serve in part to launch the new school year on the right foot. In the 2021-22 school year ARPDC is proposing a change to the reporting and program operations model that will reflect an August 1 to July 31 operations calendar.

Respectfully Submitted
Executive Directors
Alberta Regional Professional Development Consortia

Calgary Regional Consortium ([CRC](#)) – Krystal Abrahamowicz
Central Alberta Regional Consortium ([CARC](#)) – Patrick Bohnet
Consortium provincial francophone ([CPFPP](#)) – Madeleine Lemire
Edmonton Regional Learning Consortium ([ERLC](#)) – John Waterhouse
Learning Network Education Services ([LNES](#)) – Brent Allen
Northern Regional Learning Consortium (NRLC) – Sandra Ciurysek
Southern Alberta Professional Development Consortium ([SAPDC](#)) – Dr. Rick Gilson

Learning Network Educational Services 2020 – 2021 Curriculum Support Funding Annual Report

Relationship - Connection Before Content

Our L.N.E.S. Team:

Executive Director: Brent Allen
Executive Assistant: Celine Zevola

Designers of Professional Learning:

Charlie Kraig (Curriculum and Pedagogical Practice, Inclusive Education, Instructional Leadership, Literacy, Creating Pathways of Hope)
Lana Lane (Curriculum and Pedagogical Practice, Instructional Leadership, Literacy)
Dan Nash: Curriculum and Pedagogical Practice, First Nations, Métis and Inuit Education, Instructional Leadership)
Jackie Ratkovic: Curriculum and Pedagogical Practice, Instructional Leadership, Mathematics, Numeracy

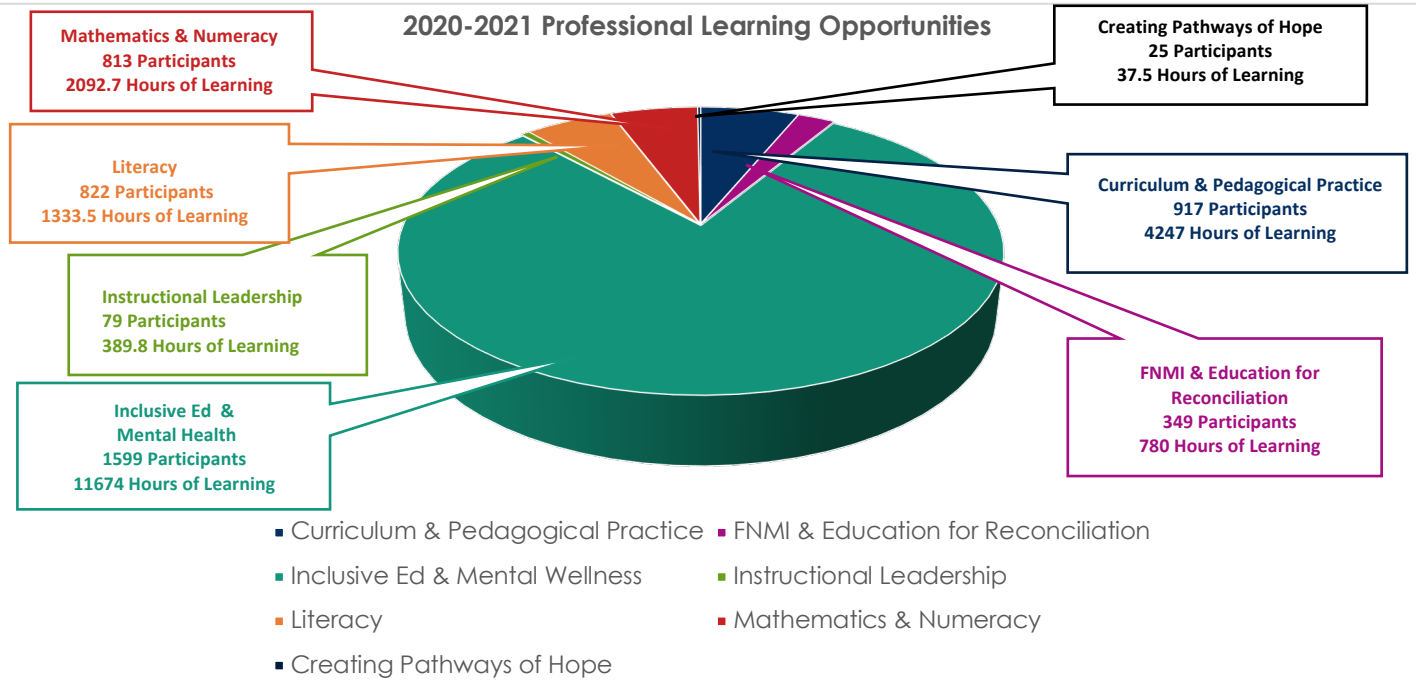
Connection Before Content – Finding A Way Together/Maximizing Opportunity – Targeted Learning to Build Capacity

LNES DELIVERED
272 LEARNING OPPORTUNITIES
TO
4604 PARTICIPANTS for a total
of 20,554.5 hours of learning

77 Provincial Learning Opportunities, in response to the needs identified in Zone 2 and extended to all of Alberta.

195 Regional, Learning Opportunities, in response to the specific emerging needs in Zone 2.

2020-2021 Professional Learning Opportunities



99% of participants indicated that the professional learning opportunities, provided by the Learning Network Educational Services, contributed to their awareness and/or a deeper understanding of the topic.

98.5% of participants indicated that the professional learning opportunities, provided by the Learning Network Educational Services, both provided opportunities for engagement in learning and provided information and/or specific strategies for integration of learning into their current practice.

100% of non-certificated professional learning provided through the Learning Network Educational Services was provided at no charge to the participants and were subsidized by Alberta Education Curriculum Program Funding.

Of the 272 professional learning supports planned 20 were cancelled due to unsustainable registration numbers. Of the 4604 participants, 12.6% were from 'outside' of the LNES region and the remaining 87.4% were members of the LNES Regional School and Education Authorities we are privileged to serve.

The Learning Network Educational Services serves 5 Alberta School Authorities, 2 Saskatchewan School Authorities and 2 Education Authorities including 6 Member Nations. We support 1719 Teachers and 1456 Support Staff who share and lead learning with 27,632 students.

Focusing on our Core Values of: **Relationship** – Connection Before Content, **Collaboration** – Finding A Way Together and **Maximizing Opportunity** – Targeted Learning to Build Capacity, the entire LNES Team remains fully invested in serving the needs of educators both, in our region and in our province. The ability and willingness, of our team, to meet educators when they are available continues to be a support service that is both appreciated and highly valued. Our Designers of Professional Learning are meeting with educators at '7:00 a.m or 9:00 p.m.' depending upon the availability and needs of the individual(s) needing professional learning support. In particular, these past 12 months have been months filled with angst and uncertainty. Our staff are called upon as much for emotional support and reassurance as much as curricular and pedagogical support. In fact, it is safe to suggest that 'you cannot have one without the other'. Most recently, one of our Designers of Professional Learning was advised, "The professional learning support you are providing for me, is as much about my wellness as it is my learning."

Our regional, and provincial, support is very much driven by the identified and expressed needs of the educators we are privileged to serve. Our Designers of Professional Learning collaborated to provide 310 days of professional learning support to educators in our region. *In total 3711 regional participants, representing all 7 School Authorities and 2 Education Authorities, chose to participate in professional learning support encompassing all 7 Curriculum Priority Areas and our Creating Pathways of Hope work.*

Statements of Impact from participants and Instructional Leaders indicated the quality of the professional learning support being offered, in collaboration with the method of delivery and support after the learning had concluded, was paramount in building confidence and capacity within the participants. Although it was definitely not the same as being present in the classroom setting, the LNES Designers of Professional Learning were able to utilize presentation formats and strategies that participants found both engaging for themselves as well as being directly transferable to their classrooms.

The 2020 – 2021 academic year also saw the establishment of the Learning Network Educational Services Regional Educational Stakeholder Engagement Committee. The purpose of this committee is "to ensure that the voices of all regional educational partners is present and heard and provides the Executive Director with input in the support of the development and delivery of professional learning opportunities that meets the regional needs of its partners." This Advisory Committee met three times over the course of the 2020 – 2021 academic year.

As we look ahead to the 2021- 2022 academic year, it has started off with even greater uncertainty and interruption to the delivery of education. Based on the words of Stephen R. Covey, "If I really want to improve my situation, I can work on the one thing over which I have control – MYSELF!", we choose to focus on those factors we have influence and dominion over. We cannot and will not move away from our Core Values, they are the 'constant' in these uncertain days. Our Designers of Professional Learning are meeting with, serving and

supporting educators at a pace that we are more accustomed to. Principals and teachers are inviting them into their schools and classrooms to provide virtual support and look to continue those conversations and relationships through the remainder of the school year. It is this 'intentionality' that gives us the hope and motivation to continue to invest in educators for the benefit of all students.

The combination of the ongoing impacts of the pandemic, coupled with the uncertainty that accompanies the pending implementation of new curriculum across all subject areas and 7 grade levels, is proving to be a major source of concern for educators at all levels. This will be the first time that an implementation of this scope and magnitude has even been undertaken. Perhaps most disconcerting is the reality that there is not even a DRAFT copy of the Curriculum to be referencing when we are 11 months away from indicated implementation. In working towards this implementation, we will continue to work closely with system leaders, instructional leaders, and teachers to continue to build upon their pedagogy, principles of sound practice and to identify ways in which to support them most effectively in the months leading up to and throughout the entire implementation process.

It remains a distinct privilege to serve the 7 School Authorities and 2 Education Authorities in the Learning Network Educational Services region. We are honored to be a member of the ARPDC in working to support all educators across our great province and beyond. It is the skills, talents and abilities of the team members of our consortia, and the collective ARPDC, that allows us to provide the professional learning support that educators in our region deserve and require. Despite the multiple challenges that we have faced over the course of the past 12 months, and the unknown challenges that await us, Relationship, Connection, Collaboration and Intentional capacity building will continue to be the avenues through we work to support and ultimately 'do what is best for' educators and students across our region and our province.