

Learning Network Educational Services 2020 – 2021 Curriculum Implementation Funding Mid-Year Report

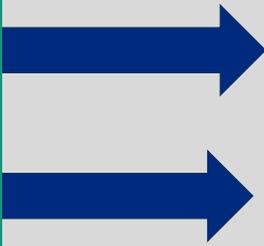
Relationship - Connection Before Content

198 conversations with System and/or Instructional Leaders & Advisory Committees

... 71 team connections with ARPDC Executive Directors

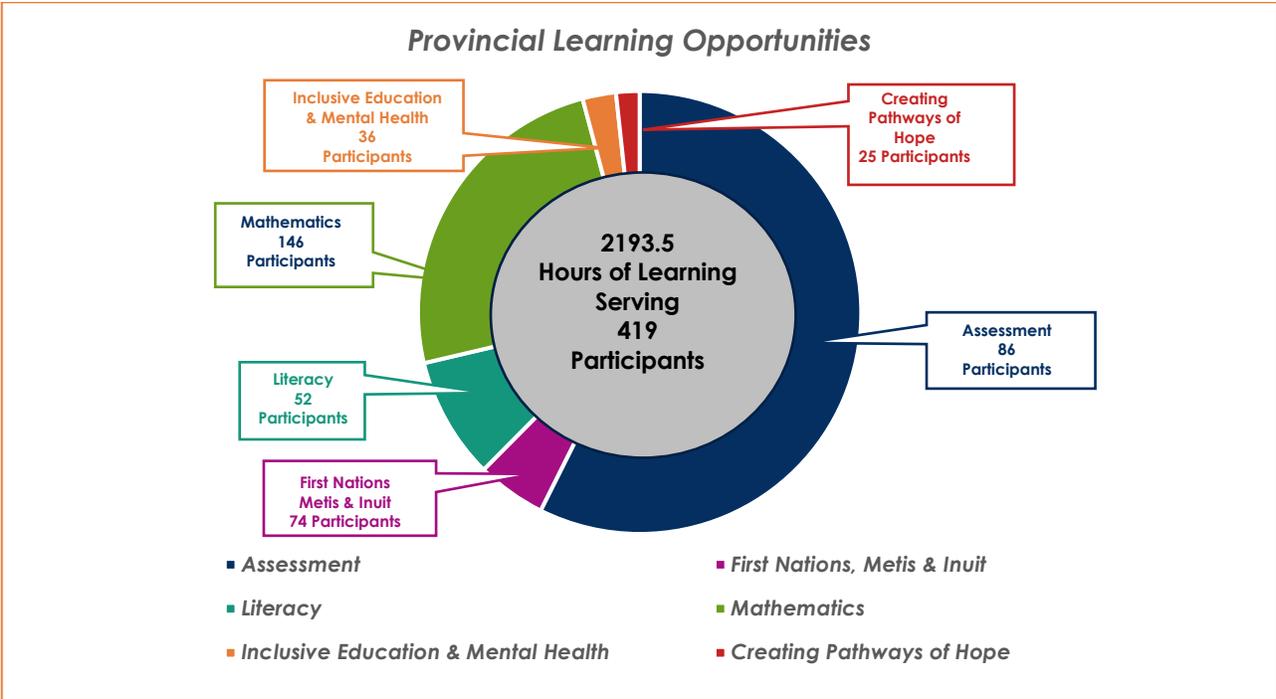
Collaboration – Finding A Way Together/Maximizing Opportunity – Targeted Learning to Build Capacity

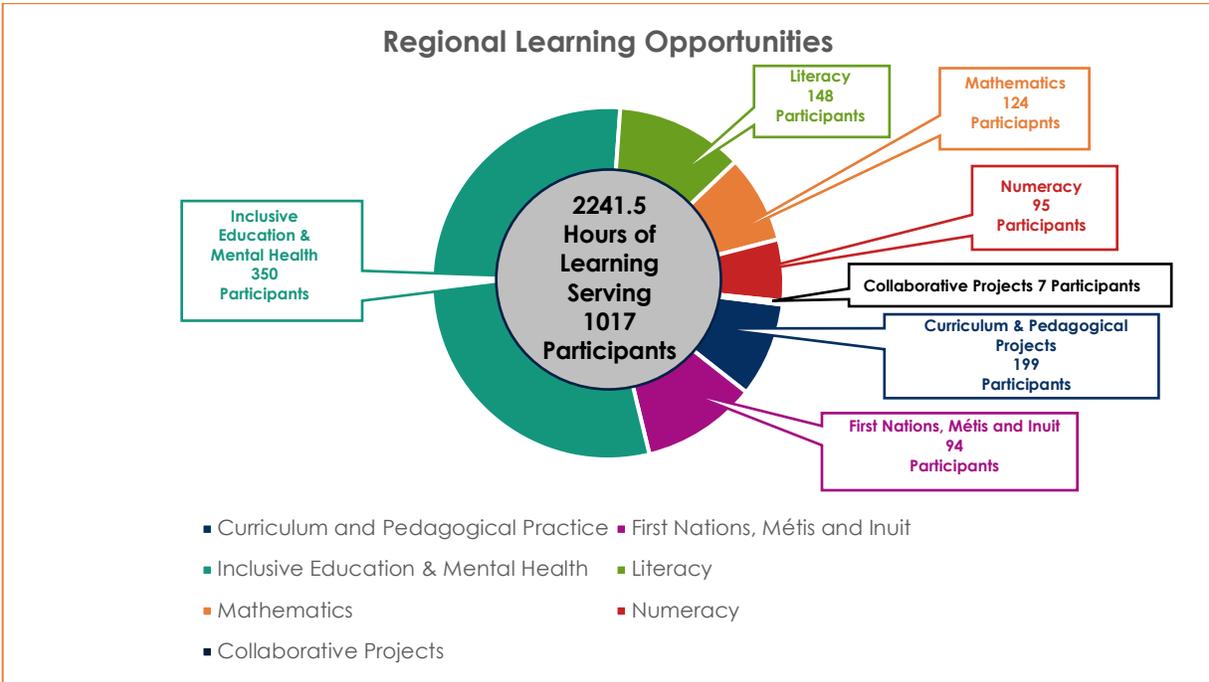
LNES DELIVERED
75 LEARNING OPPORTUNITIES TO
1436 PARTICIPANTS



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

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





97% 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% 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 Regional professional learning provided through the Learning Network Educational Services was provided free of charge to the participants. 100% of Provincial professional learning provided through the Learning Network Educational Services were subsidized through Alberta Education Curriculum Implementation Funding.

Regional work is supported through strong relationships with System Leaders, System Professional Learning Leads and School Based Leaders. Much of the professional learning in our region is ‘front loaded’ in that the majority of designated professional learning occur between late August and mid-November. Once we get into the ‘New Year’ on jurisdictional calendars, designated professional learning days become more intermittent and, in some cases, non-existent. Several school authorities have made decisions to cancel organized PD days, replacing them with ‘Wellness Days’ in acknowledgement of the added layers of stress and duress that classroom educators are experiencing due to Covid-19.

Team members continue to make themselves available to collaborate with school authorities as they indicate the opportunity to do so. Our messaging over the past four months has been, and remains, consistent, “Our intention is to stay out of your way. When you need anything related to professional learning support, we are here!” Our Designers of Professional Learning continue to be our primary vehicle for immersive learning in our region. Given the realities educators have been living with since March of 2020, our D.P.L.’s constantly and consistently adjust their methods of delivery and support of educators through at ‘at your convenience model’. The demand for ‘in class professional learning support’ at the beginning of the 2020 – 2021 academic year has been significantly decreased as compared to recent years.

As teachers find their legs and become more comfortable with their newly structured classrooms, the requests for professional learning support are beginning to trend upward.

The Learn and Go Library is a provincial initiative. The **ARPDC Learn and Go library** can be found at <https://sites.google.com/view/arpdc-learn-and-go-library> and has contributions from across all consortia learning facilitators. This approach to supporting teachers and students is slowly beginning to gain traction in our region as our Designers of Professional Learning work with classroom teachers and principals to familiarize them with these resources and the development process of the same.

The Provincial French Immersion Project management fell to SAPDC and LNES as we are responsible for the Official Languages in Education Program (OLEP) Grant. It was determined that the hiring of teachers working on the project would be managed through the SAPDC. We are very pleased with the projects' progress to this point, 41 teachers from across the province have been contracted across grades K- 9 sharing assignments, lessons, units, assessments, activities in French Language Arts, Études Sociales, Mathematics, and Science. The website was launched on January 18, 2021 and the ongoing development and resource population work will continue at least through the rest of this 2020-21 school year. Website: <https://sites.google.com/erlc.ca/immersion-francaise/ressources-gr-m-9>

Looking Ahead to the immediate future and the upcoming 2021 – 2022 Academic Year. Conversations with System Leaders have been very clear, “Our teachers need to be in classrooms, with their students, focusing on student learning and achievement.” Considering these comments, and the continued uncertainties that Covid19 is creating for anyone and everyone in the realm of education, the indication is that availability of teachers to participate in professional learning will be limited in the short term. Commitment to teaching and learning coupled with the additional layers of demand and duress, due to Covid-19, gives cause for serious concern of ‘Educator Fatigue’. This fatigue, coupled with the ongoing functional impacts of Covid-19 on school staff’s, the lack of substitute teachers and the desire/expectation to not have professional learning take time from the school day, as has traditionally been the case, have resulted in the vast majority of sessions being offered between 4:00 and 6:00 pm. To participants credit, many who register to attend the sessions ‘live’ so that they can be involved in the learning and have the opportunity to engage the presenter, and their colleagues, in conversation. Those who are unable to attend, do access the recordings at a time that meets the demands of their availability. As a result of these realities, our Designers of Professional Learning are investing additional time in support of teachers who send emails requesting additional supports delivered by one-on-one phone conversations and/or Zoom meetings. Conversations with System Leaders are beginning to shift to ‘Post Covid-19’ classrooms and will continue to evolve as the days, weeks and months allow.

It is a distinct privilege to serve the 7 school jurisdictions and 2 First Nation Authorities in the Learning Network Educational Services region. We are honored to be part of the ARPDC in working to support teachers from across our great province and beyond. It is the skills and talents that the team members of our consortia, and the collective ARPDC, that are allowing us to provide the professional learning support that educator’s in our region are requiring. Despite the multiple challenges that have been put in the way of educators over the past 10 months, through relationship, connection, collaboration and intentional capacity building, we are finding ways to ‘make it work’; to do what is best for educators and students across our region and province.

