

LEARNING NETWORK EDUCATIONAL SERVICES

2019 - 2020

Curriculum Implementation Annual Report





Learning Network Educational Services Curriculum Implementation Annual Report 2019-2020

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The Learning Network Educational Services Curriculum Implementation/Annual Report for the 2019 - 2020 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 handwritten signature in blue ink, appearing to read "L. Young".

Lorne Young
Board Chair

A handwritten signature in blue ink, appearing to read "Brent C. Allen".

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)
Jean Murie	Educational Assistants (Vice-Chair)
Dalane Imeson	College of Alberta School Superintendents
Joanne MacDonald	Post Secondary- Lakeland College
Bob Brown Neil	Association of School Business Officials of Alberta
Neil Markham	First Nations, Metis and Inuit
April Dawn Fabbro	Administrative Assistant
Wendy Keiver	Alberta School Councils' Association
Brent Allen	Executive Director (Ex-Officio Non-Voting)

LEARNING NETWORK EDUCATIONAL SERVICES STAFF

Brent C. Allen	Executive Director
Celine Zevola	Executive Assistant
Yvonne Plamondon	Administrative Assistant
Charlie Kraig	Designer of Professional Learning
Lana Lane	Designer of Professional Learning
Sylvia Malo	Designer of Professional Learning
Dan Nash	Designer of Professional Learning
Jackie Ratkovic	Designer of Professional Learning

On behalf of the Board of Directors of LNES, it gives me great pride to introduce the 2019-2020 Annual Report as prepared by Executive Director Brent Allen and to briefly summarize what has been our most uncertain, challenging, but ultimately rewarding year of operation. The 2019-2020 Annual Report of LNES provides a clear summary of achievement of outcomes relative to the professional learning goals established by Alberta Education, our partner organizations and our educational stakeholders. As always Brent and his team have provided exceptional service to our members in spite of profound challenges.

In late 2019, there was increasing uncertainty around provincial funding support for the work carried out by LNES and the 6 other professional learning consortia throughout our province. It continued to the point that plans were underway to wind down operations in early 2020. It was only through the concerted efforts of the 7 consortia executive directors, with their respective Boards, and working closely with Barry Litun, Executive Director of the College of Alberta School Superintendents, and the Education Minister and Deputy Minister that we were able to secure funding commitments to continue moving forward.

More importantly, this new-found collaboration has also lead to a new governance structure which will more closely coordinate consortia operations across our province while preserving the regional context needed by our stakeholders. To add this this unusual year, in March 2020, Covid-19 changed everything and effectively interrupted in school education and in person professional learning until the end of August 2020. Brent moved quickly to transition the LNES professional learning opportunities to an online only environment and garnered tremendous support and utilization from our members.

Throughout all the uncertainty of the 2019-2020 operational year, Brent and his team, supported by the LNES Board and the CASS organization have not only met the challenges presented, but have grown and transitioned the LNES organization in ways that will serve our members very well in years to come. The very challenges that could have ended our organization have instead been turned into opportunities for growth and for that I am so thankful to Brent and all members of the LNES team. It has been a true honour to be the Chair of the Learning Network Educational Services Board of Directors and I anticipate much success in their future.

A handwritten signature in blue ink, appearing to read "L. Young".

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

MESSAGE FROM THE EXECUTIVE DIRECTOR

The 2019 – 2020 academic year continued to be a year of ‘new learnings’ for the Alberta Regional Professional Development Consortia and for the staff of the Learning Network Educational Services.

It has been a year of ongoing growth and ‘unpredictability’ as compared to the previous seven years that I have been privileged to serve as the Executive Director for the Learning Network Educational Services.

Out of the challenges experienced and growth observed, the one thing that has continued to ‘shine’ is the absolute power of and need for relationship. Never, have we been so aware of the vulnerability attached to being a ‘public entity’ and the ‘almost casualty’ of a political agenda.

Despite all of the unknowns and the multiple ‘ups and downs’ of the past year, it remains an absolute blessing to continue to be here to consult with and provide professional learning support to those education partners in our region. The ever-shifting conditions and realities that surround us, chart our course and drive our decisions on a daily basis. Through all of this, our goal always has been and continues to be, “Be responsive to the professional learning needs of those we are privileged to serve!”

This ‘mantra’ is based on:

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

It is only through intentional and targeted conversations that we are able to arrive at the professional learning foci and models that allow us to be responsive to and supportive of the needs in our region. With the end goal of building capacity being at the forefront of all conversations and decisions, the session facilitators we engage, both internally and externally, have a clear indication of their focus and align their content with the same.

As has been the case for the past number of years, our greatest achievements, impacts and reflections, continue to occur through our immersive professional learning supports offered by our Designers of Professional Learning: Charlie Kraig (Implementation Other), Lana Lane (Implementation Other) Sylvia Malo (Implementation Other), Dan Nash (Implementation Other) and Jackie Ratkovic (Implementation Other). These dedicated professionals continue to work elbow-to-elbow with educators as they seek to hone their knowledge and skills in relation to current research, practices and assessment strategies. It is through this delivery model that we are seeing the greatest impacts on teacher pedagogy and student achievement. We look to maintain, and increase, 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 continuing to move to this model of professional learning consultant support for their respective regions.

In early March of 2020, Sylvia Malo resigned from her position with the Learning Network Educational Services to pursue other professional career opportunities. We want to Thank Sylvia for her years of dedicated and influential professional learning support of all educators in the LNES Region and wish her well now and always.

As we look to the 2020 – 2021 academic year; it will definitely be different as all 7 consortia offices shift to the College of Alberta School Superintendents as the Governance Body and employer for all ARPDC offices and staff. On this note, as I complete my 7th year of privileged service with the Learning Network Educational Services, I would be remiss if I did not take the time to personally ‘Thank’ the Board of Directors of the L.N.E.S. for their tireless efforts and faithful support as we navigated these past twelve months. It makes such a difference when you know they ‘have your back’ and genuinely and passionately work with you to preserve professional learning in our region. Thank you as well to each and every one of you for your ongoing patience and support as we make our way through these ‘unprecedented times’.

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

“Education is not preparation for life; Education is life itself.” John Dewey



Alberta **Regional** Consortia

**Coordinated, Collaborative,
Comprehensive
Provincial Professional**

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 Consortia has operated since the mid 1990’s with considerable success and has grown both in quality, influence and impact on educators across the province. Consortia provides these professional learning opportunities through Curriculum funding from Alberta Education, grants and cost recovery sessions. This exemplary model for effective and efficient delivery of professional development to various education stakeholder groups is based on common Consortia goals:

- to **facilitate** professional development which supports the effective implementation of components of:
 - o the Alberta Education Business Plan
 - o Jurisdiction and school education plans
 - o 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.

Challenges

In our collective efforts to execute the work related to the 2019-2020 Alberta Education Implementation Funding, ARPDC was impacted by various anomalies which created multiple challenges to navigate.

- The delayed delivery, and limitation of two Provincial Curriculum Implementation Support Priorities provided by Alberta Education on November 15, 2019 with the directive to produce one provincial implementation plan. This plan was submitted December 13, 2019. Consortia never received feedback on the plan other than notice of receipt. As mentioned below subsequent meetings with the Minister of Education and Deputy Minister resulted in a new more global priority direction and a shift to meaningful work regionally and across the province.
- Direction was received on November 15, 2019 for a variance in consortia planning and reporting documents in opposition to those stated in the 2019-20 Funding Manual. These directives added additional layers of red tape, confusion and uncertainty, straining and further complicating operations with Alberta Education Curriculum Division leads.
- Significant funding concerns stemming from the announcement of delayed funding in January 2020 lead to near closures of some consortia offices further distracting from the work.
- As a result of funding concerns, the College of Alberta School Superintendents (CASS) advocated to the Ministry with and for ARPDC which led to proposal/approval for CASS to become the ARPDC Governance and banker board as of the 2020-2021 program year as well as the presentation of a new set of Curriculum Implementation Support Provincial Priorities, developed collaboratively with ARPDC and the Ministry, for 2020-2022. The March 23 letter from Deputy Minister Andre Corbould set the direction for ARPDC work moving forward, removing red tape and confirming an expanded priority focus. The letter was received one week after the decision to send students home in response to the Covid-19 Pandemic.
- The impact of the COVID - 19 Pandemic on school authorities created the need for a switch to At Home Learning for Alberta students and virtual professional learning opportunities for educators. In response, the ARPDC created provincial online sessions during the spring and early summer of 2020 in response to the emergent needs of each regional context.

ARPDC has been able to manage each challenge and celebrate accomplishments in each domain. We look forward to returning to, and building upon a collaborative and positive relationship with our contacts in the ministry in supporting the implementation of a new Ministerial Order on Student Learning, implementing the recommendations on Direction for Curriculum, and building capacity to impact classrooms by "Supporting Adult Learning for Students' Sake".

No Small Miracle: Covid-19 Pandemic and ARPDC's Pivot to Province Wide On-line Support

With the cancellation of classes in Alberta on March 15, 2020, like all school divisions and teachers in the province, the ARPDC also made changes in their practice for delivering learning opportunities across the province. ARPDC shifted from regional, in-person to remote, provincial Professional Learning with a high degree of success and impact.

ARPDC collectively provided learning opportunities and information to teachers, parents, school and system leaders across Alberta and internationally to Alberta Accredited International Schools addressing: Assessment, Wellness, Technology, Curriculum, Pedagogy, Inclusive Education and covering all provincial curriculum implementation support priority areas.



No Small Miracle: Covid-19 Pandemic and ARPDC's Pivot to Province Wide On-line Support (continued)

Between March 16 and August 31, 2020 ARPDC has collectively offered:

- **303 Provincial learning opportunities** ranging from one hour to 6.5 hours in duration were attended by Teachers and education stakeholders. The average session was 1.5 hours in length with a mode of 1.0 hr. These sessions were organized and offered online as Consortium members pivoted from scheduled in person sessions to an online environment within days of the order for students to remain home. Where appropriate sessions were offered as part of a series of learning on a specific topic. Considerable focus was targeted on sessions supporting instruction and assessment methods and supports in an online environment.
- **21,401 Teachers and education stakeholders** registered in the 303 Provincial Learning Opportunities hosted by consortia online.
- **70,266 Hours of learning were accessed by teachers and education stakeholders from March 16 - August 31, 2020.** While this did include a small number of full day events, particularly targeting training for certification in assessments for example and a two-day summer literacy symposium, the majority of the learning was in 1 - 2 hour segments offered in the morning, afternoon, and after the traditional school hours in the early evening. Many sessions were recorded, and with permission of the presenters made available for varying lengths of time following the sessions to registrants to revisit.

In addition to provincial learning opportunities, ARPDC collaborated to create innovative support for educators with the development of a website for Supporting Learning at Home, asynchronous resources for virtual learning and the implementation of Facebook communities to support teacher networking and sharing of resources.

Moving forward we are grateful for the timely and efficient work in February and early March with the Deputy Minister, Minister of Education and CASS that enabled the 7 consortia to work so effectively in providing the Teachers and education stakeholders of Alberta with timely support throughout the Covid-19 impacted spring of 2020. The feedback from teachers and system leaders was extremely positive and the capacity to provide online support grew significantly throughout the process. The ARPDC is well positioned to continue this service throughout the 2020-21 school year as Alberta's education community and students continue to be deeply impacted by the Covid-19 pandemic.

Provincial Collaborative Initiatives

Supporting Professional Learning through Technology

In the late fall of 2018 ARPDC Consortia offices in Calgary (CRC) and Lethbridge (SAPDC) began to explore a relative newcomer to the online video conferencing platforms and in June of 2019 ARPDC determined that **Zoom** would be the province wide online meeting and learning platform for all consortia work. This decision proved to be exceptionally timely as our consultants were well versed in the application when the Covid-19 Pandemic drove all learning online. As itemized above, regionally and provincially, ARPDC has been able to continue to support school jurisdictions, schools, teachers and educational partners through perhaps the most challenging time for education in modern history.

In addition to our near seamless use of online meeting platforms and the delivery of **interactive online meeting sessions** and **webinars** we have leveraged technology to support **asynchronous** learning through a variety of approaches:

We collectively worked to develop the Learning at Home Website for educators and parents. We have an extensive ARPDC website which we continue to monitor and develop to provide timely support in all aspects of curriculum, assessment, and support to enhance inclusive education supports at home and school. Consortia offices maintain YouTube channels, Twitter accounts, and Blogs all to provide further opportunities through social media to heighten access to materials and engage in learning conversations and opportunities.

We established **podcast** channels at The ERLC Show and Hit Pause with SAPDC which are accessed provincially and have begun to archive recordings on an ARPDC Podcast channel all in an effort to further support learning when and where educators are able to access the learning.

One of our first supports for the teaching community during Covid-19 Spring interruption of classes was the implementation of Facebook communities to support teacher networking and sharing of resources.

- Five communities were launched (K-1, 2-3, 4-6, 7-9 MAS, 7-9 HUM) to target various grade groups as they grappled with emergency remote teaching given the unique context of the grades that they taught.
- As a component of these communities, weekly on-line meetups were also initiated to facilitate live conversations.
- Response to these communities were tremendous, with over 1200 teachers accessing these communities to converse with colleagues.

CRC has led the way for ARPDC in the establishment of **eCourses** as another avenue for asynchronous supported learning for educators. As we continue to work collaboratively across the province, we explore topics, share in the work and research and explore ways to grow the eCourse model from bite sized “Learn and Go” opportunities to full length multi-module courses with a mix of short online sessions and asynchronous learning supported by our other initiatives such as our YouTube and Podcast channels.

- 5 eCourses were available this year, including:
- 3 to support Indigenous foundational knowledge and application to teaching and learning
(**The introductory course was offered in English and French**)
- 1 to support understanding of the literacy and numeracy progressions
- 1 to support teaching with a conceptual approach

Working off of the YouTube and Music Playlist pattern another asynchronous learning approach initiated this year was the **PD Playlist for Instructional Leaders**. This model was initiated by CRC. One example accessed by system and school leaders was the Conceptual Understanding PD playlist. The playlist provided support for instructional leaders in introducing and growing staff capacity to teach for conceptual understanding. A playlist provides instructional leaders with a sequenced list of on-line articles, blogs, and videos that they could use to engage their staff in learning. These resources were accompanied with thinking tools to use with staff that “modelled the way” as exemplars in conceptual teaching and learning.

Access to Resources

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

The following data demonstrated the increased interest in access resources online, anytime:

2017-2018	94,540 page views	600+ Resources	
2018-2019	92,232 page views	600+ Resources	
2019-2020	99,329 page views	600+ Resources	40,459 Unique Users

*Resources: online professional resources in the form of videos, learning guides, and websites

Learning Portal : <http://learning.arpdc.ab.ca>

A provincial ARPDC Learning Portal has been active for several years and houses many opportunities for educators to find a variety of resources, strategies and ideas for implementation of the Alberta curriculum. The resources developed under the Elementary Mathematics Professional Learning project, and the mathematics demonstration courses are what are accessed most frequently. The data over the past three school years clearly demonstrates the increased interest in access to online, anytime resources.

2017-2018 : 1,373,406 Page views

2018-2019 : 1,964,009 Page views

2019-2020 : 2,119, 809 Page views

In summary our work provincially and regionally leveraging every aspect of technology available to-day allows for members of our team across the province to efficiently join forces in support of regional learning days, province wide conferences and learning opportunities be they live or asynchronous learning opportunities. We are available to our jurisdiction and school leaders, indeed we take requests and feedback from all members of the education community in Alberta, as together we strive to make the learning experience of all students in Alberta, no matter where they live, the very best it can be.

Provincial Projects

Moving Forward with High School Redesign Grant

The Central Alberta Regional Consortium, on behalf of the Alberta Regional Professional Development Consortium, worked with the High School Completion Project Managers to ensure all Spring Regional Network Meetings and the Teacher/Leader Fall Collaborative were completed.

Effective communication was developed to ensure that all aspects of the learning opportunities offered were meaningful and aligned with the current high school practices. Professional learning opportunities focused on building leadership capacity within school authorities.

Through this project, the dynamics of the project have been flexible to the current challenges such as COVID-19.

Key learnings from the field through the implementation of Moving Forward with High School have influenced changes to the ECS-Grade 12 Guide to Education 2020/21. Participating schools shifted practices to ensure all students have the flexibility and necessary support in their programming to be engaged in their learning, and complete High School. Through the ongoing collaborative professional learning opportunities, it is evident that high schools and school authorities had intentionally shifted school programming to support student success in high school completion.



Collaboration between regional consortia to create coherence in implementation across the province, has provided a consistent delivery and messaging of work in this project.

The grant deliverables have now been completed with support for maintaining the Alberta Moving Forward with High School Redesign website for 2 additional years.
<https://abhsredesign.ca/>

Creating Pathways of Hope

The Learning Network Educational Services (LNES) and the Calgary Regional Consortium (CRC) received a 32-month grant from Alberta Children's Services for the purpose of co-creating a model of support for school authorities to ensure the successful development and implementation of protocols related to youth suicide prevention, intervention and postvention and the establishment of Life Promoting Cultures.

Following a consultative process with representatives from urban, rural and remote communities, with high-risk populations, the "Creating Pathways of Hope Planning Tool: Suicide and Life Promotion" resource and the companion "Design Thinking Toolkit: Building Life Promoting Cultures in Schools" documents have been completed and are available in both English and French. In the creation of these protocols and processes, high-risk populations include, but are not limited to students of the LGBTQ+2, Indigenous youth, youth with mental illness, youth struggling with addictions and survivors of suicide communities. The Design Thinking framework results in these resources being adaptable to the needs of schools and communities and allows users to meet specific local and regional needs and targets.

As we enter into the final year of this project, session facilitators are beginning online presentations of this work and these resources. Initially, these presentations are all intended for Alberta School System Level Leadership participants. Session proposals have been submitted to all Alberta Teachers Association 2021 Conventions for the intended purpose of sharing these resource documents with teachers, administrators and other system level leaders. Additional professional learning opportunities will be available both synchronously and asynchronously throughout the 2020 - 2021 academic year both as 'open sessions' as well as, pending acceptance, at the CASS 2021 Spring Conference and the Alberta Schools Councils Association Spring Conference 2021.

Official Languages in Education Programs Grant

2019-20 General School Year Statement of Variance: In our collective attempt to execute the work related to this grant, the ARPDC was impacted by two significant factors: 1) the delay in the confirmation and level of funding for this school year. This was further compounded by 2) the Covid-19 pandemic, as face-to-face classes were suspended, and professional development pivoted to new models. This directly impacted plans both in their development/initiation and planned delivery. In response, the ARPDC created provincial online sessions during the spring and early summer of 2020.

In concert with and support of the Consortium Provincial Francophone, we were proud to be a partner for the 2020 SYMPOSIUM VIRTUEL DES ROCHEUSES. This format allowed for access to a variety of well-recognized expert speakers: Boucar Diouf, Thierry Karsenti, David Bouchard, Steve Masson, Sonia Lupien. This was a four-day event - one presentation, per day, until day 4, which had two. There were follow-up webinar series offered in the fall of 2020 with three of the presenters: Thierry Karsenti, Steve Mason and David Bouchard.

The seven 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. Regional advisory committee work remains a strength of the model utilized by ARPDC, however this year greater conversation provincially as a direct result of Covid-19 further helped build upon the strength of regional opportunities shared provincially. As a result of the work of the advisory committees, we are best able to provide targeted support, share across the province and address specific regional and divisional needs. Throughout the 2019-20 school year, 180 learning opportunities were sponsored with 2834 participants registered. This was an increase from 116 learning opportunities with 1077 participants in 2018 - 2019. While some sessions were cancelled as a result of Covid-19 (it was determined they were best presented live), others were added to the online offerings for March - June and as previously identified.

Invitations were extended from CPFPP to Immersion and Second Language teachers to join in on their offerings where appropriate.

Prior to mid-March 2020, Consortia continued to subsidize travel in support of sending teachers from smaller locales to the larger centres offering specific sessions where the economy of scale prevented regional offerings.

From late March 2020 forward all sessions shifted to an online presentation model. This amended method of delivery, combined with no substitute teacher requirements, resulted in an increased number of professional learning session offerings and an increase in participation. Consortia, opened greater access to sessions online offered via Consortium provincial francophone pour le perfectionnement professionnel (CPFPP).

We have moved provincially to secure presenters capable of working online with our regional groups, reducing travel costs while increasing access and support following up on sessions. This effort to move from ‘one-shot’ support to ongoing development of language and pedagogy would not be achievable without the ongoing support of the grant.

There are various online supports for both F.S.L. and F.I. Teachers through the Alberta Regional Professional Development Consortia. (arpdcresources.ca and <https://www.cpfpp.ab.ca> e-Formation site)

The strength of consortia to meet provincial, regional, district, school and even individual teacher needs, is supported by our steering/advisory/think tank teams. This year this was truly brought to the forefront as we adapted to the challenges of priority changes, requests for provincial-level planning, feedback delays on that provincial plan and then Covid-19. Through it all, we were able to open conversation, get supports down to the school/teacher level and identify work that requires attention and ongoing support moving forward.

In addition to the 2019 - 2020 ‘regular’ OLEP Project Funding, the ARPDC was the recipient of a ‘one-time’ accumulated surplus OLEP funding from the 2018 - 2019 OLEP Project. This funding was dispersed across each region to support the development of classroom libraries to enhance literacy efforts in French.

Campus Saint-Jean Partnership - Les microformations sur la profession enseignante

Under the leadership of the Francophone consortium, a partnership between the Campus Saint-Jean and ARPDC was established to support a series of learning opportunities to Education students from Campus Saint-Jean. These were offered over the lunch hour, offering students access to professionals from the field, who presented on a variety of topics related to the teaching profession: communication in diverse contexts, classroom management, communication with parents, planning a typical year, and managing stress. These presentations were captured on video, and, along with a conversation guide, are available for students and practicing teachers to access on eFormation.

OSARS- Community Conference Sessions

The ARPDC received a grant from the Alberta Government through OSARS to facilitate Community Conference Training at 6 sites across the province. The facilitators and their fees were identified by OSARS. Sessions were planned at 6 locations for the Community Conferencing 3-day training events with a maximum of 30 participants per location.

The ERLC session in Edmonton was oversubscribed but all were welcome to attend and had 36 participants. The NRLC session in Grande Prairie had 11 participants. The LNES Session in Wainwright was cancelled the day the COVID restrictions took effect without prior warning so had 11 registrants but no participants due to late cancellation. The sessions in Lethbridge, Calgary and Red Deer were cancelled/postponed because of COVID. The timelines for the grant were extended until March of 2021 and pending the impact of COVID sessions will be rescheduled and carried out as per the terms of the grant.

Alberta Teen Mentoring Project

Calgary Regional Consortium (CRC) led provincial efforts to implement Collaborative Communities in support of Teen Mentoring in Schools. With the goal of providing space, time, and facilitation to build capacity for schools and organizations who want to set up and/or enhance strong, meaningful mentoring initiatives in their communities, these Collaborative Communities were specifically targeted for supporting mentoring in schools and enhancing adolescent social emotional competencies.

Trends in Professional Learning

Consortia accepts and embraces change as we strive to support all education stakeholders in Alberta by providing adult learning opportunities and capacity building resources designed to impact professional practice and enhance student learning.

The conditions and restrictions of the COVID - 19 Pandemic, and the switch to At Home Learning for Alberta students, moved professional learning opportunities to a virtual format identifying trends to professional learning which include:

- Increased development of multiple session learning opportunity series as opposed to single sessions with facilitators.
- Increased desire/requests for web-based, open provincial learning opportunities sessions and series.
- Increased desire/development of asynchronous professional learning materials and resources.
- Increased need and focus on online pedagogy, lesson design, assessment and engagement.
- Increased need for digital expertise and capacity for teachers and students
- Increased need for successful transition/change strategies and leadership
- Increased focus on Wellness and mental health for all stakeholders (COVID related adaptations).

In addition to these recent directions for professional learning, ARPDC is also:

- Researching trends and current developments in the field of education, sharing best practices, and sharing this information with our stakeholders.
- Updating technology and maximizing the use of technology to coordinate provincial learning opportunities as evidenced by the increased offerings of eCourses and online collaborative communities.
- Forming partnerships with a variety of PD providers and partnering on brokering presentations on behalf of regional stakeholder groups.
- Being responsive to requests from Alberta Education, districts and education partners.
- Strategically positioning for support of full implementation of the new curriculum
- Increasing our collaborative strategic planning coordination in the development of provincial professional learning opportunities and resources within and across regional consortia.

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
- Modelling effective professional development practice
- Providing accessible and affordable professional growth opportunities
- Encouraging networking among members of the K-12 education community, including but not limited to members of the consortia partner organizations: Alberta School Councils' Association, Alberta Education, Alberta School Boards Association, Alberta Teachers Association, Association of School Business Officials of Alberta, College of Alberta School Superintendents, Post-secondary Institutions
- Evaluating & revising programs and services through ongoing feedback

BELIEFS ABOUT CURRICULUM IMPLEMENTATION

Overarching understanding:

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

Our pillars:

- Effective Collaboration (process)
- Effective Practice (content)
- Effective Adult Learning (context)

Enduring Understandings

The L.N.E.S. has come to understand the following:

- Effective curriculum implementation is a shared responsibility for all stakeholders
- Effective curriculum implementation is developmental and contextual
- Effective curriculum implementation must be systemic, systematically planned and sustained
- Collaboration leads to deeper understanding and shared commitment
- Professional Learning is interactive, continuous and reflective
- Effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for all

The Learning Network Educational Services provides services and learning opportunities for 7 school authorities with over 115 schools, 9 First Nations Schools on nine First Nations Educational Authorities serving approximately 27,600 students {+2.2% from 2018- 2019} within Zone 2. Approximately 1740 F.T.E. teachers {<0.02% from 2018- 2019} and 1520 Support Staff {-3.7% from 2018- 2019} are employed within these school authorities in various subject and grade configurations. L.N.E.S. professional 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 a variety of ways including: face-to-face sessions, such as workshops and presentations; courses and qualification programs; online professional learning opportunities, such as webinars; job-embedded professional learning, such as demonstration, 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 2019-2020 Curriculum Implementation Priority Areas, as identified by the Curriculum Division of the Curriculum Coordination and Implementation Sector were:

- New LearnAlberta.ca
- French Language Supports
- 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 L.N.E.S. will include high quality professional learning opportunities, involving a wide variety of research-informed approaches and opportunities for educators, that promote and support the building of capacity within schools and school authorities, regionally and provincially.

If there is one thing I am becoming increasingly aware of during my tenure as the Executive Director for the Learning Network Educational Services it is this, "There is no longer such a thing as a 'typical year'!"

With the confirmation of a new United Conservative Party provincial government and the appointment of a new Minister of Education, the transition period for the new Alberta Education team continued to provide consortia with some additional challenges as we entered the 2019 – 2020 academic year. One of the first challenges we encountered was the delayed identification and delivery of the Curriculum Implementation Support - 2019 – 2020 Provincial Priorities. These are typically identified and shared in mid to late June of the preceding school year but with the transition to a new leadership team and shifting focus within the Minister of Education's office they were not shared with Alberta Regional Professional Development Consortia Executive Directors until November 15, 2019. In the interim, ARPDC E.D.'s were working under the assumption that the Curriculum Implementation Priority Areas would remain basically unchanged, as they have over the past number of years – First Nations, Métis and Inuit, Mathematics, Provincial Assessments, Inclusive Education, Future Curriculum and Other. When the 2019 – 2020 Curriculum Implementation Support Provincial Priorities were finally delivered to the ARPDC Executive Directors, they were identified as: New LearnAlberta.ca, French Language Supports and Other.

In addition to the challenges of a much narrower scope and focus of these Priority Areas, ARPDC E.D.'s were also directed to submit one provincial Curriculum Implementation Priority Plan as opposed to seven regional Curriculum Implementation Priority Plans. As a result, ARPDC E.D.'s immediately went to work and submitted, to Dr. Johanna Pagonis, Senior Manager, Stakeholder Engagement/Quality Assurance and Strategic Supports, Alberta Education, the 2019 - 2020 Alberta Regional Professional Development Consortia Provincial Implementation Plan on December 13, 2019.

At the very next meeting of the ARPDC Executive Directors, on January 8, 2020, Consortia E.D.'s were advised that remaining funding for the 2019 – 2020 academic was being indefinitely deferred with no guarantee/assurance of funding levels or funding delivery dates. This set-in action, many emergent conversations with E.D.'s, Consortia Boards of Directors and Alberta Education. The result of these conversations were the subsequent decision and actions to begin 'winding down' various consortia offices across the province. Barring any further updates/assurances from the Minister of Education, the best-case scenario for the continued operations of the Learning Network Educational Services was estimated to be March 30, 2020.

One of our primary allies during this, and previous other times of confusion and uncertainty with the Ministry of Education has been the College of Alberta School Superintendents (CASS) Executive Director, Barry Litun. Mr. Litun continued by consortia's side during these conversations and times of uncertainty and championed tirelessly on behalf of consortia. As a result of his concerted efforts and persistent nature, the ARPDC Banker Boards, E.D.'s (and Board Chairs), CASS Executive Director and President, A.D.M. Heather Caltagirone and QASS Executive Director, Kim Brockhoff, received, on March 23, 2020 a letter from Education Deputy Minister Andre Corbould confirming that the remaining funding payment for Consortia for the 2019/2020 school was dispersed on March 6, 2020. The letter goes on to state, "Existing funding allocations will remain the same and the funding schedule will be adjusted to ensure Consortia receive expected allocations no later than April 30th in each of the next two fiscal years.

This letter continues, "Further, I would like to acknowledge receipt of the provincial priorities the Consortia have recommended as shared with me by Barry Litun, which include: Inclusive Education, Curriculum and Pedagogical Practice, Literacy, Numeracy, Mathematics, First Nations, Métis and Inuit, Instructional Leadership and any other priorities based on the needs of the regions you serve.

I have had the opportunity to review these priorities and support the Consortia moving forward with these as the Educational Priorities for the 2020/21 and 2021/22 school years. With confirmation of these priorities, and given the high calibre of service provided by Consortia to date, I trust that each Consortia will retain a high level of accountability for achievement of these priorities over the course of the next two years."

As Consortia Executive Directors, their respective Boards of Directors and staff members began to breathe a sign of relief and re-establish their operations, on March 16, 2020, the Minister of Education informed Albertans that in person classes in Alberta schools were indefinitely suspended and the shift to 'at home' or Emergency Remote Learning was to begin immediately.

This announcement set into action a series of conversations and actions that saw the ARPDC E.D.'s pivot and shift all confirmed and future professional learning supports to an online format. This included the work being supported by the Learning Network Educational Services Designers of Professional Learning. These LNES team members were no longer able to provide in-person 'at-the-elbow' support that many educators had become accustomed to and shifted their support to an online format.

An additional layer of complexity accompanied this announcement as we were also forced to 'close' our office, housed on the Portage College Campus in Lac La Biche. Administrative Staff were able to transfer their desk computers and necessary support materials to their home offices and continue to work from these sites. A return to our 'onsite' office space at this campus will be based on Portage College Campus guidelines for the 're-opening' of their campus' as well as the assurance that there is zero risk to the LNES Staff who will be working from these spaces.

Needless to say, the result for the March 16, 2020 announcement was followed by a significant adjustment period where educators received, processed and work to adhere to the new conditions of and the format for the delivery of curriculum and instruction. As educators adjusted to these new realities and structures, the April to June 2020 timeline actually provided teachers with increased flexibility and availability to join professional learning sessions to support their current and future needs, the majority of which were met through the ARPDC Online Professional Learning sessions and series.

As I write this 2019 – 2020 Message from the Executive Director, in class delivery of curriculum and instruction has resumed, although it 'looks' very different from pre-March 16, 2020. Educators no longer have the flexibility they experienced from April to June of 2020 and are focusing not just on their teaching and learning, but also on the additional demands of their time taken up by the sanitizing of their classrooms and instructional places as well as the relentless concern and worry for their personal and collective health and wellness.

Why did I include this detailed account of some of the major events that have taken place over the course of the scope of this report? As you read through the same, you will note that the data, reporting and analysis that accompanies the same, refers to the September 1, 2019 to March 13, 2020, time frame. The data, reporting and analysis for the time period of March 16, 2020 to August 31, 2020 will be captured in the 2019 – 2020 ARPDC Consortia Report/Common Pages which can be found in the opening pages of this report.

The 2019 – 2020 L.N.E.S. Professional Learning Support Team consisted of: Administrative Staff: Brent Allen – Executive Director, Celine Zevola, Executive Assistant and Yvonne Plamondon Administrative Assistant. Designers of Professional Learning: Charlie Kraig (Future Curriculum, Conceptual Knowledge and Learning Transfer, Literacy and Other Regional and Provincial Priorities), Lana Lane (Literacy), Sylvia Malo (Mathematics and Numeracy), Dan Nash (First Nations, Métis and Inuit, Future Curriculum and Other Regional and Provincial Priorities) and Jackie Ratkovic (Mathematics and Numeracy). As the 2019 – 2020 year progressed, both Sylvia Malo and Yvonne Plamondon announced their retirement from their many years of service and support of the Learning Network Educational Services. On behalf of the LNES Board, Staff and regional educational partners, we wish them well as they enter into the next phase of their journey's.

Due to the ongoing and ever-changing direction from Alberta Education, the parameters for a Learning Network Educational Services 2019 – 2020 Plan to Support Curriculum Implementation was never formally developed and presented to the LNES Board of Directors for their consideration and approval. In its place, the Alberta Regional Professional Development Consortia Provincial Implementation Plan 2019-2020 was developed and submitted to Alberta Education on December 13, 2019. This Provincial Implementation Plan for 2019 – 2020 was shared with the LNES Board of Directors on December 17, 2019.

Ironically, the 2018 – 2019 LNES Annual Report to Support Curriculum Implementation, covered the period from September 1, 2018 to March 19, 2019, when all professional learning support, across the province of Alberta was suspended due to the pending Alberta Provincial Election and the Elections Communication policy. During this time frame, 178 professional learning sessions were provided and delivered. During the September 1, 2019 – March 1, 2020 time frame, the LNES planned for and delivered 193 professional learning opportunities attended by 3285 participants for a mean of participant number of 17.0 and an overall satisfaction rating of 98%.

Mental Health/Wellness is an ongoing area of need in our region, with no indication that the need will decrease in the immediate or even distant futures. With the continued slowdown in the petroleum industry and Alberta economy, compounded by the ongoing threat of Covid-19, the impact on students (and staff) is evidenced daily and becoming an increasing concern for all communities. We continue to collaborate with our stakeholders to provide support where appropriate and beneficial. In response, we collaborated with Alberta Health Services and the Alberta School Councils' Association, to provide multiple opportunities to engage in professional learning support around "Psychological First Aid For a Pandemic With Children, Youth and Parents" in the spring of 2020 and will look to continue this session support into the Fall of 2020.

Another program that is continuing to demonstrate its relevance is 'The Third Path' from the Centre for a Relationship-Based Education' and Dr. David Tranter. Interest in this particular professional learning support tends to be somewhat more 'siloed' and is based on system leadership priorities. We ran a very successful two-day event with Dr. Tranter through our partnership with Tribal Chiefs Education Foundation in February of 2020. These days included both educational and community leaders and elders who came together on the Portage College Campus in St. Paul to share in the learning experience and to begin the process of applying their learning to their respective schools and communities.

Many school authorities in the LNES Region, "front load" their professional learning resulting in 2019-2020 professional learning funding being largely expended by the time we are 6 months into the funding cycle. The rationale for this front loading is to allow educators to gain this knowledge and experience early in the school year, allowing them opportunity to develop and implement the learning into their practice and classrooms. As a result, the professional learning calendar is typically far busier in the initial four- six months of the school year than it is the last six months. This tends to be a very 'typical trend' for our region! We continue to explore and identify meaningful professional learning opportunities for all educators but anticipate decreased participation levels.

Another growing concern is the shortage/ lack of replacement teachers available to/within each of our member school authorities. There are often times where substitute teachers are not available to provide instruction in the classrooms of teachers who want to attend professional learning opportunities. In these instances, 'internal coverage' is often sought; thereby increasing the workload and frustration levels of those staff and administration members who are not attending the same. As a result, we continue to look for opportunities to provide professional learning support where teachers are already gathered (A.T.A. Local P.D. Days, Jurisdictional Professional Learning Days, School- Based P.L. Days, Teachers' Conventions, Support Staff Conferences, System Leaders Conferences, Staff Meetings, etc.) as opposed to asking them to leave their classrooms.

Yet another consideration is the increasing awareness of and attempts to limit the amount of time teachers are out of their classrooms over the course of the academic year. Conversations with System Leaders have revealed that it is not unusual for a teacher to be absent from his/ her classroom for 20+ days (10%+) a school year (this is reflective of all absences- personal, medical, professional, etc.). Regardless of the reason, this is still time out of the classroom; away from students which interrupts both establishing and maintaining relationships as well as interrupting consistency in instruction. The consistent message coming out of these conversations, tends to be, "We need our teachers to be in our classrooms on a consistent basis!"

During the September 1, 2019 – March 1, 2020 time frame, the Learning Network Educational Services planned for and delivered 193 professional learning opportunities attended by 3285 participants for a mean of participant number of 17.0 and an overall satisfaction rating of 98%. 25 sessions were cancelled due to insufficient registration numbers, prohibitive weather or other circumstances beyond our control. Including Provincial Work concluded between March 16, 2020 and August 31, 2020, the LNES planned for and delivered 231 professional learning opportunities attended by 7950 participants for a mean participant number of 34.4 and an overall satisfaction rating of 99%. 31 sessions were cancelled due to insufficient registration numbers, prohibitive weather or other circumstances beyond our control.

We also were privileged to organize and deliver one Support Staff Conference – “The South Support Staff Conference” was hosted at the J.R. Robson Jr./Sr. High School in Vermilion, on November 29, 2019. It was attended by 213 registrants who participated in 31 sessions that were designed to specifically support their identified/requested professional learning needs. The participation numbers for this South Support Staff Conference, reflected a significant decrease in registrations of -21% as compared to the 2018 South Support Staff Conference. Previously we had also supported the North Support Staff Conference but a change in the structure of the A.T.A. Locals served by that region resulted in, two specific jurisdictional days, combining both professional and para-professional staff evolved. Northern Lights Public Schools hosted their System’s Day at the Aurora Middle School, Vera M. Welsh and J.A. Williams Schools in Lac La Biche on October 21, 2019. The second System’s Day was hosted by Lakeland Catholic Schools at the École Notre Dame High School, in Bonnyville, on Monday October 28, 2019. In addition, we were privileged to support St. Paul Education Regional Division with their professional learning days hosted on October 10 & 11, 2019 and the Park Plains East A.T.A. Local #31, with their professional learning day held at the J. R. Robson Jr./Sr. High School, in Vermilion, on November 8, 2019. “Support” these days is typically through the provision of session facilitators and administrative support. We remain privileged to be a part of these days in any manner that benefits the organizing committees. At the request of East Central Alberta Catholic Schools #16, we did organize a Jurisdictional Professional Learning day for January 31, 2020. This event however, ended being cancelled as the System Leadership refocused this day to meet the need for Wellness within their school communities.

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 remains with another Not-For-Profit Society located in Bonnyville, AB. This Not-For-Profit Society (Rednecks-With-A-Cause) continues to serve and support students and families of students who have been diagnosed with Autism Spectrum Disorder. Work has begun and confirmed to host Dr. Temple Grandin, back in the Bonnyville Community for November 9 & 10, 2020. At the writing of this report, and in consideration of the many restrictions in place, due to Covid-19; we have been in communication with Dr. Grandin and the American Program Bureau, Inc. to reschedule Dr. Grandin’s presentations to November 22 & 23, 2021.

Over the course of the past six years, we have continued to focus our energy and resources on building support in and around our First Nations, Métis and Inuit priority area. Dan Nash, our Designer of Professional Learning for the First Nation, Métis and Inuit focus, worked extensively with the committee from the Heart of Treaty Six, representatives from Lakeland College, and members of the Onion Lake Cree Nation to put together a three-day Spring Gathering/ Land Based Learning Symposium. With the onset of Covid19 and due to the authentic nature of this unique professional learning experience, we consulted with all professional learning opportunity partners and determined that the best course of action would be to postpone this symposium until Spring of 2021.

Our greatest achievements, impacts and reflections, continue to occur through our immersive professional learning supports offered by our Designers of Professional Learning: Charlie Kraig (Implementation Other and Emerging Regional and Provincial needs) Lana Lane (Implementation Other and Emerging Regional and Provincial needs), Sylvia Malo (Implementation Other and Emerging Regional and Provincial needs) Dan Nash (Implementation Other and Emerging Regional and Provincial needs) and Jackie Ratkovic (Implementation Other and Emerging Regional and Provincial needs).

These committed Instructional and Pedagogical Leaders, work elbow-to-elbow with educators as they continue to hone their knowledge and skills in relation to 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 maintain, and increase, this model of delivery and support for the upcoming year so that we can continue to support teachers and students.

Over the past seven years, we have moved away from single meetings involving all L.N.E.S. Education Partners to the current model of the Executive Director meeting, multiple times, over the course of the year, based on Advisory Committee member's availability! This has worked very well but is becoming increasingly more difficult as these System Leaders have many demands competing for their time. As a result, I attempt to meet with representatives from each of the school/education authorities, we serve, a minimum of three times per year (Fall, Mid-Year and Spring) and the pull these conversations together to assess and then formulate the professional learning support plan for the upcoming academic year. As a 'part' of the pending fall 2020 Governance by the College of School Superintendents, we are in the process of formulating a Terms of Reference for the Learning Network Educational Services Education Stakeholder Engagement Committee. This committee will not take the place of these individual, focused conversations but will serve to enhance the same and allow me to be more inclusive in the planning and delivery processes.

As indicated earlier in this report:

This 2019-2020 Curriculum Implementation Priority Areas, as identified by the Curriculum Division of the Curriculum Coordination and Implementation Sector were:

- New LearnAlberta.ca: Develop and Implement a provincial strategy to support teachers to expand their knowledge and ability in using and leveraging new LearnAlberta.ca for their teaching practice (e.g. lesson plan/unit development, collaboration with other educators)
- French Language Supports: Develop and implement a provincial strategy that will:
 - Support French language teachers in growing their own skills and confidence in speaking and writing in French.
 - Provide French language teachers the skills and tools required to enable their students in increasing their reading proficiency and literacy in French.
- Other Priorities related to provincial Curriculum Implementation: Provide professional learning support identified as a need by regional consortia or Alberta Education in topics or subjects that are not explicitly stated above, provided this support strengthens the application of the priorities identified in the previous year.

In response to, and support of, the 2019 – 2020 Curriculum Implementation Priority Areas, received on November 15, 2019, the ARPDC Executive Directors collaborated to create the “Alberta Regional Professional Development Consortia Provincial Implementation Plan 2019 – 2020 (https://docs.google.com/document/d/1b_T7mxFd-3VPf5F8fqTR4tB1GPDQ7wJGFb_cwxJcj4GA/edit) and submitted the same to Alberta Education on December 13, 2019.

Detailed Summary of Professional Learning by Curriculum Implementation Priority Area 2019 – 2020:

New LearnAlberta.ca

Based on 3 Year Education Plans and regional conversations, there was zero indication of regional need for this priority area which was supported by ‘0’ requests for this priority. Opportunity for support/presentation of this priority area was made through jurisdictional professional learning days, A.T.A. Professional Learning Days, etc. but there was absolutely no indication of need or interest from the field at this time.

Future Professional Learning Support Needs: No indication of future need at this time.

French Language Supports

The majority of professional learning support offered for this priority area was provided through a parallel “Official Languages in Education Program” grant. 18 professional learning opportunities were provided to 559 educators with an overall satisfaction rating of 99% and a mean session participant of 31. In our region, we have four school authorities who provide French Immersion support through 101 teachers and an additional 12 teachers who provide French as a Second Language instruction. One of the primary challenges these school authorities and school face is a severe shortage of French speaking substitute teachers. As a result, through intentional planning, the majority of professional learning support is being provided on school-based collaboration days or through professional learning sessions be provided at system-level professional learning days.



Other Priorities related to provincial Curriculum Implementation: Provide professional learning support identified as a need by regional consortia or Alberta Education in topics or subjects that are not explicitly stated above, provided this support strengthens the application of the priorities identified in the previous year.:

This is Priority Area is where the bulk of the professional learning support was delivered from September 1, 2019 – March 13, 2020. Including both Regional and Provincial professional learning support, the Learning Network Educational Services provided 157 professional learning opportunities to 3555 participants with a satisfaction rating of 98% and a session participant mean of 22.6.

Within this Priority Area, our focused areas of support included: Curriculum Development, First Nations, Métis and Inuit, Inclusive Education, Literacy, Mathematics, Numeracy and Other (Provincial Assessment, Sound Assessment Practices, Learning Commons).

Curriculum Development: 6 professional learning opportunities were provided, of which 0 were cancelled, for 235 registrants. All of these professional learning opportunities were focused on Conceptual Knowledge and Learning Transfer and were in response to targeted requests for this support from one school authority. This professional learning support was initiated with a one-day centralized learning opportunity and then followed up with individual system/school leaders who indicated continued need for support and follow-up. Session evaluations were distributed for these sessions with a return rate of 0%.

First Nations, Métis and Inuit: 11 professional learning opportunities were provided, of which 5 were cancelled, for 90 registrants. Professional learning focused on: Cultural Observing of the Fall Equinox at the Viking Ribstones, Connecting Aboriginal Games to Mathematics, Using Breakout EDU to Teach FNMI Curriculum Outcomes, The Blanket Exercise, The Indigenous Peoples' Floor Atlas of Canada, Eagle Feather Crow Beah Key-chain Project, Ribbon Shirts and Skirts – What do they 'mean' and How to I Make One?, Infusing Indigenous Way of Learning in High School Mathematics and Sciences, FNMI Kit Building – Furthering the Journey and The Spring Gathering – A Land Based Learning Symposium. Much time and resources were committed and dedicated to the support of our Annual Spring Gathering. Integral to the authenticity of this multi-day professional learning opportunity is the establishment and cultivation of relationships. Dan Nash, LNES Designer of Professional Learning for the FNMI Curriculum Implementation Priority Area, has built and nurtured these relationships over a number of years. In particular, the past two years have been invested in connecting with the Heart of Treaty Six committee and collaborating in their conversations and Reconciliation work they are moving forward in our region. The 2020 Spring Gathering – "Teachings From the Land On the Land" was scheduled to be 'based' out of the Lakeland College Campus in Lloydminster with a full day of learning being hosted by and on the Onion Lake First Nation with the day including: Exploring the Royal Canadian Indigenous Peoples' Floor Map, Tipi Raising and Teachings, Land-based Learning Morning Routine - Onion Lake Students and Staff, Onion Lake Land Based Inclusion Program– Information Session by School Authority Leadership, Traditional Lunch, Medicines Nature Walk, Skinning and Tanning Demonstration, Traditional Land Based Games, Heart of Treaty Six (HOT6) Community Reconciliation Event, Pathways Towards Land-Based Classrooms (1. Transitioning to Land Based Learning classrooms, 2. Metis Land Based Learning, 3. Spiritual Connections to the Land and 4. Inuit Land Based Learning). Due to Covid-19, this, and all face-to-face sessions have been postponed for the foreseeable future. Impact of professional learning is evidenced through the feedback/comments of session participants: I had no idea of the meaning/ significance of the Ribbon Print Colours and the meanings behind each and their significance in ceremonies, The Sharing Circle was a humble and awe inspiring experience –

– to listen to the Elder and the simply applications of our life experiences to the big picture blew me away, I really appreciated the opportunity to better understand the cultural connection between drumming and rattles, I will give back to Mother Earth on a more consistent basis, It has got to be more than just actions; it's the fundamental attitudes that need to be taught and reinforced, I am a Cree Language – Métis Culture Teacher; I feel that these games will be an excellent way for me to teach new words, It will be a great way and fun way to communicate our Cree Language learning through play plus learning Math at the same time, It is so important to include a First Nations, Métis and Inuit perspective into our lessons, Learning is more fun and likely to be more impactful when we can teach through games, I would love to use the leather and stick game, for Metis Culture purposes, it would be great a way to learn about our 8 Metis Settlements in Alberta, gathering the information and making that into a game. It would be something that I would love to do with the Great 7 and Grade 8 students, to create for our students, in hopes of sharing it with other schools. I would also love to use Rock game, it would be a great opportunity to have an Elders or Knowledge Keeper, to come in and talk about rocks, what rocks are used in Ceremony, what rocks were used to crush chokecherries, etc. We can also learn about the Inuit and the Inukshuk and its meaning, then enjoy a game of the Inuit side reach while learning to record and collect data, Using these land based manipulatives to teach math concepts and embed First Nation themes into the math program, Thank you for the opportunity to attend this wonderful PD Day, with all the certified teachers. I came home feeling great with the knowledge that was shared and inspired to use these games with my students. Hiy Hiy!, Great presenter! Loved coming home with ready-made resources, This was a great day. I came away with a lot of new games I can easily integrate into my lessons, Our students played a 'Cikahkwanak' game today and had a lot of fun and learning, I had no idea of the 'significance' of the Eagle Feather in the First Nation culture – THANK YOU for the opportunity to learn.

Inclusive Education: 45 professional learning opportunities were provided, of which 18 were cancelled, for 2093 registrants. Professional Learning focused on: Augmentative and Alternate Communication for Kids with Complex Communication Needs, Mental Health First Aid for Adults Who Interact With Youth, Calming Centres Make and Take, Dialectical Behaviour Therapy: Beyond the Basics, Poverty Simulation Exercise, Trauma Informed Practice in our Classrooms and Schools, Level B Assessment and Testing, Advanced Level B Interpreting Assessment and WIAT, Relationships Matter, Lego Play Therapy Levels I & II, Expanding Your Instructor Toolkits, Emotional Freedom Techniques, Inclusion and Student Success, Choice Boards, Psychological First for a Pandemic With Children, Youth and Families, Behaviour Management, Supporting Individuals Through Valued Attachments, Fidget Friendly Classrooms, Compassion Fatigue, Intentional and Purposeful Breaks & Strategies for Managing Classroom Behaviour, The Brain Architecture Game, The Hunger Games, Stress Management, Inclusive Education Strategies for the K – 4 Classrooms, Inclusive Education Strategies for the 5 – 8 Classrooms, Inclusive Education Strategies for the 9 – 12 Classrooms, Nutrition and Academic Success (An Apple A Day), Students with Scars and Powering Up Blended Learning, The De-escalation Toolkit, Take Back Control of Your Life, Supporting Children Through the Grieving Process, Supporting Adolescents Through the Grieving Process, Exploring Self Compassion and Self-Care, The Three R's to Success – Responsibility, Responses, Results, Supporting Self – From the Inside Out, Movement and Mindfulness. The majority of these sessions were provided by external providers as the depth of expertise within the LNES Designers of Professional Learning provides minimal support in this priority area. Impact of professional learning is evidenced through the feedback/comments of session participants:

DBT use with anxiety and grief, Validation, radical acceptance, Deeper understanding of different applicable elements of DBT and how to integrate them into current practice, The dialectic client/counsellor relationship The practice of validating and reinforcing, validating mindfulness, When students “get stuck” and ways to slowly talk them through a problem. Not focus on the past but the future. Having dysregulated students and helping them understand their emotions and triggers, I appreciated having Sheri as our trainer, she is, in my opinion, an expert in her field of practice and a very genuine practitioner, The empirically based data provides me with the evidence I need to confidently move forward this learning, I need to focus more on the ‘why’ that is behind the behaviour being demonstrated, The instructor reinforced my current practice and helped me to understand how my new learning would enhance the same, The importance of establishing relationships first, We are not islands. There are many students with diverse needs We are doing some things right-talking about sensory rooms, and quiet places for students to use during intense moments -talking about keeping goals realistic and not based on a student’s best day, I like the WISE Plan. See how it can be implemented I like the physical ideas of how to protect us or students in case a situation arises, I am creating a safe space for my student, I hope to create a WISE Plan for my student as well to help them communicate how they are feeling at a given time, AAC learning has to be fun!!! Coaching is where it’s at. Direct therapy can only take us so far..., The need for AAC and the importance of building capacity in communication partners who can help to empower our students with complex communication needs, Jody always validates and appreciates the role of an EA. In this case, her comment that support staff should have been considered an essential service validated my sentiments exactly. The impact and damage this lay-off will do to ‘our’ students is huge! No one can fill that role the way in which we do! In my particular situation, I specifically asked if I could continue to make contact with certain students during this time, and was told a direct ‘no’! My heart breaks more everyday wondering about all the at-risk students I should be in contact with. I didn’t even get to say goodbye. It felt like a death!!! We take months and sometimes years to build a trusting relationship with kids who have major trauma and losses already. Now this! How long is it going to take to develop a resemblance of a relationship with them again, if ever? I loved that Dr. Carrington spoke about the importance of “holding space” when others come to you upset. That we can’t necessarily fix things with tons of words...letting them talk instead of me feeling I have to have all the answers and fix it for them was a wonderful reminder. Also, I love that she reinforces that you have to “name it to tame it.” As well, “joy is a choice!” Just an amazing time spent with her filling my tank so that I can be centered and continuing supporting! Thank-you!, Focus on “holding space” & “dropping those shoulders” are key phrases that I want & need to remind myself of moving forward. Hearing her acknowledge how hard she knows we work every day for our kiddos made me cry because we don’t hear that very often. The kids at school are my kids & I take my job very seriously & she realizes that, Helping children regulate is crucial to learning and relationship building, I work in a day care; Fight, Flight and Freeze; Not attention seeking; connection seeking, Understanding the power of connection with children during times of struggle and everyday are so important. I loved the light up and how impactful that is for everyone, Tell me more! What am I missing? If they can’t get the words out, they can’t hear yours – Connection! Connection! Connection! Making eye contact with a child who is dis-regulated as a means to reassure and rebuild connection. Giving my kid the time to ‘come down and calm down’ before forcing him to speak to me and I now understand that I MUST stop talking to him in the midst of a “crisis” - the tip about “if they can’t produce language they can’t process it” was enormously helpful, Staying calm when someone is experiencing a crisis situation. Taking time to really listen to a person as they talk about their concerns, The conversation about responding appropriately to all situations was helpful and a reminder that we are doing the right thing, Loved the time to preview and work with the resources shared in the presentation Real Time. Learning from the sharing of others was awesome too!

Also, appreciate the opportunity to be able to preview and work through the workshop on my own time. Presentation style of Catlin is perfect!, The presenter was very engaging while managing to impart information. I could more easily picture students I have worked with having deeper reasons for their behaviour. It was just very well done., Her 'down-to-earth' easy to connect with style of presentation combined with her vast knowledge and application of real-life examples allow me to leave here with "Monday morning strategies"! THANK YOU!, Grief is such a 'tricky' topic – I appreciated the opportunity to spend time with Jeremy; he 'shoots straight' and provided me real connection to and understanding for my students, colleagues, friends and family.

- Literacy: 30 professional learning opportunities were provided, of which 7 were cancelled, for 451 registrants. Our primary model of professional learning support for this priority continues to be via the immersive, elbow to-elbow work that is supported by our consultants, Lana Lane and Charlie Kraig. We continue to focus on impacting teacher practice at the classroom level, making this particular method of delivery the most effective/efficient/ impactful. It is definitely not the most cost-effective method of delivery, 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 and provides the best return on investment. Their continued demonstrations, coaching, supporting and debriefing are proving to be extremely impactful in terms of positively influencing teacher practice and ultimately student achievement. Professional Learning focused on: Effective Strategies for Teaching Children to Read – Division I, Effective Strategies for Teaching Children to Read – Division II, Embedding Guided Reading Into Your Daily Instruction, Beyond the Tool: Fountas and Pinnell Assessment and Quality Literacy Instruction, Words Their Way, What About Writing, Teacher Check-Ins and Ongoing Support, Tools & Treasures for the Writing Tickle Trunk, Curriculum Mapping for Grades K, 1, 5, 6, 7, 8, & 9 Teachers, How Do I Get Them to Write Narratively? How Do I Get Them To Write – Expository Writing, Let's Talk T.Q.'s, Open the Gates for Writing, Vocabulary in the Middle Years and Beyond, Words Their Way – A Closer Look, Non-Negotiables for the Struggling Reader!, Powerful Hard Work. Impact of professional learning is evidenced through the feedback/comments of session participants: I have more tools that I will need to provide support for the reading program at a Hutterite Colony School, I particularly enjoyed the time to collaborate with my colleagues, we don't have time to do that on a day-to-day basis, This was a great session that allowed me to leave with lots of tips to use to engage reluctant readers, I would find a ton of benefit in having the Lana come to our school to work with our entire staff and students, When I walk away from a session with new tools and strategies to use in my classroom, it has been a good day – this has been a GREAT day!,

Modelling and guided practice is important, as well, prompts that ignite imagination/ ideas to provide fodder for writing, Writing and Reading must work together hand in hand. Writing is a work in progress--one that is revisited and worked on every day!, I often read out loud to our junior high students who are struggling. After wrestling with how to keep one of our junior high grades engaged during their library period over the last year or so, we have also added a "story time" to their library class. (They love it!) I've been discouraged about how little the kids are reading on their own and how much they struggle with understanding what they are reading, and encouraged to hear that reading out loud can be so beneficial in building up their vocab and helping them become better writers, even at a junior high level, Lana introduced activities for the writer's workbook that were simple and practical. Each student would be engaged and eager to complete them.

First page is a collage of them as a person. Their likes, hobbies key words and pictures about them as a person, Writers Notebook, Scaffolding Booklet, joyful reading and writing. The importance of reading to students, talking about, before writing about, I will definitely look into some of the many book suggestions that were given, both for the kids and for myself. I'd like to get my hands on "Structured Word Inquiry", I think that I would use it in my reading group. I may possibly use some of the ideas in the Writers Notebook with my younger reading groups. There were also some great ideas for building vocab, Planning writing activities in long range plan according to themes. Teaching different types of writing at several different times in the year, Using the child's own writing to determine their spelling work, the doing daily activities around them - spelling is hearing, speaking, reading then writing - correct printing and writing is super important!! - using a year plan of events then adding the writing activities for each month, I like the mini books she showed us how to make to add to our writer's workbook for mini lessons or notes. I am going to implement the non-negotiable spelling words. Words that students in my grade level should be able to spell, The session was very beneficial to me and I feel more confident about how I am going to plan my LA writing and reading for next year, Tons of takeaways from the session, Lana's delivery was well done and the breakout rooms gave us an opportunity to share with others, This session helped me to get a much better understanding of ways that I could engage my students in meaningful writing and reading activities, The PD was excellent, great ideas for the students struggling with reading and writing.

Mathematics: 51 professional learning opportunities were provided, of which 10 were cancelled, for 309 registrants and

Numeracy: 8 professional learning opportunities were provided, of which 0 were cancelled, for 274 registrants.

Our primary model of professional learning support for this priority continues to be via the immersive, elbow to-elbow work that is supported by our consultants, Sylvia Malo and Jackie Ratkovic. We continue to focus on impacting teacher practice at the classroom level, making this particular method of delivery the most effective/efficient/ impactful. It is definitely not the most cost-effective method of delivery, 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 and provides the best return on investment. Their continued demonstrations, coaching, supporting and debriefing are proving to be extremely impactful in terms of positively influencing teacher practice and ultimately student achievement. There is anecdotal evidence of decreased levels of pressure/anxiety for teachers and students and school-based administrators indicate that their achievement levels in provincial assessments are increasing. Most administrators are associating this success to be the result of the presence and support of our consultants providing support at this level. These supports are on-going over the course of an Academic Year with typically a minimum number of days of support being 2 to a maximum of 4. This allows for continued collaborations and reassessment of practice as it relates to new conversations and experiences.

Professional learning for these two priority areas focused on: Guided Math: A Framework for Mathematical Instruction, Advanced Guided Math, Building Thinking Classrooms, Using A Mathematical Diagnostic Assessment to Determine Students' Strengths and Weaknesses, In Class Lessons and Resource Support K – 4, Outcomes in Numbers, Patterns, Shapes and Space, Task to Continue Use of Starters with Visual Supports, Engagement Strategies for Div. III and Div. IV Mathematics Classrooms, Developing an Understanding of the Use, Purpose and Implementation of Math Starters, Outcomes in Numbers, Patterns, Shapes and Space in a Multi-Grade Classroom, Developing an Understanding of How to Teach At Multiple Ability Levels, Developing and Understanding and Implementing Guided Math Starters, Developing a Schedule to Spiral Big Ideas from Programs of Study Through Starters in the Math Classroom, Fractions and Decimals with Additional Follow Up Resource Sharing, Connecting to the Mathematics – Get Students Learning, Understanding the Structure of Guided Math and Determining What Components Teachers Need Support in by Creating an Action Plan which Includes an Implementation Schedule, In Class Lessons – PLC for Running Records & Resource Support Grade K – 4, Math and Numeracy – What's On Your Mind?, Math and Numeracy – What's On Your Mind; Continuing the Conversations, Math Activities to Support Learning From Home K & 1, Math Activities to Support Learning From Home 2 & 3, Math Activities to Support Learning From Home Grades 4 – 6, Strategic System Planning for Mathematics and Numeracy (6 Part Series), Choice Boards in the Mathematics Classroom, Engaging Math Learners with Technology; Equatio, Desmos, Geogebra and More, Reassessing our Middle School/High School Math Assessments, Looking Into Diagnostics and Support for Life Skills Math, In Class Modelling and Resource Sharing, Teaching Math Through the Lens of Conceptual Learning K – 6, Teacher Math Through the Lens of Conceptual Learning 7 – 12, Supporting Educational Assistants As They Work With Students in Math, Teaching Mathematics Through Playful Problem Solving, Numeracy Across the Curriculum Division I, Numeracy Across the Curriculum Division II, Numeracy Across the Curriculum Division III. Impact of professional learning is evidenced through the feedback/comments of session participants: This professional learning opportunity has provided me with additional strategies on how to reach my students more effectively, This work shop helped me to identify those pedagogies that were sound and those that need to be bolstered, I now have a greater understanding of Differentiated Instruction and know how to support continued formative assessment, Thank you for helping me to understand that guided group math instruction needs to be different than whole class instruction, Thank you for the new strategies that I can use to support both my at home learners and my 'regular' classroom setting, I really appreciated learning about the activities I can use to support both my at learners and their parents, I really appreciate the time the presenter took to prep for some strategies and activities that we can implement immediately. I have already shared these with my colleagues, I had no idea that there were so many online manipulatives that I could use with my students, both now and when I return to the in person classroom, Having a variety of problem solving ideas available, will assist me in my day to day teaching, I didn't want to lose any of the information that the presenter shared so I went through my long range plans and added links, videos and activities into where I teach it during the year, I already have implementation strategies that I will be using from today forward, Having this professional learning support 'broken down' into multiple one hour 'chunks' was awesome; it allowed for us to have time to learn, consider, implement and then provide feedback on; a great investment of our time, The simple concept of "Less teacher instructing and more student constructing!" really hit home for me; once I provide the right questions to guide their thinking; I need to step aside and let my students figure things out and discuss their thinking, There were a number of times that my mind was 'blown' – I'd either never taught something that way before or thought that way before, As a student, I was a memorizer of facts and algorithms so it was exciting to learn why things were done and it made sense,

It really helped to go through and break down the curriculum right off the start, Working with Jackie. She always provides lots of ideas and resources that can be used immediately or with little prep. She is very approachable and has given help and suggestions in-between meetings. She is a wealth of knowledge, is encouraging and I always feel inspired after working with her, Adding to my long-range vision for the class. We have been working towards creating a math program that fits my vision for my classroom, Math Starters had a great impact in my teaching in my classroom. Every math lesson began with a 10-minute math starter. Students looked forward to math class because of these activities. All my students made a 'Esti-mystery' of their own to present to their parents for Student-led conferences. Unfortunately, this did not take place but students were able to do these at home with their parents, The PD was about choice boards and the greatest impact on the students is how the boards can be adapted in ways to suit different needs. The presenters gave us examples of how to adapt them and then let us share more ideas with each other as a group, The meetings have improved my teaching by showing, discussing different ways to teach mathematics. I have been able to implement more hands on activities which was an area of struggle for me, The Choice Board presentation gave me an option to present my weekly activities to families and students that was easier for them to understand, and better able to carry out, This year working on guided math and literacy instruction both had direct impact on teaching, Me to observe and discuss strategies and areas needing growth (student skills) with the instructor, I loved seeing how the activities that were given to us were demonstrated with our class. It was great to have Jackie actually show us what it would look like. I have learned that the math can be put into your work at any time and quick little fun activities that open the door for huge learning, Giving the students choice but at the same time making sure they do the most important thing, The weekly/every second week meetings on choice boards through zoom. These sessions constantly evolved as the online teaching situation changed. She meets everyone where they are at and what they need help with. The website suggestions on where to find good materials and questions, In-class demonstrations of the concepts that Jackie and I are talking about. She also comes up with examples that will work in my classroom specifically based on what Jackie knows about me and what I have told her about my class, Having critical conversations about research based practice and how it can be/needs to be implemented. The conversations are important instead of just 'sit and get', Being able to work with an experienced mathematics teacher is beneficial to my personal development as in a small school I am not always afforded those interactions. Working with teaching in the same subject area enables growth to occur, I really liked the PD where we could speak with Jackie and Lana in a small group environment. This allowed for differentiated PD and they could meet us where we were at. Recently, when we met online, they helped to clarify a variety of questions I had moving forwards into the next school year, Sylvia is so great for sharing great resources and showing the teacher during the lesson - how you can adapt or use in another unit, etc. She has so many great ideas a teacher can use in the class immediately and It reminds me that math is more than just paper and pencil! I need to remember to use all the different types of games, manipulatives and online sites to check for understanding and supplement my lessons.

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.

We continue to focus on impacting teacher practice at the classroom level, making this particular method of delivery the most effective/efficient/ impactful. It is definitely not the most cost-effective method of delivery, 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 and provides the best return on investment. Their continued demonstrations, coaching, supporting and debriefing are proving to be extremely impactful in terms of positively influencing teacher practice and ultimately student achievement. There is anecdotal evidence of decreased levels of pressure/anxiety for teachers and students and school-based administrators indicate that achievement levels in provincial assessments are increasing. Most administrators are associating this success to be the result of the presence and support of our consultants providing support at this level. These supports are ongoing over the course of an Academic Year with typically a minimum number of days of support being 2 to a maximum of 4. This allows for continued collaborations and reassessment of practice as it relates to new conversations and experiences.

Other: 6 professional learning opportunities were provided, of which 2 were cancelled, for 68 registrants. One of the previous priority areas was Provincial Assessment. One of these professional learning series focused on "Creating High-Quality Selected Response Questions" and was intentionally designed for a requesting school authority in working with their school-based leadership team. Another professional learning series focusing on "Sound Assessment Practice in Secondary Language English Arts: Working Smarter; NOT Harder!" was offered as an 'open' session and hosted 4 participants. The final two sessions were targeted professional learning provided to a requesting school authority for their Learning Commons Facilitators. This professional learning opportunity was offered over one day for 30 participants. Session evaluations were distributed for all of these sessions with a return rate of 0%.

LEARNING NETWORK EDUCATIONAL SERVICES ACCOUNTABILITY MEASURES



CONSORTIUM GOAL ONE

Facilitate professional development, which supports the effective implementation of:

1. The Alberta Education Business Plan
2. Jurisdiction and school educational plans
3. Regional School Council priorities

OUTCOME 1.1

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

OUTCOME 1.2

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

Measures:	Results:
Overall percentage of stakeholders that are satisfied that the consortium effectively addresses provincial and regional needs identified in planning documents.	Due to the continued impacts of the Spring 2019 Provincial Election, severed ties with the Alberta Teachers' Association and the delayed delivery of the Curriculum Implementation Priority, there is no data available to indicate the % of district contacts survey respondents agreed that the P.L. offerings aligned with the needs identified in their respective plans. 7950 participants attended 231 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.	In spite of the continued impacts of the Spring 2019 Provincial Election, severed ties with the Alberta Teachers' Association and the delayed delivery of the Curriculum Implementation Priority and the onset of Covid 19, 97.5% 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. On January 8, 2020, ARPDC Executive Director's were informed that Funding for 2019 – 2020 was delayed with no assurance that it would arrive. Our next conversation with Alberta Education personnel took place face to face in Edmonton on January 15, 2020 with no added level of assurance. From this point onward, our communication was directly with CASS E.D. Barry Litun, The Minister of Education and the Deputy Minister of Education.
Number of collaborative meetings for ARPDC in actualizing the priority areas provincially.	Consortia met 43 times over the course of the 2019-2020 Academic Year seeing 388 meeting participants along with 53 guests joining the conversations seeing a total of 441 participants.
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 throughout the 2019- 2020 academic year, at the convenience of school authority representatives, to discuss their identified and emerging needs. These conversations also took place at opportunities where we were already gathered. (Eg. CASS Meetings, Zone Meeting, Online Gatherings, etc.) 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.	Due to the continued impacts of the Spring 2019 Provincial Election, severed ties with the Alberta Teachers' Association and the delayed delivery of the Curriculum Implementation Priority and the onset of Covid 19, no professional learning needs surveys were circulated during the 2019 – 2020 academic year. Instead, this planning was based on individual conversations had with jurisdictional leaders and A.T.A. Professional Learning Program Chairs.

STRATEGIES TO ACHIEVE GOAL ONE

LNES	ARPDC	PARTNERS
<ul style="list-style-type: none"> • Host collaborative committees/Think Tank/ Advisory 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. • 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. 	<ul style="list-style-type: none"> • Hold collaborative conversations with Alberta Education personnel to understand provincial direction and how the consortium may support their work in our region and through regional plans. • Hold meetings with key Alberta Education contacts to determine priority areas related to Curriculum Development and Curriculum Implementation and develop understanding of the Alberta Education Business Plan. • Conduct a common post survey for administration to session participants. • Host monthly meetings to collaborate and share on provincial planning as it relates to priority areas defined for Curriculum Implementation and Curriculum Development. 	<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 Implementation Priorities. • Hold collaborative conversations with stakeholders to understand how the consortium may support their work in the region related to Curriculum Implementation priority areas. • ASCA, Portage College, Lakeland College, ASBOA, ASBA, TCEF 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 assisting to inform the regional work of the LNES.

ANALYSIS OF OUTCOMES OF GOAL ONE:

"Strong teachers don't teach content; Google has content. Strong teaching connects learning in ways that inspire kids to learn more and strive for greatness. (Eric Jensen). Our greatest asset remains the relationships that we have established, and continue to nurture, with our member school authorities, advisory committee members and education partners. Our Board of Directors continues to adjust to the change that results from the decisions of those who provide our funding and ultimately influence the course of our work.

Throughout the 2019 – 2020 Academic year, the Alberta School Councils Association (A.S.C.A.) position on the L.N.E.S. Board of Directors remained vacant. A.S.C.A. Executive Director, Wendy Keiver, provided updates to the L.N.E.S. Executive Director via email who then shared these updates out to all L.N.E.S. Board Members. Based on this regular communication, I continue to feel that we are not disadvantaged by not having an A.S.C.A. representative physically sitting at our L.N.E.S. Board Table.

All other education partners and stakeholders, including our school authorities and First Nations and Metis 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. Our intent is to meet, at a minimum, quarterly in order to re- main current in our conversations. In many cases, these meetings occur where these jurisdictional leaders are already convened (eg. CASS Zone 2/3 Meetings, CASS Fall Conference, CASS/Alberta Education Spring Conference, A.R.E.S., CASS Spring Gathering, etc.) Another 'unique' feature 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 continue to support these educators from time to time, given their proximity to our Designers of Professional Learning. This is a solid 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 conversations 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 member conversations/ 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 endeavour to meet, face-to-face with representatives from each of the school authorities represented in our region on a quarterly basis. Often times, it is during these conversations that we are able to readily identify some of the emerging needs of a school authority or a specific school within the district. It is through these conversations that we are able to identify the most appropriate facilitator for this professional learning need as well as the most efficient method of delivery. Through the culturing and nurturing of relationships, we are also working more closely with school-based leadership as we continue to address the needs of individual school staffs and communities. This is proving to be very efficient and impactful in terms of both costs and supporting the professional learning needs of all educators.

We continue to seek input from our stakeholders through regular conversations and communications. As a formal tool for gathering input, the Learning Network Educational Services, typically, annually surveys all members of our region through the Learning Network Educational Services Needs Assessment Survey. This survey is traditionally done in partnership with the Alberta Teachers Association. The A.T.A. continues to withhold its support for the co-design and co-implementation of this important survey. Given the sudden shift to Emergency Remote Learning and the many uncertainties that accompanied this shift, we were not able to administer the Spring 2020 Professional Learning Needs Survey. This marks two consecutive years that we have not been able to present the same which increases the significance of the regional conversations and the importance they place on determining professional learning supports for the upcoming school year.

As we continue to create, maintain and sustain relationships, we are privileged to support all Education Partners within the Learning Network Educational Services region. There is an ease that accompanies our conversations that allows us to remain open and transparent in terms of the realities that we face in our region. We continue to be aware of the shrinking levels of professional learning funds that are available with school authorities and how this impacts educator availability to participate in professional learning opportunities.

Another major factor includes the dwindling numbers of replacement teachers available to support classrooms as teachers look to be absent in support of their professional learning needs. In response to these realities, we are making every attempt to ensure that we are maximizing opportunities where teachers are already gathered to support their professional learning. We remain privileged to support and collaborate on identified System Professional Learning Days, Alberta Teachers' Association Local Professional Learning Days and Teachers' Conventions. These days are "Win-Win" days in that we are meeting the professional learning needs of teachers without the system incurring additional expense to do so! The result is maximized participation numbers and learning which transfers directly back to the classroom.

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:

Measures:	Results:
New LearnAlberta.ca	Develop and implement a provincial strategy to support teachers to expand their knowledge and ability in using and leveraging new LearnAlberta.ca for their teaching practice (e.g. lesson plan/unit development, collaboration with other educators).
French Language Supports	Develop and implement a provincial strategy that will: <ul style="list-style-type: none"> • Support French language teachers in growing their own skills and confidence in speaking and writing in French. • Provide French language teachers the skills and tools required to enable their students in increasing their reading proficiency and literacy in French.
Other priorities related to provincial Curriculum Implementation	Provide professional learning support identified as a need by regional consortia or Alberta Education in topics or subjects that are not explicitly stated above, provided that this support strengthens the application of the priorities identified in the previous year(s).
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"> • New LearnAlberta.ca • French Language Supports Other 	<ul style="list-style-type: none"> • New LearnAlberta.ca – 0 sessions were planned engaging 0 participants. • French Language Supports – 18 sessions were planned engaging 559 participants. • Other: 157 sessions were planned engaging 3555 participants. (Note: These session #'s are reflective of the September 1, 2019 to March 13, 2020 timeline at which time all professional learning shifted to a provincial online format. The professional learning support provided from March 16, 2020 – August 31, 2020 summary can be found in Appendix A of this document. For a detailed breakdown of areas of Curriculum Implementation under the category or 'Other' please refer to section entitled 'Professional Learning Highlights' above.
Measures:	Results:
Overall percentage of stakeholders satisfied that the PD offered by the Consortium supported effective implementation of curricula	96% 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% of returned LNES Professional Learning Opportunity Surveys indicated that the professional learning opportunities offered by the LNES positively influenced their practice.

STRATEGIES TO ACHIEVE GOAL TWO

LNES	ARPDC	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 ARPDC/ABED 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, school authority or school community. • Assist educators with understanding the components of new curriculum and their roles and responsibilities in implementation. • Continue to work collaboratively with other consortia in the development of resources that support learning related to provincial priority areas. 	<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. • Work collaboratively with ARPDC colleagues in developing learning opportunities to support curriculum implementation based on consortia expertise. • Continue to work collaboratively with ARPDC colleagues to create common understandings of the components of new curriculum and Consortia’s roles and responsibilities. • Continue to work collaboratively with ARPDC colleagues to design, develop and deliver provincial learning opportunities to enhance learning related to provincial directions and priorities, throughout school communities. 	<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 understand how consortium may support stakeholders’ work related to curriculum implementation. • Work with stakeholders to understand how the consortium may support provincial plans and processes that reflect systemic change. • Work with stakeholders to align learning opportunities to support Curriculum Implementation Priority Areas. • 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. • Report back to their respective organizations, the work of the LNES and Board of Directors post meetings of the Board of Directors

ANALYSIS OF OUTCOMES OF GOAL TWO:

The Learning Network Educational Services continues to reference, "A Guide to Support Implementation: Essential Conditions" (Alberta's Education Partners 2010) as the primary guide to 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 continue to work to support our jurisdictions around the changes envisioned in the Alberta Business plan, provincial priorities, and district initiatives, appreciation for the thoroughness of these guides continues to grow. LNES intentionally designs 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 growing range of strategies and in response to provincial priorities and emerging regional needs.

We continued to communicate our professional learning opportunities and updates out to our region through our Quarterly Newsletter as well as maintaining our accounts on both Facebook and Twitter.

Due to our limited staffing, the LNES, during the 2019-2020 reporting period, did not independently generate or create any resources. We did however, continue to support the development of the same, by the Alberta Regional Professional Development Consortia through the sharing of available resources. For the 2019 - 2020 Academic Year, the return rate on session evaluations decreased to 7.8% (- 0.8% from 2018 – 2019). One of the contributing factors to this reduction in response could be due to the shift in going 'paperless'. Each session participant is emailed a copy of the L.N.E.S. Professional Learning Survey just prior to the end of each session. They are then emailed a 'reminder' to complete the survey, if they have not submitted a survey response prior to this! As well, each participant is emailed a 'Post 30 Day Follow-Up Survey' to provide evidence of impact of their professional learning experience. Response to these "Post 30 Day Follow-Up Surveys" is even less coming in at 0% return rate. In reviewing the completed session evaluations, the majority of respondents were quite thorough and thoughtful in the completion of the evaluation providing us with valuable information used in determining the validity of the professional learning opportunity as well as providing us with direction in terms of future professional learning needs and input as to how to improve on the professional learning experience.

For the 2020 -2021 academic year, I will continue to regularly engage our jurisdictional leaders in these collaborative conversations for the expressed purpose of gathering data to inform the planning process for their 3-year Education Plans and intentionally look for increased probability of a closer alignment with necessary professional learning support as reflected in the L.N.E.S. Plan to Support Implementation and our Regional Planning.

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, Galilee, Alberta post-secondary institutions, TC2, CASS, Canlearn Society)

Measures:	Results:
Overall number of network meetings/sessions//learning symposiums provided through shared partnerships.	25 meetings/sessions were carried out over the course of the 2019- 2020 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.	<ul style="list-style-type: none"> 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 continue to occur at other centralized events such as CASS Zone 2/3, CASS Fall and Spring Conferences, Alberta Rural Education Symposium and CASS Spring Gathering.
Overall percentage of stakeholders satisfied with the Consortium's effectiveness in coordinating, brokering, and/or referral services in helping access PD resource.	<ul style="list-style-type: none"> 97 % of stakeholders indicated high levels of satisfaction with the Consortium's effectiveness in coordinating, brokering, and or referral services in helping access PD resources.

STRATEGIES TO ACHIEVE GOAL THREE

LNES	ARPCD	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. Host annual meetings with stakeholder groups to review partnering opportunities from the current year and to invite exploration for further collaborative opportunities. 	<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 ARPCD or their regional consortia. 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 does not have the capacity to provide local expertise in ALL curriculum priority areas. As we look to support those needs beyond our local capacities, the L.N.E.S. 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, maintained and sustained.

Often times, our most valuable assets exist within the ranks of the ARPCD. 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 L.N.E.S. 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 L.N.E.S will continue to explore and expand potential partnerships in order to support identified emerging regional needs.

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.	231 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.	31 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	97 % of stakeholders indicated high levels of satisfaction with the Consortium's effectiveness in coordinating, brokering, and or referral services in helping access PD resources.
Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic.	99% 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.	96% 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.	96% of stakeholders indicated satisfaction that the consortium was effective in helping to meet the emerging needs of member districts.

STRATEGIES TO ACHIEVE GOAL FOUR

LNES	ARPDC	PARTNERS
<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. • 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, school authorities or school communities. 	<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 defined priority areas. • Design, develop, manage and deliver online PD resources. • Work collaboratively with ARPDC to develop professional learning opportunities based on provincial-directions and emerging needs. • Develop and administer a common post session survey to participants to help determine impact of professional learning opportunities 	<ul style="list-style-type: none"> • Work collaboratively with partners to understand regional emerging needs and provincial direction. • Work collaboratively with partners to develop professional learning opportunities based on regional emerging needs and provincial directions.

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 8, 2019, Greater St. Paul A.T.A. Local #25- October 10 & 11, 2019, Northern Lights Public Schools #69 System's Day- October 21, 2019 Lakeland Catholic Schools #150 System's Day- October 28, 2019, Conferences - South Support Staff Conference (November 29, 2019). We also collaborated with East Central Alberta Catholic Schools #16 in support of their 3rd Annual System Wide Professional Learning Day on January 31, 2020. Utilizing the Zoom platform, 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. As well, with each webinar being recorded and cached, it is far more convenient for "anytime access" to the recording and the content. This became our primary method of delivery with the shift to Emergency Remote Learning on March 16, 2020 and looks to be remain our primary source of delivery for the foreseeable future. We eagerly look forward to the day that we can return back to classroom and shared learning spaces when we can safely and confidently do so.

With the cached webinars and the ARPDC common resource page (www.aprdcreources.ca), educators have 24/7 access to any and all professional learning supports provided through the L.N.E.S. and the A.R.P.D.C. The continued culturing of these collaborative professional learning support methods, along with the ease of communication and increasing levels of trust 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:

- New LearnAlberta.ca
- French Language Supports
- Other priorities related to provincial Curriculum Implementation

OUTCOME 5.2

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

Measures:	Results:
Number of sessions provided for developing leadership capacity	45 sessions were provided where the opportunity for the development of support.
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity.	95% of stakeholder indicated satisfaction that the consortium has contributed to the development of PD leadership capacity.

STRATEGIES TO ACHIEVE GOAL FIVE

LNES	ARPD	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 2/3 and school authorities to understand and address leadership needs in conjunction with priority areas. • Align leadership learning with the Leadership Quality Standard (LQS) 	<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 priority areas. • Design, develop, manage and deliver online PD resources. • Identify provincial learning needs that could be met through ARPD collaboration. • Align leadership learning with the Leadership Quality Standard (LQS). 	<ul style="list-style-type: none"> • Through collaborative conversations with representative organizations, help identify emerging regional needs as they pertain to leadership capacity. • Continue to offer sessions/ work-shops through partner organizations to support provincial directions. • Hosts conversations at CASS Zone 2/3 meetings and other Zone 2 CASS events to understand leadership needs as determined by these groups in congruence with provincial directions and the Leadership Quality Standard (LQS).

ANALYSIS OF OUTCOMES OF GOAL FIVE:

As we continue to collaborate with our school authorities, we are reminded that our teachers, school-based and jurisdictional leaders are limited in the amount of time they can, and want to, be away from their primary responsibilities. The current average of out of class time for educators, continues to hover around 10% of the total number of instructional days as identified by a particular school authority. This would equate to approximately 20 "out of classroom" days over the course of the school year. This 'number' includes ALL days away from the classroom, and is mindful of the impact of these constant instructional interruptions. The reality is restrictive in terms of availability to attend and participate in any 'outside' professional learning support. The other factor to consider, that is a major consideration of school authorities in our region, is the continued lack of replacement teachers available to meet the demand of classroom teachers who want/need to be absent for professional learning opportunities. When this situation arises, entire staffs are then called upon to cover the classes of the absent educator which obviously has a trickle-down effect on the affected staff members and on workplace wellness. In my conversations with System Leaders in our region, this is a challenge they are facing with no foreseeable solution on the immediate horizon. In fact, some of our school authorities continue to experience difficulty in 'recruiting' qualified applicants to fill Temporary Contracts. This is an area of increasing concern for our smaller rural school authorities. This becomes even more challenging when looking to support the absence of more 'specialized teachers' such as French Immersion or Career and Technology Studies educators.

In order to continue to promote educational leadership, we continually look for opportunities for our session facilitators to build leadership components 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 and supporting a sustainable model of educational leadership.

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

CONSORTIUM GOAL SIX

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

OUTCOME 6.1

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

Measures:	Results:
Overall percentage of participants satisfied that Consortium services are provided at a reasonable cost.	99% 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 % 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 funding 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 indicate that the L.N.E.S. continues to provide professional learning opportunities, utilizing multiple formats, for those in our region at a 'reasonable cost'. When considering the costs associated with the provision of professional learning support in rural regions, as compared to urban centres, there is a balance to be considered!

In all cases, the professional fees associated the delivery of the professional learning opportunity are identical. The differences begin to occur when you factor in travel and subsistence which typically result in the total costs quickly increasing. Specifically, we continue to remunerate out-of-region presenters for mileage, travel time, accommodations and subsistence. On average, this increases costs by 30-40% which results in a different fee being assessed for, what many participants observe to be, identical professional learning opportunities; just offered at two different sites. Upon explanation of the variables to these participants they understand the situation but continue to have a struggle with 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 provides an opportunity for the L.N.E.S. Executive Director to explain how the consortia are funded and the extent to which we are able to support professional learning.

Additionally, when we look to engage out of country professional learning providers, who's contract demand payment in U.S. Dollars, this currently adds approximately 35%-40% 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 them to ensure they 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 40% to 100%. In spite of these factors, many school authorities are proceeding with having the L.N.E.S. broker and support these professional learning supports. As well, when we host some of our First Nations, Metis and Inuit professional learning sessions, we are privileged to offer honoraria to Elders who are requested to be onsite for the full duration of the professional learning opportunity. In addition, there is also an investment required for the provision of Protocols Materials- (tobacco, broad cloth, etc.)

With the sudden shift to Emergency Remote Learning on March 16, 2020 and the ARPDC's ability to pivot and provide online learning/professional learning support, all sessions from March 16, 2020 through to August 31, 2020 were offered/provided at 'no cost' to participants. This was the result of a number of factors including zero travel and subsistence costs for Designers of Professional Learning, presenters, no cost for food services or facilities and a renewed commitment to providing provincial professional learning opportunities targeted at meeting the needs of Alberta Educators. This is not a sustainable pattern for professional learning as we look to the future, but it was an intentional and specific response to the needs of educators in our province.

79.1% of Implementation Funding is allocated to support our Designers of Professional Learning and the professional fees and contractual obligations. The remaining 20.9% (approximately \$48,000.00) remains to offset the costs of the remaining priority areas as well as expenses associated with all priority areas. With close monitoring of budget lines, monthly reconciliations and regular review by the L.N.E.S. Board of Directors, we continue to demonstrate fiduciary responsibility.

**Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2020 (in dollars)**

CONSORTIUM NAME:		LEARNING NETWORK		
		Budget 2019/20	Actual 2019/20	Actual 2018/19
REVENUES				
Alberta Education:				
Management & Infrastructure (Note 1)*		191,987	191,987	191,987
Net Conditional Grant Revenues:				
Provincial Programs (Schedule 1)		302,700	313,527	306,758
Regional Programs (Schedule 1)		-	-	-
Fee For Service Contracts (Note 2)		-	-	-
Other Alberta Education		-	-	-
Total Alberta Education		494,687	505,514	498,775
Other Revenue:				
Conditional Program Registration Fees:				
Provincial Programs (Schedule 1)		90,000	44,487	170,212
Regional Programs (Schedule 1)		-	-	-
Grants - Non government sources (Note 3)		-	-	-
Cost Recovery Programs: (Note 5)				
Registration Fees (Schedule 4)		-	-	-
Other fees (Schedule 4)		-	-	-
Other (Note 4):				
Other Cost Recovery Registration Fees		60,000	28,914	120,710
Other Cost Recovery Revenue		-	3,470	7,830
Interest		300	825	421
TOTAL REVENUES		644,987	583,210	797,948
EXPENSES				
Management & Infrastructure (Note 6):				
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)		321,187	294,815	288,013
Board expenses (Note 8)		5,000	3,006	3,048
Less: Program Cost Allocations (Note 9)		143,400	110,324	149,879
Net Management & Infrastructure expenses (Note 9)		182,787	187,297	141,382
Program Delivery Costs (Note 10):				
Conditional programs:				
Provincial Programs (Schedule 1)		434,340	356,014	477,000
Regional Programs (Schedule 1)		-	-	-
Cost Recovery Programs (Schedule 4)		-	-	-
Other:				
Fee for Service Contracts		-	-	-
Accounting and Audit Fees		5,000	5,445	5,045
Other Cost Recovery Expenses		22,860	20,635	113,665
(Specify)				
(Specify)				
TOTAL EXPENSES		644,987	571,391	737,092
ANNUAL SURPLUS (DEFICIT)		-	11,819	60,856
Accumulated Surplus at beginning of year		211,651	211,651	150,795
Accumulated Surplus at end of year		211,651	223,470	211,651

* 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:
Sharon Johnson c/o School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5
BY DECEMBER 31, 2020.

Regional Consortium
Statement of Financial Position
As at August 31, 2020 (in dollars)

CONSORTIUM NAME:		LEARNING NETWORK	
		August 31, 2020	August 31, 2019
ASSETS			
Cash in Bank and Temporary Investments		357,761	394,575
Accounts Receivable (Note 11):			
Province of Alberta			
Alberta school jurisdictions		4,667	13,191
Other		17,569	20,127
Prepaid Expenses (e.g. deposits for future programming)		41,718	22,258
Other assets		8,343	11,006
TOTAL ASSETS		430,058	461,157
LIABILITIES			
Accounts payable (Note 12)		15,616	33,849
Accrued liabilities (Note 12)		-	-
Deferred Revenue:			
Conditional Grants:			
Provincial Programs (Schedule 3)		114,803	125,630
Regional Programs (Schedule 3)		-	-
Prepaid registration (Note 13)		76,169	90,027
Other:			
(Specify)			
(Specify)			
Total Deferred Revenue		190,972	215,657
TOTAL LIABILITIES		206,588	249,506
ACCUMULATED SURPLUS			
Unrestricted Funds (Note 14)		223,470	211,651
Operating Reserves (Note 15)			
Capital Reserves (Note 16)			
TOTAL ACCUMULATED SURPLUS (Note 17)		223,470	211,651
TOTAL LIABILITIES AND ACCUMULATED SURPLUS		430,058	461,157



LEARNING NETWORK

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.

Notes to Schedule 1:

Schedule 2
Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended August 31, 2020 (in dollars)

CONSORTIUM NAME: LEARNING NETWORK

	Amount Transferred 2019/20 Note (b)
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
Total transfers to Other Consortia	-

Notes to Schedule 2:

- Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.
- Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred Revenue: Conditional Grants* on page 2 and Schedule 3.



Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended August 31, 2020 (in dollars)

CONSORTIUM NAME:

LEARNING NETWORK

2019/20

	Deferred Revenue from Previous Year Note (a)	ADD:		DEDUCT:		Deferred Revenue: Conditional Grants Note (d) (Page 2)
		+ Conditional funds invoiced to other Consortia	+ Current Year Receipts and Transfers-In Note (b)	- Conditional Grant Transfers to Other Consortia (Schedule 2)	- Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	
Conditional Grant Programs: Note (e)						
Provincial Programs						
FNMI	45,124	-	-	-	-	45,124
Implementation	-	-	302,700	-	302,700	-
Creating Pathways of Hope	80,506	-	-	-	10,827	69,679
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
(Specify)						
Total:	125,630	-	302,700	-	313,527	114,803
Regional Programs						
(Specify)						
(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 program to another program. The transfer in (and out-a negative number) should be recorded in this column on the appropriate program lines. Current year receipts include conditional program amounts transferred in from other Consortia.
- 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.

Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended August 31, 2020 (in dollars)

[illegible]

Notes to Schedule 4:


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



**Certification of
Regional Consortium Financial Statements
For the Year Ended August 31, 2020 (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)

December 17, 2020

Date


Financial Officer (Signature)

December 17, 2020

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.

- 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 9**
- 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.



For 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:

www.arpdcresources.ca