



Learning Network Educational Services 2022/2023 Learning Plan

The Learning Network Educational Services is privileged to provide professional learning support to seven Alberta School Authorities and seven First Nations Educational Authorities. As opportunities are identified, we also provide support, in partnership with the Francophone Consortium to Conseil Scolaire Centre-Est.

The Core Values under which the Learning Network Educational Services supports our region continue to be:

Relationship - Connection Before Content:

- Through continued conversations, building of relationships and sharing of information, identify and work towards meeting regional professional learning priorities as identified in the 3-year Education Plans as well as the emerging regional needs and site-specific targeted supports.

Collaboration - Founding A Way Together:

- Direct connection with the field and working with System Leaders, School Leaders, Curriculum Leaders, A.T.A. Professional Development Program Chairs and other Education Partners to identify and provide professional learning opportunities and support that align with 3 year Education Plans.
- In concert with specific organizing committees, identify, design and deliver professional learning opportunities for System Learning Days, A.T.A. Professional Learning Days and Support Staff Conferences.
- Capitalizing on the individual and collective expertise and talent that is available through the Alberta Regional Professional Development Consortia.

Maximizing Opportunity - Targeted Learning to Build Capacity:

- Continued growth and cultivation of the Learning Network Educational Services Regional Stakeholder Engagement Committee to identify expertise and support available through regional education partners.
- Create opportunity to build sustainable educational leadership and instructional leadership capacity within our region that is responsive to current and anticipated need.
- Designers of Professional Learning consult with both System and School Leaders to design and deliver professional learning for both Instructional Leaders and Classroom teachers to positively influence their pedagogical practice and build capacity within their schools, school authorities and the region.
- Capitalizing on the duality of ARPDC consortia to serve both as regional and provincial entities.

Regional Areas of Focus:

Based on ongoing conversations with system leaders from each of the school and education authorities we are privileged to serve, and an analysis of the posted Jurisdictional Three Year Education Plans, the following areas have been identified as Regional Professional Learning Priorities for the 2022-2023 Academic Year.

Focus Area 1: Curriculum Implementation

- Sessions for all stakeholders to develop understanding of new curriculum design, architecture, as well as outcomes and KUSP's in Mathematics, ELAL, and PEW.
- Development of Regional Advisory Groups in the areas of ELAL, Math, PEW, and French Immersion to promote cross-system collaboration and networking
- Sharing lesson resources and ideas via Boards on New.LearnAlberta
- Be responsive to expressed/identified needs of the region (such as multi-grade classrooms, French-Immersion, building teacher subject area foundational knowledge, etc.)
- Supporting teachers and administrators on PD Days, ATA Days and following up support 'post learning'. Follow up with individual teachers or Division leaders to impact the whole school.
- Collaborating with ARPDC staff to build learning opportunities (sessions or series) that maximize area expertise
- Continued resource development to support asynchronous learning to be shared on LNES Resources - Curriculum Implementation and ARPDC Resource sites

Focus Area 2: Literacy

- At the Elbow, work will continue to be responsive to the specific needs of the educators we support. These needs include flexibility of time (during preps) and pacing to create confidence in the teacher as they expand their understanding.
- Supporting curriculum implementation planning with quality literacy instruction conversations and resources
- Teacher resources collaboratively developed by ARPDC Designers of Professional Learning to be highlighted in regional conversations/support
- Ongoing series to support morphology instruction in the classroom
- Offering online learning opportunities with experts in English Language Arts instruction, including Rebehah O'Dell (mentor texts in the writing classroom), Fiona Hamilton (work inquiry and learning in early years), Empowering WRiters, and Mary Beth Steven (Morphology in Div II)
- Active involvement (and leadership) by LNES Designers of Professional Learning with the ARPDC Literacy Focus Team to build collective efficacy and individual skills.
- Support continued resource development to enhance asynchronous learning
- All professional learning support for literacy will prioritize high-impact instructional strategies, be connected to content for practical application in the classroom, and represent regional perspectives/realities that may be

unique to the needs of the educator(S) we serve (and thereby placing 'humanity' front and center in the learning.)

Focus Area 3: First Nations, Metis and Inuit Foundational Knowledge / Education for Reconciliation / Land Based Learning

- Be responsive to expressed/identified needs of the region
- Create opportunities for community members to come together to increase their foundational knowledge related to the historic and current contexts of indigenous peoples
- Actively participating in the Heart of Treaty Six Committee serving the entire LNES Region, including the planning of the Spring INter-School Powwow to be held in Lloydminster
- Providing session support at jurisdictional, school-based and community based professional learning events, focusing on land based learning
- Continued resource development to support asynchronous learning

Focus Area 4: Numeracy and Mathematics

- Sessions offered to all staff in a school to build numeracy understanding and skills
- Be responsive to expressed/identified needs of the region
- Collaborating with ARPD staff to build and enhance big ideas in numeracy and mathematics
- Accessing the Learn and Go Library to support continued professional learning at the stakeholders' convenience and pace.
- Continued resource development to support asynchronous learning
- Supporting teachers during their preps to answer essential questions to help teachers move forward Topics included are assessment, foundational outcomes, routines and building relationships.
- Supporting principals with follow up of support with students and staff
- Supporting teachers on PD Days, ATA Days and following up support 'post learning',. Follow up with individual teachers or Division leaders to impact the whole school.
- Offering online learning opportunities with expert facilitators with whom our region is familiar (such as Marian Small, Christine Michalyshen, and John Sangiovanni) to further enhance relationships within and through our organization. This learning is further supported by at-the-elbow work with teachers and our Designer of Professional Learning.

Focus Area 5: Assessment

- Understanding that assessment cannot be addressed outside of subject matter/content areas, conversations will connect all content back to assessment - it is integral to every aspect of teaching and will be woven into ongoing conversations with educators
- Be responsive to expressed/identified needs of the region

- Continued access to all educators in our region to the '12 Quick Fixes' asynchronous learning opportunity until June 30, 2023
- Sessions with leading experts in the area of assessment will be extended through facilitated conversations with our Designers of Professional Learning in an effort to support immediate understanding of contextual applicability.

Focus Area 6: Mental Health and Wellness

- Continuing to provide responsive, targeted, personalized professional learning support.
- Be responsive to expressed/identified needs of the region
- Engaging in regular conversation with system leaders, instructional leaders, teachers and support staff to ensure that we are receiving input from stakeholders as we design professional learning opportunities and provide elbow-to-elbow support
- Professional learning supporting social emotional learning (SEL), personal wellness strategies, and Mental Health First Aid offered throughout the year
- Providing session support at jurisdictional, school-based and community based professional learning events focusing on all areas of mental health and wellness
- Continued resource development to support asynchronous learning

Focus Area 7: School Leadership

- Be responsive to expressed/identified needs of the region
- Offering support as 'Thought Partners' to dialogue and plan through vision - process - implementation - evaluation
- Learning sessions designed specifically for school leaders to develop an understanding of curriculum implementation, expectation of subject areas, and how to support implementation through goals and initiatives already in place in their systems/schools
- Leveraging Learn and Go library content as an entry point or a follow-up to conversations supporting education partners' learning
- Engage with system and school-based leaders as they are available to meet to stay connected to the 'ever-changing' realities facing our education partners and stakeholders
- Encourage school authorities to ask school leaders and/pr lead teachers to participate in LNES Working Advisory Groups for ELAL, Math, PEW, and French Immersion

How Will We Know We Have Been Successful?

These common impact measures include both quantitative and qualitative data. Please note, not all methods of feedback will be used in all learning opportunities. The Underlying question as we gather this data is of course, how is the professional learning support we provide impacting teacher practice in the classroom?

Quantitative	Qualitative
<p># of Sessions # of participants # of hours of learning YouTube views Session recording access Resource /website access hits</p>	<p>Survey responses from participants Comments from participants Follow up feedback and conversations from Regional Stakeholder Engagement meetings and Working Advisory Groups. Chat box feedback in online sessions Conversations with school and division leaders Conversation/interviews with participants or study groups</p>