

CALGARY REGIONAL CONSORTIUM

2016-2017

Curriculum Implementation Annual Report





TABLE OF CONTENTS

Accountability Statement	1
Calgary Regional Consortium Board of Directors	2
Calgary Regional Consortium Staff	2
Message from the Board Chair	3
Message from the Executive Director	4
CRC Regional Context and Governance	5
Mission/Vision/Goals	5
Highlights and Accomplishments – Curriculum Implementation	7
Supporting Competencies in Current Curriculum	7
Supporting Literacy and Numeracy in Current Curriculum	7
Provincial Assessments	9
First Nations, Métis, and Inuit.....	9
Mathematics	10
Career and Technology Foundations	11
Inclusive Education	12
English Language Learners	13
Early Learning and Literacy	13
Learning Commons Policy	14
Accountability Measures	15
Goal 1 Facilitate Implementation	15
Goal 2 Curricula Implementation	18
Goal 3 Coordination, Brokerage and Referral	25
Goal 4 Emerging Needs	27
Goal 5 Leadership Capacity	30
Goal 6 Cost Effectiveness	32
CRC Financial Summary 2016-2017	34
Appendices	
Appendix A Participation Rates and Jurisdictions Served by CRC	42
Appendix B Alberta Regional Professional Development Consortia Report	45

ACCOUNTABILITY STATEMENT

The Calgary Regional Consortium Curriculum Implementation/Annual Report for the 2016-2017 school year was prepared under the direction of the Board of Directors of the Calgary Regional Consortium and in accordance with the reporting requirements provided by Alberta Education.

Alberta Education has provided funding to the ARPDC/CRC to support Curriculum Implementation within the identified priorities of Alberta Education. This report contains a summary of information relative to the ARPDC/CRC's outcomes in relation to the six broad goals of consortia including annual results and analyses.

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 curriculum implementation funding to support key priority areas. In addition, it allows the CRC 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.

Jennifer Lock
Board Chair

Cathy McCauley
Executive Director





CALGARY REGIONAL CONSORTIUM BOARD OF DIRECTORS

The Calgary Regional Consortium is governed by educational stakeholder association representatives:

Allen Davidson

Farida Garrett

Jeff Johnson

Susan Coveyduck

Dave MacKenzie

Fiona Gilbert

Tasha Schindel

Dr. Jennifer Lock

College of Alberta School Superintendents

Alberta Teachers' Association

Alberta Teachers' Association

Alberta Teachers' Association

Association of School Business Officials of Alberta

Alberta School Boards Association

Alberta School Councils' Association

University of Calgary (Chair)

CALGARY REGIONAL CONSORTIUM STAFF

Cathy McCauley

Kim Tackaberry

Krystal Abrahamowicz

Wanda Dechant

Donna Ross

Shannon Whalen

Christina Somerville

Christele Barbini

Mary Clark

Executive Director

Designer of Professional Learning

Designer of Professional Learning

Designer of Professional Learning

Designer of Professional Learning

Executive Assistant

Registration Coordinator

Financial Coordinator

Program Assistant



MESSAGE FROM THE BOARD CHAIR

On behalf of the 2016 - 2017 Board of Directors of the Calgary Regional Consortium, I would like to acknowledge Cathy McCauley, Executive Director, and the members of the CRC staff for their outstanding leadership and ongoing commitment to the CRC's mission, vision, and goals. They are commended for their good work in effectively managing fiscal and human resources.

Over the past three years, Cathy has created and maintained a strong network among educators, administrators, and other executive directors. Through her team's leadership and dedication, they have implemented various initiatives (e.g., large-scale sessions, collaborative communities, advisory committees, online forums, and jurisdiction specific sessions). These learning opportunities are being offered to teachers, administrators, educational assistants, librarians, pre-service teachers, as well as parents. As the staff of CRC responds to the requests from Alberta Education and from school jurisdictions, they do so in a financially responsible manner. As evident in this annual report, the CRC team has continued to meet the professional learning needs of educators in Zone 5.

We commend the CRC for looking for opportunities to engage in collaborative partnership for professional learning with various organization. An example of their successful partnership has been with CASS Zone 5 and the University of Calgary in hosting the annual Partner Research in Schools Conference. Cathy McCauley and her CRC team appreciate the value of partnering and are willing to engage in partnership in support of professional learning for educators.

At the close of the academic year, the CRC staff were required to pack and move from one location and re-open in another location in mid-August. The Board of Directors greatly appreciates all consortium employees' support with the relocation of the CRC office to #120 7000 Railway St. SE, Calgary.

Thank you to Cathy McCauley and her CRC team for their leadership and ongoing commitment to professional learning in Zone 5.

Respectfully submitted,

Jennifer Lock

Chair

Calgary Regional Consortium Board of Directors



MESSAGE FROM THE EXECUTIVE DIRECTOR

The 2016–2017 year has been filled with many successes, challenges and ‘lessons learned’! Our most valued asset continues to be our personnel, both administrative and educational consultants, and the stakeholders we serve. It is their continued commitment to the success of the Calgary Regional Consortium that carries us through and permits us to accomplish all that we do. As I look back on the pages of this report, I am reminded that our successes have grown through our commitment to engage collaboratively with those in our school communities to create innovative solutions to professional learning needs.

Great professional learning does not happen by chance. It is through a mindful, thoughtful approach in working with others, that we are able to design learning that continues to meet the needs of our education stakeholders. It is in the spirit of collaboration, with educators at all levels within our jurisdictions, that we are able to listen to their voices and to create learning that is responsive to their needs. We also take pride in working collaboratively with our colleagues at Alberta Education, and to supporting the unfolding of the provincial priorities in our region so that, together, we are working towards achieving the goals for education as set out in the Alberta Education Business Plan.

Our CRC District Contacts, Advisory Committees, Think Tanks and our CRC Board of Directors continue to provide strong leadership that forms the foundation of our core. Their dedication to the commitment of ‘adult learning for students’ sake’ is exemplary and second to none in the province. The collaborative partnerships with our member school authorities has been strengthened by our efforts to consciously connect professional learning to authorities’ three year education plans. The intentional integration of the Alberta Education Business Plan and provincial priorities, school authority and school three year education plans, and information from our own data sources is now an integral part of CRC supporting the building of professional capital of educators with the ultimate goal of providing targeted and meaningful supports to enhance learning for all students. CRC continues to look for all avenues to support leadership development, teacher growth and deeper learning for those within school communities. Evidence of our success through this focused approach to learning design can be seen in the over 300 learning sessions that CRC provided this past year to just under 10,000 participants.

Going forward, CRC will continue to analyze our professional learning supports, and to engage deeply in open dialogue with our regional stakeholders to ensure we are meeting professional learning needs. It is with pride that I reflect back on 2016-2017 as a great year of continued refinement, enhancement and innovative delivery that resulted in meaningful, deep and relevant learning for all.

Cathy McCauley
Executive Director

CRC REGIONAL CONTEXT AND GOVERNANCE

MISSION

Calgary Regional Consortium is committed to improving student learning through the provision of professional development programs, curriculum implementation and other professional growth opportunities to the K-12 education community.


VISION

To provide the best 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.
- **Support school jurisdiction** 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 CALGARY REGIONAL CONSORTIUM	BELIEFS ABOUT CURRICULUM IMPLEMENTATION
<p>Calgary Regional Consortium believes in:</p> <ul style="list-style-type: none"> ● Providing professional learning opportunities focused on enhancing student learning ● Collaborating with education partners to create meaningful professional growth opportunities ● Providing varied approaches of professional development ● Modeling effective professional development practice ● Providing accessible and affordable professional growth opportunities ● Encouraging networking among members of the K-12 education community, including but not limited to members of the consortia partner organizations: Alberta Home and 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 	<p>Overarching understanding: Effective curriculum implementation leads to changes in practice that enhances student learning.</p> <p>Our pillars:</p> <ul style="list-style-type: none"> ● Effective Collaboration (process) ● Effective Practice (content) ● Effective Adult Learning (context) <p>Enduring Understandings: CRC has come to understand the following:</p> <ul style="list-style-type: none"> ● 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 Development is interactive, continuous and reflective ● Effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for all



The Calgary Regional Consortium provides services and learning opportunities for 7 school authorities with over 550 schools, 68 private schools, 6 charter schools, and 10 First Nation Schools on three First Nations Educational Authorities serving over 240,000 students within Zone 5. Approximately 13,500 FTE teachers are employed within these school authorities in various subject and grade configurations. CRC services and learning opportunities include activities that individuals throughout the school community undertake to develop skills and knowledge, and to enhance practice and growth. Opportunities and supports for learning are provided in many ways including face-to-face sessions, such as workshops and presentations; courses and qualification programs; technology-based learning opportunities, such as webinars; job-embedded professional learning, such as mentoring, collaborative planning and learning communities; material development; and professional development resources available on the CRC and ARPDC websites.

This 2016-2017 regional plan included support for quality professional learning opportunities for all educators related to the provincial priorities in the areas of:

- First Nations, Métis and Inuit
- Mathematics
- Supporting Competencies in Current Curriculum
- Supporting Literacy and Numeracy in Current Curriculum
- Provincial Assessments – Student Learning Assessments
- Provincial Assessments – Diploma Programs
- Inclusive Education
- Career and Technology Foundations
- Learning Commons Policy
- Curriculum Development
- Other regional and provincial priorities

The funding will facilitate delivery of professional learning supports for curriculum implementation that align with the priorities determined by Alberta Education. The supports provided by CRC will include high quality professional learning opportunities, involving a wide variety of research-informed approaches and opportunities for educators that build capacity within schools and school authorities, regionally and provincially.

HIGHLIGHTS AND ACCOMPLISHMENTS – CURRICULUM IMPLEMENTATION

Supporting Competencies in Current Curriculum:



District Work:

CRC continued work for a second year with Foothills School Division's Action Research team. This group of teachers are completing a 3 year cycle of action research in their classrooms to improve student intellectual engagement and academic achievement through an intentional focus on competencies. The group gathered 4 times last year. With each gathering, CRC joined in the day to provide ongoing professional learning to support the team in taking increasingly 'deeper dives' into what it could look like to support competency development in current curriculum. After one of these gatherings Rebecca Forchuk, Director of Staff Development with the division, shared her post session thoughts in an email. *"You should see some of the cool stuff they are doing. It's rewarding to see," she said. "Thank you for your help today. A few people I talked to said that it was just what they needed to refocus and go deeper."*

Sessions:

Multiple learning opportunities were open to all educators in Calgary and area this year to support the infusion of competencies in classrooms through curriculum. One topic of strong interest in our region was Design Thinking. This provided opportunity for the design of 2 Collaborative Communities integrating this topic. Comments from participants about this experience include:

- *Robert Kelly was excellent as a facilitator for this cohort. He was engaging and funny. I personally enjoyed the opportunity to create something using the creative design thinking approach and having the parts of the structure modeled.*
- *It allowed for deep reflection on my practice, as well as teaching as an institution.*
- *The session that had us do the speed dating and mouse trap challenge was very beneficial. It allowed us to experience the process first hand and something that we could take away back to the classroom/school.*
- *Building my network with other educators who are teaching in this way so that we can share resources and create a bank of lesson ideas that can shared amongst colleagues was beneficial.*
- *I enjoyed being able to connect with the instructor and hear about the ways that he teaches this material at a University level. I also really enjoyed the session in which we did the building challenge. It was great to be active learners and I have already used a version of that experience in my practice.*



Supporting Literacy and Numeracy in Current Curriculum:

District Work:

CRC worked with Canadian Rockies School District this past year to design a yearlong professional development plan to support the professional learning of their educational assistants. One of the workshops presented focused on literacy development. Participants learned aspects of both the phonological awareness and sight word process in addition to techniques to support students when they were struggling. Similar session designs were created for this group related to writing and speaking as a part of the year plan.

This past year, the CRC Designers of Professional Learning (DPLs) also spent time working with Prairie Land Regional Division teachers during their divisional professional development days. During these professional days, the CRC DPLs offered learning sessions related to both literacy and numeracy so as to support teachers as they work with their inclusion in current curriculum. We look forward to continued work with Prairie Land Regional Division in the future.

Sessions:

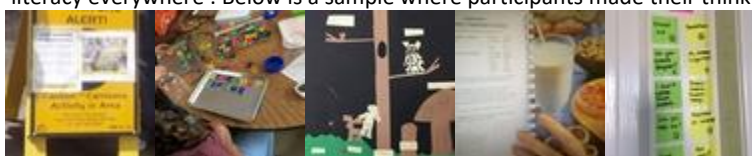
E-Workshops: What are Literacy & Numeracy?

CRC launched a new interactive e-Workshop entitled **What are Literacy & Numeracy?: Module One** this past February. A corresponding Module, as outlined below, was created in support of the literacy and numeracy progressions. This second module became available in March. As of June 2017, **281** educators had registered for this e-Workshop since its launch. This provides evidence in the power of eLearning, and the ability of educators across the province being able to engage in learning – any time, any place, and at any pace.

What are Literacy and Numeracy?: Module One

This e-Workshop was designed for stakeholders in education to explore the meaning of literacy and numeracy, and, equally as important, engage in collaborative conversation about how to effectively integrate them into their respective curricula.

‘Literacy is everywhere!’ was one of the areas of focus within Module One. One activity required participants to post images of ‘literacy everywhere’. Below is a sample where participants made their thinking visible:



The success of the eLearning opportunity through Module One is best shared through the words of one of the participants:

“I found both parts of this module very enlightening. It gave me lots of food for thought. I would like to take much of the information back to my administration to share. As I stated in some of my earlier posts, as an elementary teacher, we tend to focus more on literacy. I was very enlightened by the research on numeracy instruction and the importance of being numerate is to future success. I think a balanced approach should be the focus of all schools”. (Module One)

What are Literacy and Numeracy?: Module Two

CRC launched **Module Two: An Introduction to Literacy & Numeracy Progression** in March 2017. This second module focused on extending the learning of module one, with a direct emphasis on Alberta Education’s Literacy and Numeracy Progressions. By design, the e-Workshop modules integrate several interactive activities for teachers to share and learn from one another. In having them apply their learning in this way, and then providing opportunity for ongoing conversations in the Virtual Café, participants not only enhance their learning experience, they also become a part of an online community of learners. Below are some examples of teachers applying their learning to their own context and curriculum:

- e-Workshop teacher applying the Literacy Progressions to Grade 9 Science:

Outcome Grade 9 Science

Biological Diversity|

Outcome:

Investigate and interpret diversity among species and within species, and describe how diversity contributes to species survival

LKU2

Acquire Information

Develop Questions

Students determine a purpose for their information search and develop or refine question to select the most useful and relevant sources.

Evaluate Students

Evaluate information by classifying and comparing information, and by considering context, points of view and perspectives to determine its validity and authenticity.


- e-Workshop educator connecting an image to the Numeracy Progressions:

Activity Title: The Power of Images

Images chosen: Art Work

“I can see the construction of this artwork being very connected with Spatial Information. Obviously you'd be working from a smaller version of this work, and if you don't get the size dimensions correct, the piece will be ruined. It might not fit or the glasses or lady's head may be too large or too small.” (e-Workshop Participant Post)





The overall success of the Literacy and Numeracy eWorkshops any time, any place, any pace learning is found in the words of one of the participants:

“This e-learning promoted a group from my school system to get together for review of learning lunch meetings and that was great support.”

To support continued development of literacy across our region, several highly renowned Canadian and International speakers shared their knowledge with regional participants:

- Joe Stouffer: Supporting Adolescent Literacy
- Connie Zimmer: Words Their Way
- Lori Jamison: Balanced Literacy
- Cris Tovani: ‘Do I Really have to Teach Reading?’

Provincial Assessments:

Stemming from conversations with the CRC “What’s Up With Math?” Committee, the idea of supporting teachers with provincial assessments in Math flowed to how we might support teachers in all core areas on this same topic. This organic conversation resulted in the creation and formation by the CRC of Collaborative Communities representative of the 4 core subjects this past year. To enrich conversation, the CRC invited facilitation of the collaboratives by area teachers in each of the core subjects, and sought to inform and challenge teacher practice through the expertise of Tom Schimmer. Each collaborative focused on grade 7-12 teachers, knowing that grade 9 teachers and grade 12 teachers alone do not ‘own’ the final results for students on the provincial assessments. We were excited to have Pam Hunnisett from Foundations for the Future Charter Academy (English), Mark Dreidger from Calgary Catholic (Social Studies) and Marina Clark from Calgary Board of Education (Science) along with Wanda Dechant from CRC (Math) facilitate each of the Collaborative Communities to support the creation of common understandings for participants based on their learnings together.

Further sessions to support teachers were provided by Alberta Education. Some of these were as follows:

- Creating Outcome-Based Assessments through Blueprinting -Math 30-1/Math 30-2
- Preparing 30-1 Students for English Diploma Exam (Personal Response Writing)
- Preparing for the Social: 30-1 & 30-2 Diplomas
- Diploma Examinations: Marking Processes & Standards ELA (30-1 & 30-2)
- Integrating Written Responses on Math 30-1 and Math 30-2, Diplomas Exams

First Nations, Métis, and Inuit

The Truth and Reconciliation Commission’s Calls to Action served as a catalyst for the work which was drafted, designed and delivered during the 2016- 2017 year. This professional work, facilitated by Knowledge Keeper Randy Bottle, was developed into a 4 part Collaborative Community series entitled, “Histories, Perspectives, and Treaties: Deepening Awareness and Understandings.” Through this work, Mr. Bottle, a Kainai Indigenous leader, facilitated experiential workshops to advance Reconciliation and deepen awareness of Indigenous paradigm. The workshops Randy shared were described as a “vast wealth of knowledge”, and an opportunity to “shift thinking”. Deemed invaluable, Randy expanded participants’ expectations and understandings when going forward working with First Nation, Metis, and Inuit youth and adults in education.

Last year the CRC developed “**First Nations, Métis and Inuit Resource Kits**”, which were distributed to school authorities and charter school representatives within Zone 5. These kits continue to be accessed to address the ‘Indian Residential Schools Legacies’. This collection of resources further supports the learning of educators, and school community members by increasing current understandings and levels of awareness regarding First Nations, Métis, and Inuit histories, perspectives and ways of knowing.

Elder and Knowledge Keeper meetings were hosted by Donna Ross, a First Nation, Métis, and Inuit Consultant with the CRC. The meetings fostered relationships with Elders and Knowledge Keepers from several First Nations and Métis communities in and around the city of Calgary. The knowledge and passion the Elders’ voices bring to the Education for Reconciliation work, helped the CRC to honor their perspectives in designing professional workshops and Indigenous sessions. In alignment with the Calls to Action and in honoring Indigenous ways of knowing, the CRC offered the following sessions and session topics:

- First Nations, Metis, and Inuit Histories, Perspectives, Treaties Deepening Awareness and Understandings Collaborative Communities

- First Nations Literacy Circles
- Education for Reconciliation- Conversation Guides
- Blanket Exercise

Participant comments included:

"I really enjoyed the circle format. It created a more informal, comfortable atmosphere led by Donna Ross. She taught literacy circles by example, which is in keeping with the topic being presented. I appreciated her stories and those of the other attendees. It was valuable to connect with people there and network a bit."

"I discussed the new learning with a few colleagues and we both had gained a greater respect for the First Nations, Métis, and Inuit cultures."

"Randy used examples, stories, language and ways of teaching that engage, challenge people and encourage people to open up/share."

Mathematics

District Work:

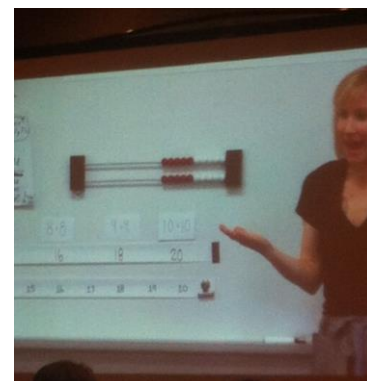
On May 16th, CRC was invited to the Rocky View School Division Administrator's meeting, at the Learning Centre in Airdrie. We shared about the Elementary Math Professional Learning Project, as well as facilitated conversations about Equality and the resources available to support K-6 teachers in their Math work. Administrators added stickies to a poster showing what they would share with their staff and what questions remain.

CRC was involved in two ongoing math projects with Golden Hills School Division. The first project was lovingly called, "OMG", which stands for the "Outstanding Math Group". This group consisted of GHSD's assistant superintendent, central office curriculum and learning leaders, as well as Math coaches, school administrators, and CRC. The group's goals were to review what currently exists related to Numeracy and Math, and come up with a Divisional Vision for shared direction in Math and Numeracy. We met throughout the school year, where discussions were rich and full of sharing and reflection.

The second GHSD project in which CRC was invited to join included work with the kindergarten teachers, grade 3 and grade 6 teachers. This collaboration occurred on the district PD days as well as on pre-arranged days where grade 6 teachers met at the district office. Work with kindergarten teachers included Number Talks and activities in support of developing number sense. Grade 3 focused on the idea of mathematical fluency and how that can be achieved while supporting conceptual understanding. Grade 6 teachers focused on the practical task of creating "Would you Rather" and other critical thinking activities to share across the district.

This past year we also continued our relationship with Prairie Land School Division, and joined them on their District PD days. CRC's main focus of support in math was with their grade 4-6 teachers. Not all teachers involved taught math, so the support was geared towards instructional strategies that could be used in math (or in other subject areas). The division 2 group broke into sub groups in order to allow for topic personalization. One group focused on interactive math journals, another group focused on shared assessments, a third group focused on contributing to a shared google folder in order to support the sharing of resources across schools, and the fourth group focused on sharing strategies that could help uncover student misconceptions.

On October 11, 2016, CRC was invited to the Treaty 7 Conference. At this conference we shared about the Elementary Math Professional Learning Project, and Numeracy - What is it?; Where is it; and Who's responsible for it? Educators participated in an activity which they then dissected in order to discover the various numeracy skills involved within the activity.



The Elementary Math Professional Learning Project was also highlighted at the Calgary Catholic District PD day on Jan 27. We shared with a K-3 group in the morning and a 4-6 group in the afternoon. Our time was spent in conversation about resources available to support teachers in their support of their students' math learning. Our time together included some hands-on exploration where participants joined with a colleague in examining and trying activities, and discussing how they may be of use in their own specific educational context.

In order to assist with cross-jurisdictional sharing, CRC developed the, "What's Up with Math?" group. This group consisted of representatives from Golden Hills, Foothills, Rocky View, Calgary Catholic, Chinook's Edge, Foundations for the Future Charter Academy, and Calgary Girls' School. This group afforded the time to share what was happening with math in the various districts. These conversations led to resource and policy sharing, as well as contributed to the design of professional learning offerings through CRC. From these discussions, our planning of the Cathy Fosnot series and the Tom Schimmer series emerged. One goal was to assist in lessening the load by sharing resources across jurisdictions.

Sessions:

On October 4, 2016, we brought in Kim Sutton to share with our K-6 teachers. Kim provided a plethora of activities and templates for supporting students in math. She was very energetic and shared a large package of materials. Calgary French and International School had one teacher from each grade level at Kim's sessions, and they were so impressed with her session that they decided to bring Kim back this next year to their school as follow up learning for staff with math.

For our grades 7-12 teachers we hosted multiple webinars with Rosalind Carson. A sample of the webinar topics include:

- Exponents and Algebra: A Visual Exploration
- Trigonometric Identities: A Hands-on Approach to Construct the Trig Identities for Math 30
- Radicals: A Visual Exploration
- Historical Connections in Jr. High Math

During the 2016-17 School year, we supported K-6 teachers with learning over time through our collaborative community approach. Cathy Fosnot joined us 3 times throughout the year as our math 'expert', with Tracy Drummond and Wanda Dechant facilitating the ongoing learning together and sharing within the additional meetings of the collaborative. This approach to learning was so popular, that when the first Collaborative Community filled, a second was created to provide the ability of many to be a part of this dynamic learning. In the second collaborative, we included teachers from Canadian Rockies School Division who joined us via Google Hangouts so that they could eliminate the drive to Calgary.



CRC also shared math sessions in both the Calgary City Teacher's Convention (3 math sessions) and the Palliser Convention (2 math sessions). Sharing in these session centered on the Elementary Math Professional Learning Project, as well as instructional strategies for K-6 math teachers.

Career and Technology Foundations

District Work:

Conversations with school authority leaders this year were ongoing, and school leads appreciated the ability to meet through Think Tank meetings to learn from one another about the various ways in which CTF plans were unfolding through the region. These meeting times also helped to guide the CRC in understanding how we might support our districts learning in this area.

In May, the CRC supported Prairie Land School Division with *Introduction to CTF* sessions at their district PD day. Teachers there were delighted to learn more about the CTF Program of Studies, and the supports for planning available through ARPDC and Alberta Education. In reflection, one teacher commented that "discussing the use of challenges" made the opportunity valuable for her, and another appreciated that what was shared "could be used in [her] teaching". This highly practical 'how to' session was a great success!

Sessions:

Charity Allen hosted a webinar in April of this year to support the ability of teachers in CTF to craft driving questions. Driving questions are the heartbeat and launching point of authentic challenges, and participants truly valued the opportunity to hone their skills in this area. This was a highly interactive webinar where participants used an iterative process to collaboratively co-create driving questions. "The interactive experience - seeing other's work and being able to get feedback on my own was meaningful", reported one of the participants. Another reported his appreciation for the opportunity to "collaborate with others and draft plans that can be put into lessons/performance tasks in my class."

STEP 1 – Use the NEW link to find the NEW Document
STEP 2 – Go to File in upper right hand corner. Select "Save a Copy"
STEP 3 – The copy belongs to you. Add it to your drive and rename it as you please.
STEP 4 – SHARE the document with me – charitypb@gmail.com so that I can pop in and collaborate
STEP 5 – Back at 6:20pm to close out as a group.

Need Help? Just pop into the chat box and we will support!

Grade 5-6 teachers were supported this year with an open registration Colleague Cafe designed to support teachers new to CTF at those grade levels. The session was infused with short videos that served as conversation catalysts to get teachers sharing and collaborating around topics like the entry event in a challenge, using iterative processes in instructional design, plussing, amplification, resiliency, the Occupational Areas, and the role of formative assessment. As one participant noted, "exemplars and thought-provoking videos followed by time for honest discussion with a knowledgeable facilitator" made the experience valuable for him.

Inclusive Education

District Work:

The CRC continued the momentum of hosting and supporting Inclusive Education Think Tank meetings, three times over the course of the year. Shelley Moore's 'Bowling analogy' video was introduced at one of the meetings which sparked a snowball effect. On a positive, this interest in her work initiated booking her as a speaker for 2018. The final meeting in May 2017 focused on a request to support districts with strategies to use when there is a specific diagnoses in place for a child, such as Autism Spectrum Disorder.

Shelley Moore's video: [Compare Inclusive Ed to Bowling](#)

The CRC was also proud to be supporting our private schools. Recently, we supported Bearspaw Christian School educators and support staff with an Inclusive Ed workshop on executive functioning as well as supporting students with anxiety.

The CRC was also involved this past year in both Calgary City Teachers' Convention and the Palliser Teachers' Convention. To this end, we provided sessions on Inclusive Education: Supporting Students with Learning Disabilities and ADHD, in addition to Dyslexia: Exploring the Three Types.

Sessions:

- Due to Inclusive Education's broad scope, a vast range of sessions were offered, some examples include:
- LEGO-Peer Mentoring- Social Skills
- Creating Classroom Conditions for Stress Free Teaching and Learning
- Anatomy of a Psychoeducational Assessment
- Looking Beyond the Behaviour: Motivating and Supporting Students with High Functioning ASD
- Literacy for Students with Significant Disabilities: An Introduction to MeVile to WeVile
- Self Regulation with Mike McKay



English Language Learners

District Work:

The CRC continued the momentum of hosting and supporting an English Language Learner Think Tank, with meetings being held three times over the course of the year. The final meeting in May 2017 focused on the design of a new Collaborative Community, one that was built around the needs of the educators as well as feedback from the previous one. This Collaborative Community was established with Dr. Douglas Sewell, Associate Dean of International Relations, from the University of Calgary, as our 'expert' voice, and it will focus on benchmarks, differentiation and vocabulary development.

The CRC was invited and participated in the Rural English Language Learner Symposium hosted by Foothills School District in May 2017. It was a wonderful opportunity to network with ELL Leads in our school districts surrounding Calgary. Equally as important, this opportunity provided the CRC with an understanding of the areas where further professional learning was required. Intergenerational trauma was highlighted as an area educators were seeking further guidance in as they thought about supporting refugee students and families in their schools.

Sessions:

CRC Consultant Lorrie Morales offered sessions to support ELL and literacy as well as exploring the differences between ELL and Learning Disabilities. Further to Lorrie's session, Dr. Joyce Purdy offered a two day session on English Language Learners focused on assessment specifically related to ELL benchmarks. Joyce's expertise in supporting ELL students was so well received in the Calgary area that the CRC, in partnership with the ERLC, has moved forward to create a new website of resources to support educators in working with ELL students. Within this website will be videos featuring Dr. Joyce Purdy to provide any time, any pace any place learning for educators. The website is due to launch in early fall of 2017.

Early Learning and Literacy

The CRC hosted an Early Learning Collaborative Community in partnership with the First 2000 Group. The conversation at the first meeting focused on PUF funding. Our second meeting of the Early Learning Collaborative Community for the First 2000 Group took place in May. Follow-up on PUF funding was our first item of business. We learned about a new hands-on kit called Noodle-Do to support parents and children 0-6 learn about brain development. Partnership opportunities between us were discussed. Based on the conversations in the collaborative, we booked a Noodle-Do Parent workshop in collaboration with the Calgary Board of Education for the fall of 2017.



The **"Reading Readiness Screening Tool (RRST) & Follow Up Interventions"** 2-part series was also offered to early childhood educators during the winter of 2017, in which participants learned how to administer, score and interpret the RRST to inform their classroom instructional programming. This learning series was completed in partnership with the Learning Disabilities Association of Alberta.

Comments from our participants share their thoughts on the value of this learning:

"This learning opportunity was meaningful because of its relevancy and practicality. I am able to take what I learned and apply it in my classroom immediately."

"I loved getting the activities. It was also good to have the sessions a month apart, allowing us to reflect on the first part before doing the second part."

"We are having the conversation at our school about whether we can be an inquiry school and simultaneously teach the skills children need to learn to read in a systematic and intentional way. This workshop has helped me to see that we can do both."

Several **Fountas & Pinnell Benchmark Levelled Literacy Interventions** (Introductory & more Advanced levels) were attended by several hundred educators and literacy coaches throughout the past school year. This augments work being undertaken by many school districts regarding the reading/writing connections with young to more mature learners.

Learning Commons Policy

District Work:

During the 2016-17 school year, the CRC worked with Canadian Rockies Public Schools in order to support their Library Technicians with the continued journey towards creating and or expanding their Learning Commons. We met with the Library Technicians 3 times over the school year, as well as connecting them with our online Collaborative Community (with over 80 members) which emerged out of the CRC's 2015-16 Learning Commons work. This online Collaborative Community continues to remain active.

This past year, the CRC was also invited to Prairie Land Regional Division on one of their district PD days to provide a learning session entitled, "Learning Commons 101 - What is a Learning Commons, what can it look like, and who's involved in the set up?"

Sessions:

Due to participant interest, the CRC continued the Learning Commons Collaborative Community school tours during the 2016-17 school year. We visited 3 different schools, each from a different school jurisdiction. The tour included time to:

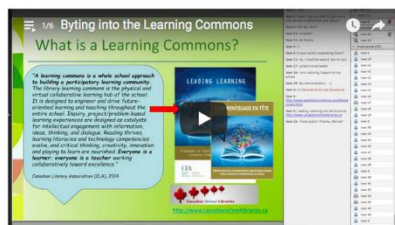
- examine the physical and virtual set-up of the Learning Commons;
- ask questions about the intentional design of the space;
- discuss the pedagogical consequences of various set-ups;
- develop relationships with colleagues;
- share resources between participants;
- share journeys, tips and cautions related to the ongoing pursuit of the Learning Commons.

The CRC supported Learning Commons throughout the province this past year with a new format of professional learning that included an opening and a wrap up webinar, with 5 short videos to watch, discuss and ponder/try between the webinar gatherings. 145 participants participated through the webinar/video format. The short video bytes that were created as a resource by CRC, have been posted to the ARPDC resource page for anyone to access for future learning. This webinar/videos series also created an interesting spin-off for deeper learning through email conversations to one district that was right at the initial transitions stage of moving from 'library' to Learning Commons.



Learning Commons: Explore Key Aspects

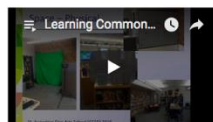
Linda Shantz-Keresztes and Judith Sykes share foundation knowledge on "What is a Learning Commons" and "How to Create a Shared Vision".



Byting into the Learning Commons

Download Learning Guide -

Short Video Bytes



Learning Commons Video Byte 1:
Rethink Physical Spaces
Download Learning Guide -



Learning Commons Video Byte 2:
Rethink Virtual Spaces
Download Learning Guide -



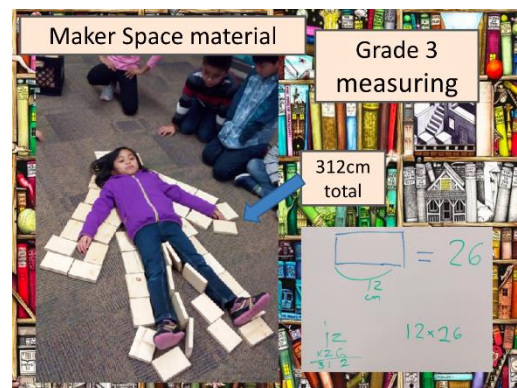
Learning Commons Video Byte 3:
Rethink Makerspaces
Download Learning Guide -



Learning Commons Video Byte 4:
Rethink Resource Collections
Download Learning Guide -



Learning Commons Video Byte 5:
Engage Community
Download Learning Guide -



CRC ACCOUNTABILITY MEASURES

In response to the 6 consortium goals, the following data sources were used to provide evidence of success with outcome measures: Post-session participant surveys, 30-day post session surveys, ARPDC collated survey data, CRC session data, and CRC educational stakeholder surveys.

CONSORTIUM GOAL ONE	
Facilitate professional development, which supports the effective implementation of: <ul style="list-style-type: none"> the Alberta Education Business Plan; school authority and individual school education plans; regional School Council and school authority parent priorities. 	
OUTCOME 1.1	Work collaboratively through ARPDC, Alberta Education, regional school authority District Contacts and Advisory Committees/Collaborative Communities/Think Tanks 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.	97%
Overall percentage of stakeholders that are satisfied with the consortium's response to emerging PD needs, outside of those identified in planning documents.	100%
Host formal/informal conversations with key Alberta Education personnel.	21 Formal; Informal ongoing through phone and email conversations (These include, but are not limited to, ARPDC ED Meetings, ARPDC Meeting with ADM)
Number of collaborative meetings for ARPDC in actualizing the priority areas to help meet provincial and local needs.	18 Meetings 153 Participants 106 Guests
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.	27 Meetings 278 Participants
Administer multiple surveys to gather data to inform future planning.	CRC Education Stakeholder Survey Post Session Survey Post 30 Day Session Survey CRC/ATA Combined Professional Learning Survey

STRATEGIES USED TO INFLUENCE OUTCOMES FOR GOAL ONE

CRC	ARPDC	Partners
<ul style="list-style-type: none"> • Host collaborative committees with representation from each of our jurisdictions around the key areas identified in the Curriculum Implementation priorities. • Offer opportunity for participants to provide feedback through post learning surveys after attending a CRC learning opportunity to help identify additional learning needs. • Hold collaborative conversations with jurisdiction partners to understand the needs for professional learning that exist to support directions identified in their 3 Year Annual Education Plan. • Hold collaborative conversations with Alberta Education personnel to understand provincial directions and how we might support their work in our regions and through our regional plans. • Work with ATA to develop a professional learning survey for administration bi-annually. • Support the work of Curriculum Development in working collaboratively with Alberta Education to facilitate 'engagement' within our zone that will inform future curriculum planning provincially. 	<ul style="list-style-type: none"> • Hold collaborative conversations with Alberta Education personnel to understand provincial direction and how Consortia 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 5 Superintendents to discuss regional and jurisdictional needs related to 3 Year Education Plans and Curriculum Redesign Deliverables. • Hold collaborative conversations with stakeholders to understand how the consortium may support their work in the region related to Curriculum Implementation priority areas. • Develop a common needs assessment with ATA to determine stakeholder professional learning needs. • ASCA, ATA, U of C, ASBOA, ASBA Board of Director representatives act as a conduit to their organizations for sharing CRC information and for highlighting back to CRC pertinent information from their respective bodies that may influence regional learning opportunities.

ANALYSIS OF OUTCOMES FOR GOAL ONE:

By design, the work of the Alberta Regional Professional Development Consortia is meant to be collaborative, and it is for this reason that the Calgary Regional Consortium (CRC) continues to work diligently in building strong relationships at all levels within school communities and with stakeholder groups that supports the professional learning of others towards a common end – positive learning experiences for children in classrooms. Inherent in the ARPDC goals for consortia is the mandate to work collaboratively with ARPDC colleagues, Alberta Education, our school authorities, district contacts, advisory committees and many stakeholder groups to support the development of professional learning in a way that aligns with provincial directions for education as well as meeting the needs of regional school authorities. In knowing the function of our role in designing, developing and delivering professional learning, we also recognize that our work is best enhanced with our education stakeholders through the lens of 'servant leadership'. We are simply a partner in this work, and so our journey begins in collaborative conversations with those around us. It is in hearing their 'stories' shared through the lens of their education planning documents and other data sources, that the CRC is able to understand how we might be of the best supports to advance their learning platform through innovative practices. It is in working through all of the 'imaginings' together that great things begin to unfold in our region. *"Not much happens without a dream. And for something great to happen, there must be a great dream. Much more than a dreamer is required to bring it to reality, but the dream must be there first."* (Robert K. Greenleaf) With our 'dream' imagined, it is then the role of the CRC to unfold learning to support its creation in reality.

It is in working with others in our region in this way that CRC has experienced tremendous progress and notable achievements in the

2016-2017 school year. This is best demonstrated in a comment shared through our regional stakeholder survey:

"The CRC has been responsive to divisional needs. Through smaller networking meetings for divisional leaders (Literacy Think Tank, ELL Think Tank, Zone 5 Think Tank, etc) the CRC leaders invite sharing and presentations from participating members, suggestions for speakers and topics and share communications from AB Ed. As well, the CRC is proactive in developing PD and support resources that respond to AB Ed priorities and teacher needs - ie) Literacy, Numeracy Progressions. The CRC responds to rural jurisdictional needs also - ie) online program/collaboration to develop understanding with the Literacy and Numeracy Progressions. The program supports that are offered are targeted towards meeting the varied needs of teachers - partial day sessions, after school sessions, online sessions. Teachers have the option to attend several sessions in a year because the costs are reasonable. We are excited about the opportunities for the upcoming year: ReLeah Lent, Douglas Fisher, and Visible Learning in Math." (Zone 5 District Lead)

Working through servant leadership and a shared responsibility model has proven to be effective among stakeholders as our high satisfaction rates would indicate. In striving to maintain high levels of collaboration in the development of meaningful learning opportunities for those in our school communities through 2017-2018, CRC will continue to listen and understand our regional partners' needs, and then together we will imagine innovative and creative ways that we might work towards meeting them.



CONSORTIUM GOAL TWO

Facilitate professional development, which supports the effective implementation of curricula, including instruction, assessment, resources and student learner outcomes.

OUTCOME 2.1

Develop processes, tools and resources to support school authority implementation and for the collection, tracking and reporting of 'evidence'.

OUTCOME 2.2

Provide scheduled professional learning sessions in the following areas:

First Nation, Métis and Inuit	<ul style="list-style-type: none"> Support for all levels of school authorities that results in an increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools education and Truth and Reconciliation Commission calls to action for education, and commitments related to the United Nations Declaration on the Rights of Indigenous Peoples.
Mathematics	<ul style="list-style-type: none"> Support for Kindergarten to Grade 12 teachers in helping students develop higher-order thinking skills, (i.e.: reasoning and problem solving). Support for building awareness and understanding of revised learning outcomes and achievement indicators for grades 1-9 for September 2016 implementation. Support for Grade 6 teachers to build awareness and understanding of the Grade 6 Mathematics PAT Part A that is being added starting the 2016-17 school year on number operations that students will complete without the assistance of calculators. Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the assessment standards for Math 30-1 and for Math 30-2.
Supporting Competencies in Current Curriculum	<ul style="list-style-type: none"> Support for all levels of school authorities for the implementation of the streamlined competencies and revised draft competency indicators in current programs of study by developing an awareness and understanding of how competencies and competency indicators support learning outcomes for student-centred, competency-focused learning
Supporting Literacy and Numeracy in Current Curriculum	<ul style="list-style-type: none"> Support for all levels of school authorities in continuing to build awareness and understanding of literacy and numeracy. Support for all levels of school authorities in building their awareness of literacy and numeracy in existing programs of study. When the Literacy and Numeracy Progressions are released, build understanding of the Progressions and the ways that they support teachers and students.
Provincial Assessments – Student Learning Assessments	<ul style="list-style-type: none"> Support for 20 school authorities participating in Year 3 pilot sample in: <ul style="list-style-type: none"> building their awareness and understanding for the implementation of Student Learning Assessments building their awareness and understanding of ways to effectively train teachers to locally assess the SLA Performance Tasks <ul style="list-style-type: none"> providing training and support materials supporting the planning of collaborative marking sessions building their awareness and understanding for: <ul style="list-style-type: none"> interpreting and sharing information in the reports (individual student report and class report) that are based on the Student Learning Assessment digital interactive questions interpreting and sharing the results from the locally assessed Student Learning Assessment Performance Tasks assisting with the development of supports, based on information from the SLAs, that can be used to enhance classroom instruction helping teachers build their understanding of student learning through the use of interpreting the results of provincial assessments.
Provincial Assessments – Diploma	<ul style="list-style-type: none"> Support for all levels of school authorities in: <ul style="list-style-type: none"> professional learning supports for interpreting results Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the related assessment standards for subject-specific diploma exams

Inclusive Education	<ul style="list-style-type: none"> • Support all levels of school authorities to build capacity for facilitating and implementing best practices in inclusive education to ensure success for all students. • Support for all levels of school authorities in developing increased awareness and understanding needed to implement flexible and responsive learning experiences that acknowledge every students' individual learning needs.
Career and Technology Foundations	<ul style="list-style-type: none"> • Support the September 2016 implementation of the Career and Technology Foundations Program of Studies by: <ul style="list-style-type: none"> – working with school authorities to provide the support, understanding and awareness required for successful implementation. – supporting the agile development of a CTF digital curriculum. • Sharing success stories across the province, such as school visits to see CTF in action.
Learning Commons Policy	<ul style="list-style-type: none"> • Support for all levels of school authorities that results in an increased awareness and understanding of the Learning Commons Policy. • Support at all levels of school authorities for the implementation of the Learning Commons Policy.
Curriculum Development	<ul style="list-style-type: none"> • Support curriculum development within the ministry's priority of curriculum renewal by: <ul style="list-style-type: none"> – organizing and leading sessions with education stakeholders to support them in responding to Alberta Education's online surveys about provincial curriculum that will inform the development of future curriculum – organizing and leading sessions with education stakeholders to support the validation of draft kindergarten to grade 12 subject introductions and scope and sequences in six subjects.
Other Regional and Provincial Priorities	<ul style="list-style-type: none"> • Provide professional learning support identified by regional consortia or Alberta Education to strengthen the application of priority areas from previous grant deliverables.



Measures:	Results:
Overall percentage of school authorities that have access to online materials created by ARPDC and/or CRC.	100%
<p>Number of sessions and participants attending learning opportunities in the following areas:</p> <ul style="list-style-type: none"> • First Nations, Métis and Inuit • Mathematics • Supporting Competencies in Current Curriculum • Supporting Literacy and Numeracy in Current Curriculum • Provincial Assessments - Student Learning Assessments • Provincial Assessments – Diploma Programs • Inclusive Education • Career and Technology Foundations • Learning Commons Policy • Curriculum Development • Other Regional and Provincial Priorities 	<ul style="list-style-type: none"> • First Nation, Métis and Inuit S = 13 P = 417 • Mathematics S = 35 P = 912 • Supporting Competencies in Current Curriculum S = 25 P = 525 • Supporting Literacy in Current Curriculum S = 37 P = 1243 • Supporting Numeracy in Current Curriculum S = 7 P = 196 • Combined focus of Literacy and Numeracy (eWorkshops) S = 2 P = 281 • Provincial Assessments – Diploma Programs S = 24 P = 566 • Inclusive Education S = 61 P = 2327 • Career and Technology Foundations S = 5 P = 44 • Learning Commons Policy S = 9 P = 225 • Curriculum Development – F2F CRC Facilitated S = 29 P = 725 • Curriculum Development – Spring ‘TTT’ Model, School Authority Facilitated S = 58 P = 1110 • Other Priorities S = 6 P = 424
Overall percentage of stakeholders satisfied that the PD offered by the Consortium supported effective implementation of curricula.	100%
Overall percentage of participants satisfied that the consortium PD opportunities influenced their practice.	91%


STRATEGIES USED TO INFLUENCE OUTCOMES FOR GOAL TWO

CRC	ARPCD	Partners
<ul style="list-style-type: none"> • Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions.” • Develop plans and processes that reflect change management elements and cultural shifts required for systemic change. • Use web page, jurisdiction contacts, Twitter and Facebook to communicate happenings and learning opportunities. • Sharing through collaborative communities and Zone 5 Leadership ARPCD/AB ED online resources to support learning in key priority areas. • Provide professional learning opportunities to support curriculum implementation and to meet local and regional needs. • Development of a monthly newsletter for distribution throughout Zone 5 highlighting upcoming learning opportunities to support key deliverable areas. • Work collaboratively with jurisdictions to bring professional learning opportunities related to key priority areas and emerging needs directly to their schools or school authority. • Create online learning opportunities, through eCourses, to support professional growth for individuals related to priority areas. • Assist educators with understanding the components of new curriculum and their roles and responsibilities in implementation. 	<ul style="list-style-type: none"> • Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions” to support jurisdictions in curriculum implementation. • Work towards developing provincial plans and processes that reflect change management elements and cultural shifts required for systemic change. • Provide Consortia support in developing learning opportunities to support curriculum implementation based on Consortia expertise. • Assist consortia with understanding the components of new curriculum and their roles and responsibilities in implementation. • Support communities of practice based on related research and/ or field experts. 	<ul style="list-style-type: none"> • Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions” to understand how the 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. • 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 CRC newsletters to highlight learning opportunities related to deliverables with membership of respective organizations.

ANALYSIS OF OUTCOMES FOR GOAL TWO:

The Calgary Regional Consortium’s transformation as a provider of professional learning to school communities comes from our abilities to continue to diversify the way in which professional learning is offered. Research helps us to know and understand that impactful professional learning happens when learning is focused over time, when it is directly aligned to teachers practice and their own defined areas for growth, and when it is delivered in a way that allows for educators to make meaning of the learning with application to their own contexts. Knowing this, the CRC, through the ATA/CRC Combined Professional Learning Survey 2016, also understands the constraints that exist for educators to access professional learning. From this survey we have gained the insights related to contextual factors that impact teachers’ ability to access any form of professional learning. Most predominant in these factors is time, not everyone can be gone during the day from school, nor do they have an abundance of money to support their professional learning endeavors. As one respondent aptly shared, “Many teachers found that CRC sessions were mostly offered during the school day – therefore difficult to attend.”

With many facets to consider, the CRC team continues to build on pathways for learning that allow for professional learning to occur at multiple times during the day, and in the expansion of how learning is offered. The ‘when’ and the ‘how’ continue to be our biggest challenge in ensuring that professional learning is accessible to all within our Zone 5 school communities.



This past year, the CRC continued to offer Collaborative Communities as a method of delivery. This form of learning allowed participants to come together over time, where they could learn and share together, and have their assumptions related to the theme of the Collaborative challenged by an 'expert' in the field. It is in working together over time, that the Collaborative has the opportunity to create new and shared understandings with the application to their own practice. Second in session designs to meet needs, was the formation of online learning through the new eWorkshops focused on Literacy and Numeracy that provide participants with the ability to learn when it was convenient for them to do so – any time, any place, and any pace. 281 participants took part in this facilitated online learning opportunity within the 5 month period that they were open this past year.

Support from our participants in relation to the above learning designs is shared in the following comments about aspects of the learning opportunity that made it meaningful:

"Robert Kelly was excellent as a facilitator for this cohort. He was engaging and funny. I personally enjoyed the opportunity to create something using the creative design thinking approach and having the parts of the structure modeled."

(from the Competency Collaborative – Design Thinking with Dr. Robert Kelly)

"Building my network with other educators who are teaching in this way so that we can share resources and create a bank of lesson ideas that can be shared amongst colleagues."

(from the Competency Collaborative – Design Thinking with Dr. Robert Kelly)

"Randy used examples, stories, language and ways of teaching that engage, challenge people and encourage people to open up/share."

(from the First Nations, Métis and Inuit Collaborative with Elder Randy Bottle)

"That the idea of a learning commons was translated into actual environments to learn from. This was a very practical and rich approach as it occurred in various school locations."

(from the Learning Commons Collaborative with Wanda Dechant)

"I liked the ability to complete the work in the eCourse on my own time. It provided me with opportunities to reflect on own definitions of literacy and numeracy." *(from the Literacy and Numeracy eCourse)*

"I was able to work with colleagues at the school who were also taking the course and ask them questions on how to do things on-line. I also liked watching the video and sharing my perspective." *(from the Literacy and Numeracy eCourse)*

"This e-learning promoted a group from my school system to get together for review of learning lunch meetings and that was great support." *(from the Literacy and Numeracy eCourse)*

Beyond the exploration in how we innovate in the creation of open learning sessions, the CRC staff have created strong relationships with our Zone 5 school authorities that allow us to build professional learning opportunities, for all members of the school community, into system or individual school professional development days, during staff meetings, or with specific grade level teams where 'at the elbow' support through classroom demonstrations could occur. These 'in-district' days are valued by those across our region. Of learning sessions offered during a professional development day in Prairie Land Regional Division, one of the organizers shared, *"The evaluations received from the CRC sessions are very good! There has been lots of positive feedback for both Kim and Donna's sessions, including requests to have Donna come back again to repeat the Legacy session for those who were not able to attend."*

Co-creating professional learning through these avenues provides us with the ability to build professional development opportunities with provincial priorities and emerging district needs in mind. It is also a wonderful opportunity for the CRC consultants to work in partnership, through relationship, to ensure the needs of our authorities are being met by the programs and services that we offer. With an intentional and mindful approach to crafting professional learning support for provincial priorities this past year, the CRC was pleased to offer over 224 sessions reaching over 7100 participants across our region. With many positive comments related to these learning experiences, the overall impact of learning from these sessions can be best understood through the following comments from our participants:

"The conversations I have been having are causing teachers to be more thoughtful about the purpose of assessment. The teachers that I shared the information with all agreed that the written response should be included as questions on the diploma exam." *(Prov. Assessments – DIPS; Math)*

"Student engagement is significantly higher when working through the design structure and supporting creative development. My students are more willing to take risks in their learning as they feel supported by



myself and peers when working through challenges.” (Competencies – Design Thinking)

“I introduced a peace circle in my ELA class to discuss essay topics. Nice approach to having kids share what they knew, understood, or wanted to learn about each topic. I don't have a feather yet, but would like to incorporate that, too.” (First Nations, Métis and Inuit – Literacy Circles)

Now, when children have challenges maintaining positive behaviour or relationships, I think, “They're missing some of the skills they need to be able to do this. What are the skills they're missing? What can I do to help them learn those skills, and fill in the gaps?” (Inclusive Education – Supporting Mental Health)

I am feeling empowered to move my learning commons past the initial stages of weeding and paring down, and now ready to start planning for what comes next. (Learning Commons)

One of the provincial priority areas this past year was support for Student Learning Assessments (SLAs). Given the provincial context for administration of SLAs in 2016-2017 changed to a pilot project with 20 school authorities from across the province, this altered how the CRC offered support around this important initiative. With 3 Zone 5 school authorities chosen to be a part of this pilot administration, fall programs planned and communicated to support the Zone 5 region in SLA administration were cancelled due to low enrollments. Given these cancellations, and to understand what specified supports our 3 school authorities might need through this administration, we simply asked them. In response to their suggestions, the CRC then became a conduit of information and resource sharing directly with the key leads in each of our 3 school authorities. As information was distributed through the year with the SLA leads, it was always with the offer of further support should they feel they needed it. While this was appreciated, most found that the SLA help line was a direct support to their teachers for any issues that arose with administration. The collaborative marking and interpretation of results was not new to their teachers, and thus they felt they could move forward confidently with teachers supporting teachers.

While ‘Curriculum Implementation’ support for key priority areas was a major component of our work within Zone 5 this past year, Consortia also engaged with, and worked collaboratively with, Alberta Education to support ‘Curriculum Development’ engagement opportunities across the province. The first of our regional curriculum development engagement sessions provided opportunities for all education stakeholders to provide feedback, through an online survey created by Alberta Education, to help identify gaps and strengths in current curriculum as a part of the ‘Shaping Phase’ in the provincial curriculum development process. The CRC provided multiple opportunities for our Zone 5 stakeholders to be a part of this fall engagement opportunity by hosting over 20 sessions across the region with over 625 participants attending face to face sessions facilitated by CRC. Beyond providing opportunity for stakeholder feedback, these sessions allowed participants to become more familiar with the curriculum development process and to understand the importance of the *“The Guiding Framework For the Design and Development of Kindergarten to Grade 12 Provincial Curriculum”* in creating a common lens by which all future curriculum will be developed.

Having an opportunity to have a voice in the development of new curriculum was very welcomed from our participants as was evidenced in the following comments gained during the sessions:

*“I wish that we could continue the collaborative conversations all day. These were great!”
(Calgary Catholic - High School Teacher)*


*“Informative and engaging! Thank you for the opportunity to be better informed – and for the opportunity to contribute to curriculum development.”
(Parent from Zone 5)*

“In future collaborations of meeting of the minds, remember that your audience varies from parents to teachers, and that the delivery of information should be easier to understand for all levels. There was a lack of background knowledge for parents at my table, as many had never seen a program of studies so had no frame of reference.” (Parent from Zone 5)

*“This is awesome! Can I take the survey link home for my parents to do this?”
(Grade 12 Student from Zone 5)*

“I was overwhelmed with the appreciation from teachers for providing time in grade level and subject areas for in-depth conversations to help inform their survey responses related to the strengths and gaps in current curriculum.” (CRC Session Facilitator)

In the spring of 2016, Consortia once again worked alongside out Alberta Education colleagues to create opportunities for continued engagement in the curriculum development process. Moving through the ‘Shaping Phase’, the spring validation engagement sessions



provided educators with the ability to provide feedback to Alberta Education, through an online survey, in relation to the ‘draft Scope and Sequence’ and ‘draft Subject Area Introductions’ for subject areas under development.

To move this spring engagement process forward, the CRC did what we do best – we engaged in conversations with our jurisdiction leaders (superintendents and directors) to share what the spring round of validation engagement was all about and to engage in conversation with them to understand how we might best work with those within their school communities for this validation engagement opportunity. It was in these initial conversations that we heard a few key ‘nuggets’ that helped us to create our Zone 5 approach to Spring 2017 Curriculum Development Validation Engagement. This is what we heard:

- *This is the beginning of new curriculum and it is a great time for our school leaders to become engaged with their staff and parent communities in this process. This will be the key learning for all of us for at least the next 6-8 years.*
- *Given the immense importance of what has been created and the impact that this will have for all classroom teachers, it is hard for school leaders to pick ‘some’ teachers to come to a face to face session and not others. This could create hard feelings amongst staff members, even though that would not be the intended outcome.*
- *This is an extremely busy time of the year in schools . . . we would worry that this could be seen as ‘just one more thing’ . . . we need to keep this simple.*

In knowing that we could provide ‘open face to face sessions’ and ‘train the trainer’ (TTT) models, the CRC team began to create a plan for engagement in Zone 5 that honored the needs expressed by our school authorities. To this end, we created a *School Administrator Facilitation Guide* and ‘toolkit’. All of the contents for the *Facilitation Guide* and ‘toolkit’ were created with the materials that we received from Alberta Education. Beyond the creation of the *Facilitation Guide* and supporting tools for use by district leads and school administrators, CRC also created a communication for school administrators that would allow for parents in their school community to know and understand that their participation was valued, and how they might partake of the online survey opportunity presented to them. Accompanying all the resources was also a link to a Google Doc Engagement Tracking Form that allowed for sessions undertaken in school authorities to be tracked giving us a greater understanding of the number of sessions and participants during this spring validation round.

CRC was very pleased that the innovative pathways created for spring engagement opportunities across our region had impact. CRC hosted 7 open sessions for validation engagement, where we had 95 participants join us to have a voice through reflections to the online survey. Our greatest impact though, was through the use of the ‘Train the Trainer’ materials. Through this delivery method, our school authorities hosted, and reported, 58 engagement sessions with 1,110 participants in attendance. Gratitude for our having worked creatively to provide the validation engagement opportunity this past spring is evidenced in the following comments from some of Zone 5 district leaders:

“Thank you, thank you, thank you! What a comprehensive and well thought out process - I love the detail and all of the handouts, options and supports your team has created. Awesome and much appreciate!!!”

“Thanks, Cathy. Our admin appreciated the work you did on this as they are feeling a bit overwhelmed at this time of year. It was considered hugely helpfully to have a guide and process to follow. Our coaches are going to also play a significant support role. Thanks for your leadership, again!!!”

“Calgary Catholic truly appreciates the efforts of the CRC to put together this worthwhile toolkit for our schools to use and recognizes the principal as instructional leader.”

Whether our role is supporting curriculum implementation or stakeholder engagement as a part of the curriculum development process, the CRC is honored to work collaboratively, and in partnership, with our colleagues at Alberta Education and those who comprise our membership throughout Zone 5. Together we will continue to innovate and create professional learning supports to enhance educator professional growth to make a difference in the educational experience of students in our region.

CONSORTIUM GOAL THREE

Coordinate, broker, and act as a referral centre to assist stakeholders to identify available professional development resources.

OUTCOME 3.1

Collaborate with, share expertise and resources with, and secure the resources and services of other professional learning providers and stakeholders in the planning and developing professional learning opportunities for stakeholders (e.g., AAC, 2Learn, ATLE, Galileo, Alberta post-secondary institutions, ATA, TC2, CASS, CanLearn Society, RCSD)

Measures:	Results:
Overall number of sessions, learning symposiums and conferences provided through shared partnerships.	11 Sessions 661 Participants
Number of meetings with potential partners/jurisdiction contacts.	152
Overall percentage of stakeholders satisfied with the Consortium's effectiveness in coordinating, brokering, and/or referral services in helping access PD resource.	93%

STRATEGIES USED TO INFLUENCE THE OUTCOMES FOR GOAL THREE

CRC	ARPD	Partners
<ul style="list-style-type: none"> Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders. Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. Design learning opportunities with other professional learning providers to respond to regional needs. Consortium staff will find opportunities to coordinate, broker or refer stakeholders to appropriate services that meet defined needs. 	<ul style="list-style-type: none"> Identify provincial learning needs that could be met by collaborating with professional learning providers and stakeholders. Explore potential provincial partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. Design and deliver professional learning opportunities provincially that capitalize on the resources of partners. 	<ul style="list-style-type: none"> Identify regional and provincial learning needs that could be met by collaborating with professional learning providers and stakeholders. Explore potential partnerships and collaboration opportunities with stakeholder partners through discussions and meetings. Design and deliver professional learning opportunities that capitalize on the resources of partners. Collaboratively share expertise and resources available for potential learning opportunities.

ANALYSIS OF OUTCOMES FOR GOAL THREE:

In our continued explorations to support professional learning throughout our region, CRC recognizes its own limitations in expertise to lead learning in every area. It is at these times that we overcome this challenge by working in collaboration with our education partners to find the professional learning they are seeking in a way that meets their needs. This may mean finding another educational organization, or individual, who can provide the services sought and simply introducing the parties so that they might engage in planning with the right expertise at hand. Other times, it is working with school authority leaders to understand and explore potential 'featured' speakers that can bring an international perspective to the work that the authorities are engaging in. Knowing that there is great value to our regional authorities in brokering and coordinating professional learning in this way, the CRC will continue to create and nurture relationships with educational organizations. With 93% of our stakeholders acknowledging the value of our abilities to work in this way, we will continue to seek opportunities to maximize professional learning offerings created through partnership to the educational stakeholders that we support in our region.

This past year, the CRC also sought multiple opportunities for partnership which produced valuable learning for our school communities across Zone 5. Of the CRC's work in the *Partner Research in Schools Conference*, the CRC's contributions were acknowledge by one of the Committee members in saying, *"The Calgary Regional Consortium was instrumental in supporting the Partner Research IN School Conference at the University of Calgary in August 2017. This collaborative conference was a shared responsibility between CASS Zone 5, the University of Calgary, Alberta Education and the Calgary Regional Consortium. The success of this conference can be contributed to the hard work of the CRC staff. They are professional and a pleasure to work with. Keep up the great work! (Dr. Bryan Szumlas, Area Director CSSD)*

The Calgary Regional Consortium staff thrive in creating collaborative conversations and imagining the possibilities for learning that can be co-created as our way of continuing to support positive learning for those in our school communities.



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. (Excludes cancelled sessions.)	300 Sessions 9928 Participants
Number of learning opportunities (*all formats) that were planned and cancelled.	72
Overall percentage of participants satisfied that they were provided strategies for integration of the learning into their current practice.	91%
Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic.	93%
Overall percentage of participants satisfied that they were provided opportunities to reflect on their knowledge, skills and attributes about the topic.	92%
Overall percentage of stakeholders satisfied that the consortium facilitated professional learning responsive to provincial and locally identified needs in congruence with provincial directions for education.	100%

*All formats: face-to-face, webinars, communities of practice, video conferences, webcasts, wikis, websites, and videos.

STRATEGIES USED TO INFLUENCE THE OUTCOMES FOR GOAL FOUR

CRC	ARPCD	Partners
<ul style="list-style-type: none"> • Collaboratively develop 'needs based' professional learning opportunities and resources to support emerging needs. • Identify feedback mechanisms to determine needs and impact of professional learning opportunities. • Plan, develop, deliver and broker a wide range of learning opportunities through the use of emerging technologies for adults to learn synchronously and asynchronously. • Identify feedback mechanisms to determine needs and impact of learning opportunities. • Work collaboratively with Alberta Education to understand emerging needs and desired outcomes around key priority areas to meet provincial directions. • Work with Zone 5 leaders, school authority lead contacts, think tank members and collaborative community members to understand jurisdiction needs related to provincial directions. • Work collaboratively with authorities to bring professional learning opportunities related to deliverables and emerging needs directly to their schools or school system. 	<ul style="list-style-type: none"> • Work collaboratively with Alberta Education to understand emerging needs and desired outcomes around provincial directions. • Attend train the trainer meetings with Alberta Education to deliver accurate information in professional learning sessions around the grant deliverables. • Design, develop, manage and deliver online PD resources. • Work collaboratively with ARPCD to develop professional learning opportunities based on provincial directions and emerging needs. • Develop and administer a common post session survey to participants to help determine impact of professional learning opportunities. 	<ul style="list-style-type: none"> • Work collaboratively with partners to understand regional emerging needs. • Work collaboratively with partners to develop professional learning opportunities based on regional emerging needs.

ANALYSIS OF OUTCOMES FOR GOAL FOUR:

"When the system or school is organized to focus on a small number of shared goals, and when professional learning is targeted to those goals and is a collective enterprise, the evidence is overwhelming that teachers can do dramatically better by way of student achievement." (Michael Fullen)

As Fullen describes, there must be coherence between targeted focus areas and professional learning to help achieve shared goals. To support the success of shared goals for education, the CRC has undertaken to develop professional learning opportunities that have coherence with the Alberta Business Plan for Education and the key priorities for curriculum implementation defined by Alberta Education, with the needs identified in our school authority 3 Year Education Plans and their own emerging learning needs. Coupled with this, the CRC uses data collected through surveys to help identify professional learning needs of individual educators in our region. It is in the triangulation of all of these data sources, and open and honest dialogue with our school authority contacts, that we collaborate to create experiences meant to provide professional learning that will have an impact in our regional classrooms and help us to achieve our shared goals. To this end, the CRC created and delivered over 300 programs this past year for just under 10,000 individuals working in our school communities. This is an increase of over 70 programs and 2500 participants from the previous year. This would indicate that our reflective practices and open conversations with those around us have helped us to 'hit the mark' in our learning options. This is further supported by our stakeholders who are 100% satisfied that the consortium facilitated professional learning responsive to provincial and locally identified needs in congruence with provincial directions for education.

Knowing that contextual factors impact educators' abilities to partake of all sessions we create for delivery, we often have session cancellations due to low enrollment numbers. This past year we designed 72 sessions that were cancelled. While the creation of these sessions is work for the consortium staff, their cancellation also poses a time of reflection for us. Was it the time of day that caused low registration numbers? Or was it that the session topic did not meet the professional learning needs of our educators? We try to be mindful of the lack of time and money available to our educators for professional learning, yet cancellations are a reality given the magnitude of sessions we attempt to offer to our region throughout any given year.

Of those attending our sessions, many remark on the impacts that the learning had, how they have shared their learning and how this learning has changed their own professional practice. A sampling of comments shared by participants in our Post Session Surveys and Post 30 Day Surveys are as follows:

"Being able to connect current and contemporary research to best practices allowed me to reflect throughout the day and really think about how I can best support my teachers to move forward. I was able to attend with colleagues from my school and plenty of opportunity was provided to discuss together various points."

"The strategies were presented and modelled in a way that I could easily replicate with my staff and students and feel comfortable doing so. I really appreciated the clarity in differentiating the strategies for surface, deep and transfer learning. It was one of the best pd sessions I've attended since the PLC conference. Thanks so much, Douglas Fisher!"

"It was a great balance between theory and practice. Steven provided the research to back up what was said and then provided tools to improve teacher efficacy. I came to some personal realisations regarding my approach to PD design which I am excited to carry forward in future planning. This was the best PD session I've attended in quite awhile. It was engaging, relevant and meaningful."

"I've been working through some of the activities as part of our flex periods, which has been enjoyable for the students and myself. The students really like mimicking writing and I've seen a huge improvement in their own writing."

"We created a design plan to incorporate high yield strategies based on Fisher's work into our School Improvement Plan for the year. We will be presenting to our staff each staff meeting and collecting data on the strategies we apply to surface and deep learning."

"I came to the Mental Math session for parents and then I discussed the strategies with my husband and parents as well as my daughter's teacher. I LOVED this session!"



CONSORTIUM GOAL FIVE

Promote and support the development of professional development leadership capacity.

OUTCOME 5.1

Develop collaborative learning opportunities in the following areas with a focus on building leadership capacity within:

- First Nations, Métis and Inuit
- Mathematics
- Supporting Competencies in Current Curriculum
- Supporting Literacy and Numeracy in Current Curriculum
- Provincial Assessments - Student Learning Assessments
- Provincial Assessments – Diploma Programs
- Inclusive Education
- Career and Technology Foundations
- Learning Commons Policy

OUTCOME 5.2

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

Measures:	Results:
Number of sessions (all formats) provided for developing leadership capacity.	11 Sessions 787 Participants
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity.	100%

STRATEGIES TO INFLUENCE THE OUTCOMES OF GOAL FIVE

CRC	ARPDC	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 5 and school authorities to understand and address leadership needs in conjunction with priority areas. • Align leadership learning with the draft <i>School Leadership Standard (SLS)</i>. 	<ul style="list-style-type: none"> • Work collaboratively with Alberta Education to understand emerging needs provincially. • Attend train the trainer meetings with Alberta Education to deliver accurate information in professional learning sessions around the grant deliverables. • Design, develop, manage and deliver online PD resources. • Identify provincial learning needs that could be met through ARPDC collaboration. • Align leadership learning with the draft <i>School Leadership Standard (SLS)</i>. 	<ul style="list-style-type: none"> • Through collaborative conversations with representative organizations, help identify emerging regional needs. • Continue to offer sessions/workshops through partner organizations to support provincial directions. • Hosts conversations at CASS Zone 5 meetings and Zone 5 Leadership Think Tank to understand leadership needs as determined by these groups in congruence with provincial directions and the draft <i>School Leadership Standard (SLS)</i>.



ANALYSIS OF OUTCOMES FOR GOAL FIVE:

The CRC continues to be a strong advocate for helping to develop the leadership capacity of all educators in a variety of leadership roles, and we continue to explore with district leads and CASS Zone 5 colleagues the best avenues for this support to occur. We were pleased that this collaborative planning provided for 11 learning opportunities this past year, with just under 800 participants engaging in professional growth to develop their own leadership abilities. Our responsiveness to creations of supports for leaders was acknowledged by our stakeholders this past year – 100% were satisfied that the CRC was contributing positively towards the development of leadership capacity.

Having had great success in the past 2 years with our Leaders 4 Learning cohort, the CRC, in partnership with Golden Hills School Division, created a third year of cohort learning under the facilitation of Ainsley Rose and Garfield Gini-Newman. Participants engaged in developing a deeper understanding of instructional leadership and were asked to collect evidence of their leadership capacity in this regard. In sharing and learning together through this cohort, participants were challenged to move the 6 principles of powerful leadership from theory to action. Learning together, over time, was appreciated by our participants as evidenced in these comments:

“The opportunity to participate in long term professional development with a team of people from the school. Allowed for time to process, discuss, implement (in part) and reflect.”

“There were lots of opportunities to discuss and make meaning of the learning both as a school leadership team and in a larger leadership context. The conversation was really valuable. There was also a lot of practical information to take back to the school.”

One of the most enlightening conversations that takes place throughout the year is with the Zone 5 Leadership Think Tank. Key district leaders come together throughout the year to share with each other, to learn from the CRC in relation to the priority areas, and to help plan for learning supports from the CRC to meet the professional development needs for their school authorities. An example of the value in ongoing conversations together may best be exhibited in those conversations at our table that centered around the Student Learning Assessments (SLAs) this past year. Given the SLA administration in 2016-2017 only included 3 of our Zone 5 school authorities, the Leadership Think Tank was a perfect avenue for sharing ‘lessons learned’ from the experiences of those involved. Learning and sharing about changes to the SLA processes, understanding current challenges and opportunities, and creating awareness of the research aspect to the pilot administration were of great value to leaders across our Zone. In absence of all school authorities involved in the 2016-2017 SLAs, our leadership think tank provided the perfect forum for everyone to stay informed. These cross jurisdiction times of learning and sharing together are welcomed by those in our zone as is expressed in this comment from one of our district leads:

“I find the Zone 5 Leadership Think Tank valuable. It is a time where we discuss how school divisions are putting into practise Alberta Educators initiatives. This has created a deeper connection and collaboration between our neighbouring districts. Thank you CRC, for hosting these collaborative meetings.”

CRC recognizes that to create systemic alignment in school authorities towards common education goals, focusing simply on teachers and their learning is not enough. With new curriculum implementation on the horizon, and the impending approval of ‘Professional Practice Standards’ for teachers, school and system leaders, it is critical for the CRC to continue to explore with our Zone 5 leaders ways that they can be supported to ‘lead learning’ throughout their school communities.

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 and stakeholders satisfied that Consortium services are provided at a reasonable cost.	97%
Overall percentage of stakeholders that were satisfied with the overall services provided by the Consortium.	100%

STRATEGIES USED TO INFLUENCE OUTCOMES FOR GOAL SIX

CRC	ARPD	Partners
<ul style="list-style-type: none"> Budget funds from government to offset participation costs for learning opportunities related to Curriculum Implementation recognizing that this funding cannot be used to cover all costs related to programs (i.e. food costs) Make fiscally sound decisions regarding operating costs for Consortium. Use fiscally sound accounting practices to govern Consortium monies. Utilize cost recovery for programs not supported by additional funding structures. 	<ul style="list-style-type: none"> Distribute Curriculum Implementation funding allocations in support of learning through transparent formulas exhibiting fair and equitable distribution. Work with Alberta Education representatives to bring understanding to the increasing costs for technology in support of consortia work and offering of online learning. 	<ul style="list-style-type: none"> Collaborate with stakeholders to provide services at reasonable costs.

ANALYSIS OF OUTCOMES FOR GOAL SIX:

The CRC team of professionals is a relatively small organization, who continues to strive to provide outstanding opportunities for learning to those within our region. In providing over 300 learning opportunities this past year to over 9500 participants, it was reaffirming to see that 97% of participants and stakeholders were satisfied that the Consortium provided services at a reasonable cost, and 100% of stakeholders were satisfied with the overall services that the CRC provided.

Our success in designing opportunities for learning that met jurisdiction needs, at reasonable costs, can best be summarized in this comment from one of our stakeholders:

"The CRC is an outstanding organization that is essential to our system improvement work. The collaboration and partnerships formed between our district teachers and CRC has enabled our teachers to build their capacity in priority areas, in a cost effective manner. Our local needs are reflected in the PD offered and the concept of sustained PD is planned for in how the sessions are offered. Overall our service and ability to have a voice in what is offered is excellent!"

Through sound fiscal practices, the challenge of the CRC will continue to be maximizing funding allocations to provide breadth and depth to the learning opportunities created. Most predominant in this is the ever increasing provision of online learning opportunities, and the minimal funding that exists to support the use of technologies for learning by consortia members. Where funding is prohibitive in supporting costs for learning opportunities, the CRC will continue to provide services at reasonable costs to participants. Beyond using funding allocations effectively and efficiently, the CRC will continue to explore data collected to understand contextual challenges that exist for our regional participants that might impact or influence their abilities to access professional learning opportunities through the CRC, and then to create pathways to learning that might remove some of these existing barriers.



CRC FINANCIAL SUMMARY 2016-2017



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

CONSORTIUM NAME:	CRC - Calgary Regional Consortium		
	Budget 2016/2017	Actual 2016/2017	Actual 2015/2016
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	1,200,000	1,073,972	726,682
Regional Programs (Schedule 1)		-	
Fee For Service Contracts (Note 2)	6,000	5,995	6,244
Other Alberta Education			
Total Alberta Education	1,397,987	1,271,953	924,913
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)	100,000	94,638	66,722
Regional Programs (Schedule 1)		-	
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)	180,000	187,858	390,722
Other fees (Schedule 4)		-	
Other (Note 4):			
Coordination fees, Refund Security Deposit	5,000	8,112	18,184
Interest income	10,000	13,210	1,875
Expenses Recovery	5,000	15,957	1,051
TOTAL REVENUES	1,697,987	1,591,728	1,403,467
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	470,000	481,450	412,635
Board expenses (Note 8)	200	153	153
Less: Program Cost Allocations (Note 9)	340,000	371,325	278,868
Net Management & Infrastructure expenses (Note 9)	130,200	110,278	133,920
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)	1,300,000	1,168,609	793,404
Regional Programs (Schedule 1)		-	
Cost Recovery Programs (Schedule 4)	170,000	177,595	364,494
Other:			
Fee for Service Contracts	6,000	5,995	6,244
Accounting and Audit Fees		650	
(Specify)			
(Specify)			
(Specify)			
TOTAL EXPENSES	1,606,200	1,463,127	1,298,062
ANNUAL SURPLUS (DEFICIT)	91,787	128,601	105,405
Accumulated Surplus at beginning of year	196,870	196,870	91,465
Accumulated Surplus at end of year	288,657	325,471	196,870

* See notes to Forms 1 and 2 on page 7 and 8.

PLEASE RETURN hard copies of completed statements and schedules and the certification to:
Allan Pon c/o School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5
BY DECEMBER 31, 2017

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

CONSORTIUM NAME:		CRC - Calgary Regional Consortium	
		August 31, 2017	August 31, 2016
ASSETS			
Cash in Bank and Temporary Investments		2,006,376	665,591
Accounts Receivable (Note 11):			
Province of Alberta			
Alberta school jurisdictions			
Other		59,229	34,348
Prepaid Expenses (e.g. deposits for future programming)		20,728	14,139
Other assets			
TOTAL ASSETS		2,086,333	714,078
LIABILITIES			
Accounts payable (Note 12)		211,863	57,735
Accrued liabilities (Note 12)			
Deferred Revenue:			
Conditional Grants:			
Provincial Programs (Schedule 3)		1,441,781	266,763
Regional Programs (Schedule 3)		-	
Prepaid registration (Note 13)		107,218	192,710
Other:			
(Specify)			
(Specify)			
Total Deferred Revenue		1,548,999	459,473
TOTAL LIABILITIES		1,760,862	517,208
ACCUMULATED SURPLUS			
Unrestricted Funds (Note 14)		196,871	91,465
Operating Reserves (Note 15)		128,601	105,405
Capital Reserves (Note 16)			
TOTAL ACCUMULATED SURPLUS (Note 17)		325,472	196,870
TOTAL LIABILITIES AND ACCUMULATED SURPLUS		2,086,333	714,078

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

CONSORTIUM NAME:

CRC - Calgary Regional Consortium

2016/2017

	Cost of Delivering Programs (Note 7)	+	Cost of Delivering Programs (Note 7)	=	Total Cost of Delivering Programs	-	DEDUCT: Program Registration Fees Note (a)	=	Net Conditional Grant Revenue
	Allocated (Note 18)		Incremental (Note 19)						
Conditional Grant Programs:									
Provincial Programs									
Curriculum Implementation	833,235				833,235		59,478		773,757
OLEP	64,135				64,135		18,825		45,310
Mental Health - COP	11,585				11,585				11,585
EMPL	67,638				67,638		16,335		51,303
High School Redesign	37,212				37,212				37,212
Mental Health Matters	17,819				17,819				17,819
Effort For Reconciliation (EFR)	136,985				136,985				136,985
Eliminating the Achievement Gap					-				-
MFVHRSR - Collaborative Fund Distribution					-				-
Implementation Support FMNI					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
Total:	1,168,609		-		1,168,609		94,638		1,073,972
Regional Programs									
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
(Specify)					-				-
Total:	-		-		-		-		-

Notes to Schedule 1:

a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds.



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

CONSORTIUM NAME: CRC - Calgary Regional Consortium

		Amount Transferred 2016/2017 Note (b)
Effort For Reconciliation (EFR)		
ERLC		180,000
Program Total	Effort For Reconciliation (EFR)	180,000
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	0	-
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	0	-
Program Total	0	-
Program Total	0	-
Total transfers to Other Consortia		180,000

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*

Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended August 31, 2017 (in dollars)

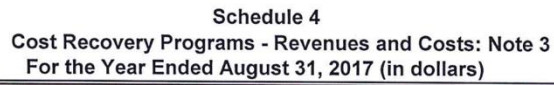
CONSORTIUM NAME: CRC - Calgary Regional Consortium

2016/2017

	Deferred Revenue from Previous Year Note (a)	+	ADD: Conditional funds invoiced to other Consortia	+	ADD: Current Year Receipts and Transfers-In Note (b)	-	DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	-	DEDUCT: Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	=	Deferred Revenue: Conditional Grants Note (d) (Page 2)
Conditional Grant Programs: Note (e)											
Provincial Programs											
Curriculum Implementation	95,812				678,900				773,757		955
OLEP	18,062		43,470						45,310		16,223
Mental Health - COP	11,585				-				11,585		(0)
EMPL	51,303				-				51,303		-
High School Redesign	90,000				-	26,200			37,212		26,588
Mental Health Matters					200,000	62,600			17,819		119,581
Effort For Reconciliation (EFR)					1,800,000	400,000			136,985		1,263,015
Eliminating the Achievement Gap			2,000						-		2,000
MFWSHR - Collaborative Fund Distribution			6,100						-		6,100
Implementation Support FMNI			7,320						-		7,320
(Specify)									-		-
(Specify)									-		-
(Specify)									-		-
(Specify)									-		-
(Specify)									-		-
(Specify)									-		-
(Specify)									-		-
Total:	266,763		58,890		2,678,900	488,800			1,073,972		1,441,781
Regional Programs											
(Specify)									-		-
(Specify)									-		-
(Specify)									-		-
(Specify)									-		-
(Specify)									-		-
(Specify)									-		-
(Specify)									-		-
(Specify)									-		-
Total:	-		-		-	-			-		-

Notes to Schedule 3:

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



CRC - Calgary Regional Consortium

Notes to Schedule 4:

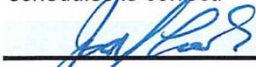
39



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

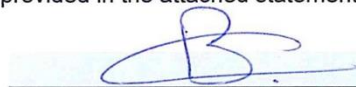
CONSORTIUM NAME: CRC - Calgary Regional Consortium

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)
Nov 27, 2017

Date



Financial Officer (Signature)
November 27, 2017

Date

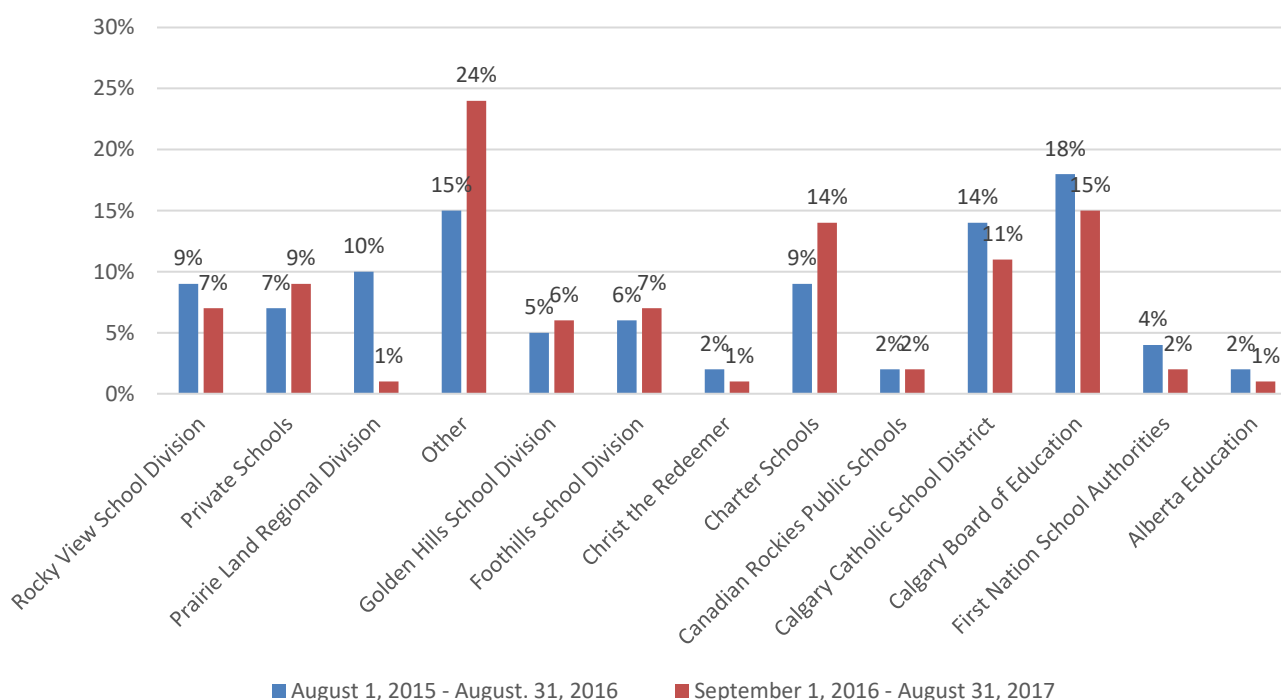
NOTES TO FORMS 1, 2 AND SCHEDULES

- Note 1** Management and Infrastructure grant from Alberta Education (total amount received for the year).
- Note 2** Alberta Education pays consortia for services provided under certain contracts/agreements.
- Note 3** E.g. grants and subsidies from private partnerships (e.g. Shaw).
- Note 4** Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia.
- Note 5** Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.
- Note 6** Costs of operating and maintaining the consortium office.
- Note 7** Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 18), should also be charged to management and infrastructure expense.
- Note 8** Including meeting fees, supplies, travel and subsistence and board development.

- Note 9** ENTER AS POSITIVE: Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e net of program cost allocations) will be less than or approximately equal to the M & I grant from Education.
- Note 10** Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more than one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.
- Note 11** Amounts owed to the consortium at the end of the year.
- Note 12** Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.
- Note 13** Pertaining to programming planned for subsequent year(s).
- Note 14** Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating or capital reserves for earmarked programming.
- Note 15** Funds earmarked for future operations or programming.
- Note 16** Capital Reserves represents the net assets restricted for future capital expenditures.
- Note 17** Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.
- Note 18** Allocated costs are M&I costs that directly benefit a specific conditional grant or cost recovery program controlled by the consortium and that have been credited to Program Cost Allocations (see Note 9). Allocated costs are funded by registration fees, conditional grants, or other cost recovery fees.
- Note 19** Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.

APPENDIX A: PARTICIPATION RATES AND SCHOOL AUTHORITIES SERVED BY CRC

CRC Participation Rates by Jurisdiction for August 1, 2015 - August 31, 2016 and September 1, 2016 to August 31, 2017



Jurisdiction	August 1, 2015 - August 31, 2016	September 1, 2016 - August 31, 2017
Rocky View School Division	9%	7%
Private Schools	7%	9%
Prairie Land Regional Division	10%	1%
Other	15%	24%
Golden Hills School Division	5%	6%
Foothills School Division	6%	7%
Christ the Redeemer	2%	1%
Charter Schools	9%	14%
Canadian Rockies Public Schools	2%	2%
Calgary Catholic School District	14%	11%
Calgary Board of Education	18%	15%
First Nation School Authorities	4%	2%
Alberta Education	2%	1%



School Authorities

- Calgary Board of Education
- Calgary Catholic Separate School District
- Canadian Rockies Public Schools
- Christ the Redeemer Catholic Separate Regional Division
- Foothills School Division
- Golden Hills School Division
- Prairie Land Regional Division
- Rocky View School Division

First Nation Education Authorities

- Siksika Nation
- Stoney Nation
- Tsuu T'ina Nation

Charter School Authorities

- Almadina School Society
- Calgary Arts Academy Society
- Calgary Girls' School
- Connect Charter School
- Foundations for the Future Charter Academy
- Charter School Society
- Westmount Charter School

Private School Authorities (70)

- Airdrie Koinonia Christian School
- Airdrie Petits Amis Support Services
- Akiva Academy
- Always a Child Team Ltd.
- Asasa Academy
- Atlas Learning Academy
- Banbury Crossroads School
- Bearspaw Christian School
- Bethel Christian Academy
- Big Plans for Little Kids
- Calgary Academy
- Calgary Early Learning Centre
- Calgary French & International School
- Calgary Jewish Academy
- Calgary Montessori School
- Calgary Quest Children's Society
- Calgary Society for Christian Education

- Calgary Waldorf School
- Cause and Effect Foundation
- Chinook Winds Adventist Academy
- Clear Water Academy
- Coaldale Christian School
- Cochrane Valley Montessori School
- Coral Springs Child Care Society
- CUPS One World Child Development Centre
- Dalhousie Community Kindergarten
- Delta West Academy
- Early Discoveries Childhood Services
- Eastside Christian Academy
- Edge School for Athletes
- Edison School
- Foothills Academy
- Foothills Alliance ECS
- Foothills Creative Beginnings Kindergarten
- Getting Ready for Inclusion Today (GRIT Calgary)
- Glamorgan Community Kindergarten Society
- Glenmore Christian Academy
- Heartland Agency
- Heritage Christian Academy
- Housefield Heights Briar Hill Community Kindergarten
- Janus Academy
- Khalsa School Calgary
- Lakeland Christian Academy
- Learning Experience
- Lycee Louis Pasteur
- Maria Montessori Education Centre
- Marlborough Day Nursery ECS
- Montessori School of Calgary
- New Heights School and Learning Services
- Newell Christian School
- North Point School for Boys
- Oaks and Acorns Montessori
- Phoenix Education Foundation
- Playcare ECS
- PREP Program

- 
- Providence Child Development Society
 - Renert School
 - Renfrew Educational Services
 - River Valley School
 - School of Alberta Ballet
 - Society for Treatment of Autism
 - Strathcona-Tweedsmuir School
 - Summit West Independent School
 - Third Academy
 - Thornhill Child Care Society
 - Time to Play ECS
 - Trinity Christian School
 - Tyndale Christian School
 - West Island College

2016-2017 Partnerships

- U of C
- MRU
- RCSD - East Central, Bow Valley, Calgary
- ATA
- AAC
- IBM Canada
- Let's Talk Science
- Mississippi University
- CASS
- United Way
- Sheldon Kennedy Advocacy Centre
- Palix Foundation/Alberta Family Wellness Initiative
- Pearson Education
- Scholastic
- Corwin
- PBL Consulting
- Alberta Health Services
- Glenbow Museum
- First 2000 Days Project
- Hidden Story Productions

APPENDIX B: ALBERTA REGIONAL PROFESSIONAL DEVELOPMENT

CONSORTIA REPORT



Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

The Alberta Regional Professional Development Consortia (ARPDC) is the term regional consortia use to highlight collective provincial “adult learning for students’ sake” learning opportunities.

The system of Alberta regional professional development has operated since the mid 1990’s with considerable success and has grown both in quality, influence and impact on educators across the province as an exemplary model for effective and efficient delivery of professional development to various education stakeholder groups based on common Consortia goals:

- to **facilitate** professional development which supports the effective implementation of components of:
 - the Alberta Education Business Plan
 - Jurisdiction and school education plans
 - Regional School Council priorities
- to **facilitate** professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes,
- to **coordinate, broker, and act** as a referral centre to assist stakeholders to identify available professional development resources,
- to **deliver** professional development based on the identified and emerging needs of educational stakeholders,
- to **promote and support** the development of professional development leadership capacity, and
- to **provide** educational stakeholders with access to professional development at a reasonable cost.

The ARPDC is representative of the collective work of the seven Executive Directors and their teams, who report to their respective boards and provide service to school authorities across designated regions.

ARPDC provides in-person, as well as synchronous and asynchronous, technology-mediated learning opportunities to support adult learning, relying on consultation from the region to ensure professional development program designs support participants’ and school authorities’ context. Programs are based on our expertise and knowledge of effective professional learning design and delivery, aligned with the Alberta Programs of Study and are research sound.

Supporting Professional Learning through Technology

Online Learning Opportunities

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

NEW

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

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

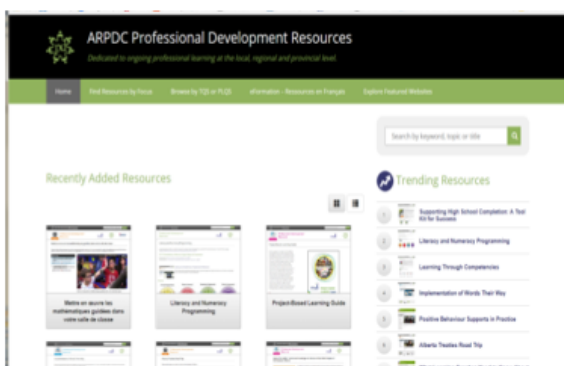
Meetings

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

Access to Resources

A provincial ARPDC Learning Portal has been active for seven years and houses many opportunities for educators to find a variety of resources, strategies and ideas for implementation of the Alberta curriculum. <http://learning.arpdc.ab.ca>





As well, to assist educators with implementation of curriculum, ARPDC develops professional development resources to provide ongoing, job-embedded support to nurture the growth of all educators and "*continue the conversation*" across the various priority areas.

These "made in Alberta" resources include videos and learning guides, archived webinars, facilitator guides, and a collection of resource websites. www.arpdcresources.ca

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

Provincial Projects

Elementary Mathematics Professional Learning

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

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

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

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



Official Languages in Education Program Grant

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

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

Mental Health Matters Grant

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

High School Completion Tool Kit Grant

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



Education for Reconciliation Grant


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

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

Moving Forward with High School Redesign Grant

CONSULTANTS

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



COLLABORATION

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

Challenges, Celebrations and Trends in Professional Learning

In recent years, the Alberta Regional Professional Development Consortia (ARPDG) continues to experience a myriad of changes and complexities as they respond to the goals, initiatives and areas of focus of the Alberta Education Business Plan and the identified professional learning needs of educators and jurisdictions throughout Alberta. The provincial education vision, and recent trends in education, provide a road map for Consortia to be responsive and work in a collaborative, coordinated manner, continuing to design and deliver cost-efficient professional learning opportunities to Alberta educators, school communities and education stakeholders.

We strive to support/prepare all education stakeholders in Alberta by providing adult learning opportunities and capacity building resources designed to impact professional practice and enhance student learning. Consortia accept and celebrate these changes and challenges and have responded by:

- Researching trends and current developments in the field of education and sharing best practices, and sharing this information with our stakeholders.
- Finding a balance between process, content and relevance when providing access to a variety of professional learning opportunities.
- Collecting and analyzing data, and utilizing this evidence to collaboratively plan programs responsive to the needs in each region.
- Maximizing the use of technology to coordinate provincial learning opportunities.
- Forming partnerships with a variety of PD providers, or brokering presentations on behalf of regional stakeholder groups.
- Hiring, training, and supervising staff involved in regional and provincial projects
- Leading, modelling and exploring new learning modalities to support professional learning.
- Providing cost effective, long term planning, and maintaining staff through a sustained funding commitment.
- Being responsive to requests from Alberta Education, districts and education partners.

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