



# **CALGARY REGIONAL CONSORTIUM**

Annual Report  
2019-2020



# Table of Contents

Table of Contents	1
Assurance Statement	1
Message From the Executive Director	2
Members of the Board of Directors	2
Staff of the Calgary Regional Consortium	2
Mission and Vision	3
Provincial Priorities	3
Regional Context	3
Calgary Regional Consortium	4
Summary of Supports, 2019-2020	4
Goals, Strategies, Results and Stories of Impact	5
GOAL 1	5
GOAL 2	7
GOAL 3	9
GOAL 4	11
GOAL 5	13
GOAL 6	14
Alberta Regional Professional Development Consortia and the CRC	15
2019 - 2020 Provincial Context	15
Provincial Collaborative Initiatives	17
Trends in Professional Learning	19
Appendix A: Provincial Projects	21

## Assurance Statement

The Calgary Regional Consortium has prepared this report in accordance with the reporting requirements provided by Alberta Education in the Funding Manual for School Authorities 2019/20 school year. Alberta Education provides annual funding to the ARPDC/CRC to support Curriculum Implementation, as well as the identified priorities of Alberta Education. This report contains a summary of CRC's outcomes and results in relation to the six broad goals for consortia including annual measures, examples of impact, and financial statements. The results of this report provide assurance of the CRC's efficacy and impact as a professional learning provider to our stakeholders and Alberta Education for the provision of annual funding as defined in the Funding Manual.

## Message From the Executive Director

In a year like no other, this year's annual report serves as an account of the Calgary Regional Consortium's commitment to exceptional services for the education community. Continuity of relevant, responsive and dynamic learning opportunities for all educational partners was our guiding compass as we navigated uncharted territory this year.

Whether facing an uncertain funding future, or designing supports for educators in the midst of a global pandemic and emergency remote teaching, staff here at the CRC were consistently focused on understanding needs through meaningful relationships with partners, innovative solutions that met the 'just in time needs' of the education community, and the importance of supporting systemic alignment and capacity within education by bringing people together in collaborative conversations.

In December of 2019, Cathy Mc Cauley, our Executive Director, retired from the Consortium. Stepping in to the role of Acting Executive Director during a very uncertain time for the consortium, I am grateful for the collaborative nature of the team of Alberta Regional Professional Development Consortia's (ARPDC) Executive Directors. Together, we responded efficiently and comprehensively to support the education community in professional learning during the pandemic.

I am immeasurably proud to serve as Executive Director of the Calgary Regional Consortium, and delighted to continue on in this role for the 2020/21 year.



Krystal Abrahamowicz

## Members of the Board of Directors

Dr. Jennifer Lock Board Chair <i>University of Calgary</i>	Ron Schreiber <i>Alberta School Boards Association</i>	Reta Morgan <i>Association of School Business Officials of Alberta</i>	Joe Frank <i>The Association of Alberta Public Charter Schools</i>
	Valerie McDougall <i>First Nations School Authorities</i>	Allen Davidson <i>College of Alberta School Superintendents</i>	Suzanne Lynch / Sheila Hobday <i>Alberta School Councils Association</i>

## Staff of the Calgary Regional Consortium

Cathy McCauley <i>Executive Director</i> (August 2019 – December 2019)	Krystal Abrahamowicz <i>Acting Executive Director</i> (January 2020 – August 2020)	Shannon Whalen <i>Executive Assistant</i>	Christele Barbini <i>Financial Coordinator</i>
Wanda Dechant <i>Designer of Professional Learning</i>	Kim Tackaberry <i>Designer of Professional Learning</i>	Mary Clark <i>Program Assistant</i>	Christina Somerville <i>Registration Coordinator</i>

## Mission and Vision

**CRC Mission:** To provide high quality professional learning opportunities for the Calgary & area educational community.

**CRC Vision:** The Calgary Regional Consortium contributes to excellence in the field of K-12 education in the Calgary area through the provision of visionary professional learning that supports the implementation of curriculum.

## Provincial Priorities

This 2019-2020 report includes information about the impact of the Calgary Regional Consortium's professional learning opportunities for education stakeholders related to the provincial priorities identified for us by Alberta Education.

Given that the ARPDC were delivered two sets of Priorities, one in November and one in March, it is important to clarify that results are interpreted according to the Priority Areas *as defined in March of 2020*:

- Inclusive Education
- Curriculum and Pedagogical Practice
- Literacy
- Numeracy and Mathematics
- First Nations, Métis and Inuit
- Instructional Leadership
- Other Past Priorities

## Regional Context

In the 2019/2020 year, the Calgary Regional Consortium provided services and learning opportunities for educators and their partners in the Zone 5 region of Alberta (Calgary and area).

Within Calgary and area, over 275,000 students were served through:

**7 school authorities**  
with over  
**550 schools**

**3 First Nations Educational Authorities**  
with a total of  
**10 schools** between them

**68 Private Schools**

**6 Charter Schools**



# Calgary Regional Consortium

## Summary of Supports, 2019-2020

In the 2019/ 2020 school year, the Calgary Regional Consortium communicated &/or collaborated:

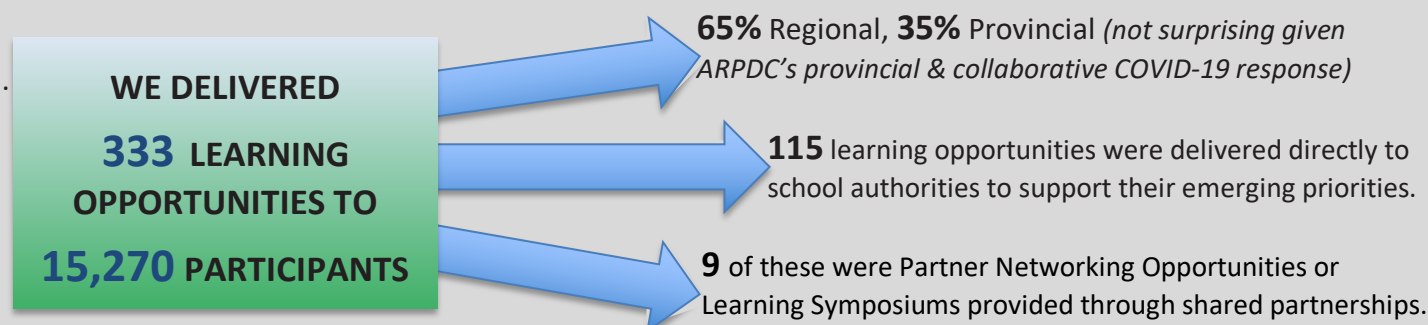
**116 times with  
System and  
Instructional  
Leaders...**

**...147  
times with  
potential  
partners...**

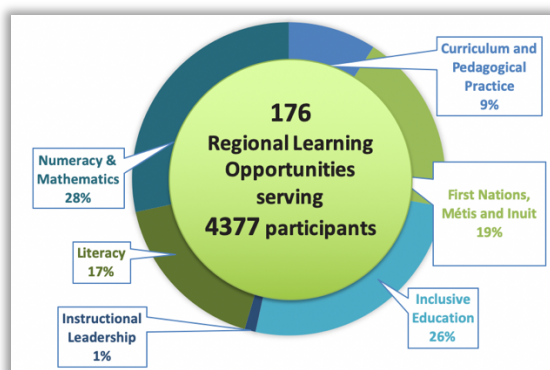
**... 71 times with  
ARPDC Executive  
Directors...**

**...and with 9725  
newsletter  
subscribers...**

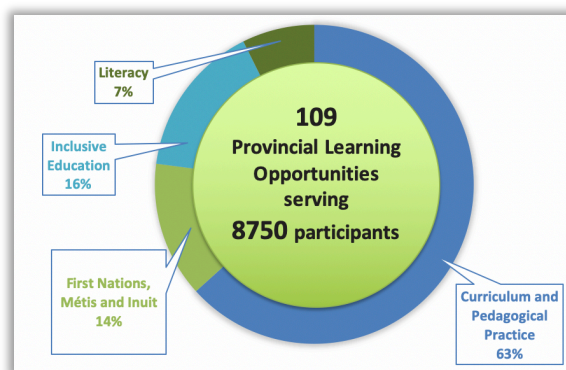
to ensure **responsive** professional learning that supported alignment between the Business Plan for Education, Jurisdiction and school Education Plans and Education Partner Strategic Plans.



We worked closely with educational leaders in our region to co-develop learning that supported effective implementation of curriculum...



... and closely with our ARPDC partners to support provincial learning, especially with the onset of the COVID-19 Pandemic.



**97% of participants said that learning opportunities contributed to their understanding of the topic.**

**95% of participants said that learning included practical strategies for applying the learning to their practice.**



**And, importantly, 90% of our 2019-2020 learning was offered completely free of charge!**

# Goals, Strategies, Results and Stories of Impact

The Summary of Supports above is described in more detail through this section of the report. Each of the Goals for Consortia is detailed with information about the core strategies applied, the specific results achieved in relation to that goal, and a few examples of impact.

## GOAL 1

*Facilitate professional development, which supports the effective implementation of components of the Alberta Education Business Plan, Jurisdiction and school education plans, and Education Partner Strategic Plans.*

### OUTCOME 1.1

Work collaboratively with ARPDC, Alberta Education, and regional school authority district contacts to establish learning opportunities that are responsive to locally identified needs in congruence with provincial directions for education.

### STRATEGIES

Engage intentionally and regularly with school authority leaders and regional/provincial stakeholders to support knowledge, skills and attitudes within and amongst schools.

### OUTCOME 1.2

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

Regular Executive Director meetings to ensure congruence of provincial directions and to collaborate provincially as appropriate.

## RESULTS

**116**

**collaborative &/or 1:1 meetings  
with school authorities**

**71**

**meetings of the  
ARPDC Executive Directors**

### LIST OF PARTNERS:

One measure of success in achieving this goal was the diversity of partners within the region that the CRC engaged with over the course of the year through our strategies as listed above. This year, partners we collaborated with include:

- Alberta Education
- Alberta Health Services
- Almadina Charter School
- ARPDC
- AISCA
- ASBA
- ASBOA
- ASCA
- Calgary Board of Education
- Calgary Catholic School Division
- Calgary Christian School
- Calgary Islamic School
- Canadian Rockies School Division
- CASS
- Christ the Redeemer
- City of Calgary - Calgary Schools for Climate Action
- Foothills School Division
- Get Outside & Play
- Golden Hills School Division
- Kids Code Jeunesse
- Let's Talk Science
- MCATA
- Mount Royal University
- Palliser School Division
- Rockyview School Division
- Rupertsland Institute
- Tsuut'ina Education
- Westmount Charter School



### Literacy Think Tank

Leads within Zone 5, with a focus on literacy, were invited to meet and collaborate three times this year with post-secondary experts. The latest research and best practices were the topic of our conversations.

#### **Impacts/Results:**

Members of the Literacy Think Tank shared and discussed ELA assessment tools. The impact was visible in the number of Zone 5 literacy leads who attended and the willingness to share district designed literacy resources.

Literacy leads capitalized on the expertise and experience of the group rather than each individual spend time on designing a new assessment on their own.

Our collaborative project this year was the creation of bite-size learning literacy videos for administrators to share at Staff Meetings. We completed the design of three literacy topics, however, due to COVID, were unable to start the video creation segment.

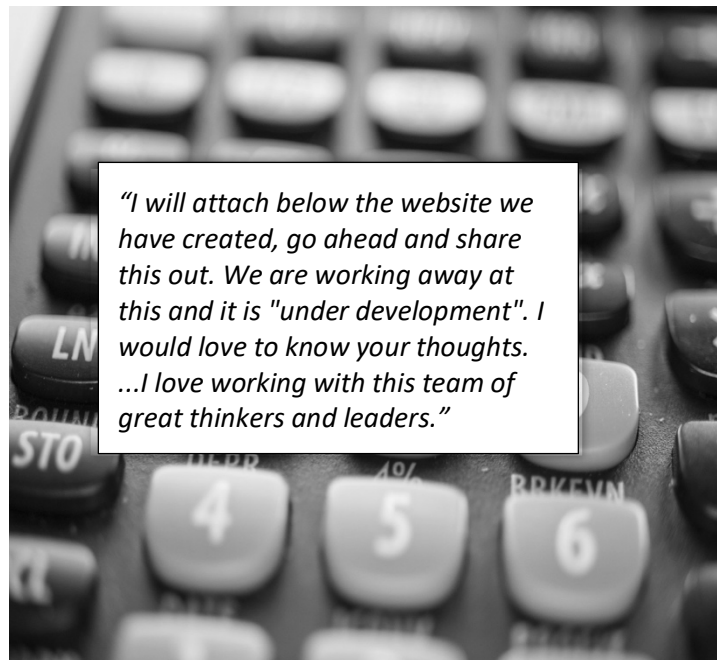
### What's Up with Math Think Tank

Over the 2019-20 school year, we met three times with Zone 5 jurisdictional math leads. The purpose of this group was to share highlights, resources and questions across school authorities to cultivate connections, collaborate, co-create, and learn from one another. Highlights of the topics discussed include:

- Building a shared understanding of Math and Numeracy with parents and community members (through family math nights)
- Indigenous Perspectives in Math and Science
- Supporting Learning from Home

#### **Impacts/Results:**

The communication from a participant on the right serves as a sample of the sharing and interaction within the Think Tank.



*"I will attach below the website we have created, go ahead and share this out. We are working away at this and it is "under development". I would love to know your thoughts. ...I love working with this team of great thinkers and leaders."*

## GOAL 2

*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.

### OUTCOME 2.2

Provide scheduled professional learning sessions in the Priority Areas defined by Alberta Education.

### STRATEGIES

#### 1. Create Valuable Learning Opportunities:

Work collaboratively with other consortia and education partners in the development of resources and learning related to provincial priority areas.

Work collaboratively with school authorities to bring professional learning directly to their schools, school authority or school community.

Continue the creation of eLearning and other opportunities to support any time, any place, and pace learning opportunities.

#### 2. Communicate with Stakeholders:

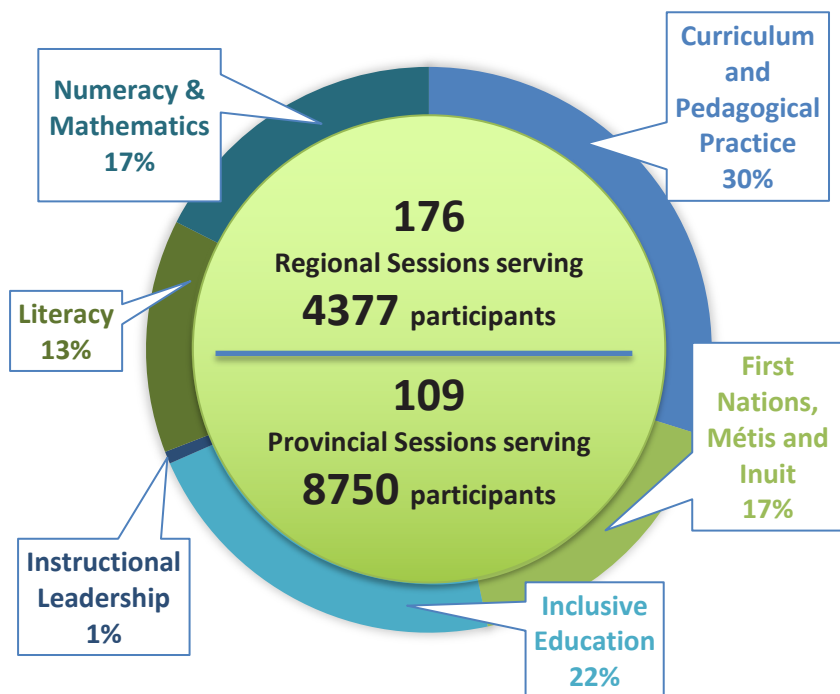
Share ARPDC/AB ED online resources through collaborative communities and Zone 5 District Contacts.

Use webpage, school authority contacts, Twitter and Facebook to communicate happenings and learning opportunities.

Develop a monthly newsletter for distribution throughout Zone 5 highlighting upcoming learning opportunities.

## RESULTS

To support the implementation of curriculum, the CRC delivered:



**97%**

of participants said learning opportunities contributed to their awareness and understanding of the topic presented.

**95%**

of participants agreed that these professional learning opportunities provided information and/or specific strategies for integration of the learning into their current practice.

## STORIES OF IMPACT FOR GOAL 2

### Literacy and Numeracy eCourse

The CRC hosted a provincially available eCourse to support professional learning related to Alberta Education's Literacy and Numeracy Progressions. This course has been offered for a number of years, and continued to be well attended.

#### Impact/Results

*"I want to implement more intentional planning/instructional design into my practice where I reference and implement more of the literacy and numeracy elements that were explored in this course. For numeracy, especially, I want to make sure that I am teaching in a way that gives my students the skills they need to solve problems rather than look for the formula and not understand the problem, etc. I think I've been so focused on the foundations (which are still important) that I forget that numeracy is much more than just the numbers."*

*Teaching is so collaborative there is no way for our colleagues not to benefit from this information. For students, this information helps set them up for further success in the future."*

The feedback statement to the left was in response to the question: "Indicate one strategy / approach / idea that you implemented into your practice, as a result of taking this e-course. Share how your students / colleagues have benefitted from the knowledge and skills you have learned."

### Weaving Ways Webinar Series

We had a large uptake for our 5-part Weaving Ways webinar series. This year we focused on building capacity through the sharing of knowledge, stories and resources, along with cultivating connections by having participants take part in small group discussions in the webinar breakout rooms.

#### Impact/Results

The feedback below demonstrates how the Weaving Ways series invited foundational knowledge learning in an accessible and powerful way:

*"I didn't realize how much I didn't know about First Nation peoples and how much more I want to know until I attended her sessions. The videos were excellent and the calm way she presented the sessions will always stay in my heart. I have attended many workshops and they get put on the back burner, but these will stay with me and also motivate me to look deeper."*

*"There were many great ideas in the break out rooms and chat sessions that I would like to try in my classroom/school."*

### French Literacy: Oral Language and Fluency

Participants were invited to join French conversation groups on a variety of topics. The breakout room feature of Zoom allowed participants to meet and work with different people in each session. These small group conversations increased their oral language discussion time.

#### Impact/Results

CRC received requests for this style of learning to continue next year.

*"... good conversation ideas to attempt in groups Using French websites when needed. I loved all of the activities to build oral language skills. I will use them in my own practice with my students in FI and FSL....I like the ideas of scaffolding the oral practice through prompts and structures. Some great interactive websites for students, and myself. Also, I enjoyed the opportunity to see how zoom and breakouts could work for language learning."*



## GOAL 3

*Coordinate, broker, and act as a referral center 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 development of professional learning opportunities for our education stakeholders.

### STRATEGIES

Design learning opportunities with other professional learning providers to respond to regional needs.

Design and deliver professional learning opportunities provincially that capitalize on the resources of partners.

Host yearly meetings with stakeholder groups to review partnering opportunities and to invite exploration for further collaborative opportunities

### RESULTS

9

Partner Networking Opportunities or Learning Symposiums provided through shared partnerships

147

Meetings with potential partners

### STORIES OF IMPACT FOR GOAL 3

#### ELL Rural Symposium

Our bi-annual Rural ELL symposium invited ELL leads from rural districts in Zone 5 and beyond to meet to discuss/ brainstorm solutions to common challenges.

#### ***Impact/Results:***

The commitment of this group to supporting ELL and immigrant students was visible in our table and larger group conversations and ongoing relationships. A shared responsibility was evident with Alberta Education's attendance at our meeting on May 21, 2020 via Zoom. As a result of Alberta Education's attendance, two key questions posed from the group were later answered via email. Future collaboration with Alberta Education, for this event, is a priority.



*ELL Rural Symposium, Nov 2019.  
Small group conversations about programming for HS ELL students.*



Early Learning Collaborative

Leaders within Zone 5, with a focus on early childhood, were invited to meet and collaborate three times over the year with regional early childhood organizations and post-secondary experts. The goal of this group, co- led by CRC and Phil Carlton (First 2000 Days), was to advocate and create awareness to support children ages 0-8.

Impacts/Results:

Following several meetings of the Early Learning Collaborative lamenting the negative implications of screen time, we partnered with RCSD to create the first regional *Impact of Screen Time* Symposium.



Tables were set with custom designed placemats for notes/ thinking, recording research and networking purposes. The centre piece was a board game to symbolize the benefits of interacting with young children, rather than giving them screen time.



Over 200 educators, health care professionals and early learning experts gathered to discuss the latest research.

Feedback from the symposium was positive. Alberta Education’s positive response from participants is pictured below:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Responses
This professional learning opportunity contributed to my awareness and/or deeper understanding of the topic. Count Row %	43 68.3%	20 31.7%	0 0.0%	0 0.0%	63
This professional learning opportunity provided opportunities for me to be engaged in the learning. Count Row %	36 58.1%	25 40.3%	1 1.6%	0 0.0%	62
This professional learning opportunity provided information and/or specific strategies for integration of this learning into my current practice. Count Row %	33 52.4%	27 42.9%	3 4.8%	0 0.0%	63
Totals Total Responses					63

## GOAL 4

*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 emerging needs of stakeholders.

### STRATEGIES

Plan, develop, deliver and broker a wide range of learning opportunities through the use of emerging technologies for adults to learn synchronously and asynchronously.

Work collaboratively with Alberta Education to understand emerging needs and desired outcomes around key priority areas to meet provincial directions.

### OUTCOME 4.2

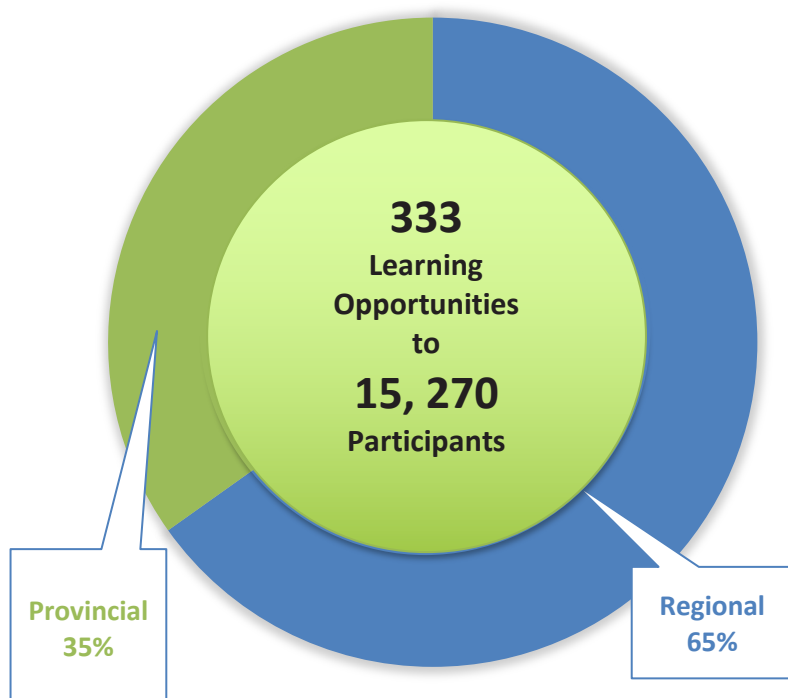
Work collaboratively with ARPDC to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.

Work collaboratively with school authorities to bring professional learning opportunities related to deliverables and emerging needs directly to their schools, school authorities and school communities.

Work collaboratively with partners to understand emerging needs and to develop professional learning opportunities.

## RESULTS

In total, through all projects and grants, the CRC delivered:



An additional **73** learning opportunities were planned and **cancelled** this year.

**44%** of these were cancelled at the onset of the **COVID 19 Pandemic**.

Other reasons for cancellation included:

- Low registration
- Cancellation by government

## STORIES OF IMPACT FOR GOAL 4

### District work with Christ the Redeemer School Authority

CRC partnered up with the three administrators from St. Mary School, in Christ the Redeemer School Division, to co-design a series of math learning for their grades 5 and 6 teachers. Over 3 full days (August, October and January) teachers collaborated and co-designed assessment rubrics and math experiences for students. In between these 3 days, CRC met with teachers in small groups to check in on questions, successes, challenges and next steps.

#### Impact/Results

With supporting documents such as the [Alberta Mathematics Scope and Sequence](#), the [Alberta Math Program of Studies](#), and the [Alberta Education Numeracy Progressions](#), we built capacity in context by interactively exploring:

- what it means to “be good at math”
- rich math tasks with multiple entry points
- meaningful assessment

*“Wanda was excellent to work with. She listened to our goals and thoughtfully incorporated them into our learning sessions. We were able to progress through a very meaningful journey.”*

### Implementation of Facebook/Zoom Groups

With the onset of Emergency Remote Learning due to COVID-19, CRC led the implementation of provincial (ARPD) Facebook Communities. Weekly Zoom meetings offered to these Facebook participants invited group members to share ways they were successfully engaging students in emergency teaching online. Two of our own Designers of Professional Learning led the K-1 group. Outdoor play expert Christina Pickles shared examples to spark thinking about ways teachers could blend the Alberta Program of Studies with learning outdoors.

#### Impact/Results

*“Thanks so much! I will be sad to end our sessions! It has been the highlight of my week to spend time with you and Kim and fellow teachers from around the province! ... Your time and willingness to set this platform up is worth more than a million dollars!”*

**2265 teachers participated in Facebook / Zoom Groups from March through to August of 2020.**

### Cranston School (CBE) - Using Games to support all students in Mathematics

Two of our Designers of Professional Learning joined forces to present to 30 teachers (K-3).

#### Impact/Results:

Comments from the organizing teacher reveal the impact of this work:



*The consensus was that the workshop was timely, well presented and very appropriate to the grade levels present. Everyone is excitedly trying out all the resources that you gave us on paper and those online.*

*Thanks again for spending the afternoon with my staff!*

*Carolyn*

## GOAL 5

*Promote and support the development of professional development leadership capacity.*

### OUTCOME 5.1

Develop collaborative learning opportunities in the Priority Areas identified by Alberta Education with a focus on building leadership capacity.

### STRATEGIES

Work collaboratively with Alberta Education, CASS Zone 5 and school authorities to understand and address leadership needs in conjunction with priority areas and emerging school authority needs.

Align leadership learning with the Teaching Quality Standard (TQS), the Leadership Quality Standard (LQS), and or the Superintendent Leadership Quality Standard (SLQS).

### OUTCOME 5.2

Develop collaborative learning opportunities to augment leadership capacity in support of emerging school authority needs and provincial directions.

Host conversations at CASS Zone 5 meetings and Zone 5 Leadership Think Tank to understand leadership learning needs in relation to the *Teaching Quality Standard (TQS)*, the *Leadership Quality Standard (LQS)*, and or the *Superintendent Leadership Quality Standard (SLQS)*.

## RESULTS

**43 learning opportunities** were delivered to support the development of leadership capacity in various priority areas.

**Over 150 instructional leaders** accessed the Conceptual Understanding PD Playlist to support their work with staff.

## STORIES OF IMPACT FOR GOAL 5

Created to support Instructional Leaders in exploring and implementing teaching for conceptual understanding with staff, this PD playlist offered a curated set of articles, blogs, videos and other resources for use by leaders in professional learning experiences. Playlists were accompanied with a suggested approach for how to unpack the resource in a PD setting, thereby modeling the pedagogy that activates learners to think, process and consolidate their own understanding. Thinking routines and learning experiences accompanied each resource to save instructional leaders valuable planning time. Playlist selections could be integrated into 20 minute PLCs, PD days or monthly staff meetings.



## GOAL 6

*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.

### STRATEGIES

Budget funds from the government to offset participation costs for learning opportunities related to provincial priority areas.

Use fiscally sound accounting practices to govern consortium monies.

Make fiscally sound decisions regarding operating costs for Consortium.

Collaborate with stakeholders to provide services at reasonable costs.

### RESULTS

**90%** of all learning opportunities were offered **free of cost** to participants.

# Alberta Regional Professional Development Consortia and the CRC



Alberta Regional Consortia

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. Consortia provides these professional learning opportunities through Curriculum funding from Alberta Education, grants and cost recovery sessions. This exemplary model for effective and efficient delivery of professional development to various education stakeholder groups is based on the common Consortia goals evaluated on in the Annual Report.

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.

The ARPDC Introductory Video can be accessed [online here](#).

For information about the Provincial Projects ARPDC collaborated on this year through grant funding, see *Appendix A*.

## 2019 - 2020 Provincial Context

### Challenges

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

- The delayed delivery, and limitation of two Provincial Curriculum Implementation Support Priorities provided by Alberta Education on November 15, 2019 with the directive to produce one provincial implementation plan. This plan was submitted December 13, 2019. Consortia never received feedback on the plan other than notice of receipt. As mentioned below subsequent meetings with the Minister of Education and Deputy Minister resulted in a new more global priority direction and a shift to meaningful work regionally and across the province.
- Furthermore direction was received on November 15, 2019 for a variance in consortia planning and reporting documents in opposition to those stated in the 2019-20 Funding Manual. These directives added additional layers of red tape, confusion and uncertainty straining and further complicating operations with Alberta Education Curriculum Department leads.



- Significant funding concerns stemming from the announcement of delayed funding in January 2020 lead to near closures of some consortia offices further distracting from the work.
- As a result of funding concerns, the College of Alberta School Superintendents (CASS) advocated to the Ministry with and for ARPDC which led to proposal/approval for CASS to become the ARPDC Governance and banker board as of the 2020-2021 program year as well as the presentation of a new set of Curriculum Implementation Support Provincial Priorities, developed collaboratively with ARPDC and the Ministry, for 2020-2022. The March 23 letter from Deputy Minister Andre Corbould set the direction for ARPDC work moving forward, removing red tape and confirming an expanded priority focus. The letter was received one week after the decision to send students home in response to the Covid-19 Pandemic.
- The impact of the COVID - 19 Pandemic on school authorities created the need for a switch to At Home Learning for Alberta students and virtual professional learning opportunities for educators. In response, the ARPDC created provincial online sessions during the spring and early summer of 2020 in response to the emergent needs of each regional context.

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

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

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

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

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

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

the majority of the learning was in 1 - 2 hour segments offered in the morning, afternoon, and after the traditional school hours in the early evening. Many sessions were recorded, and with permission of the presenters made available for varying lengths of time following the sessions to registrants to revisit.

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

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

## Provincial Collaborative Initiatives

### Supporting Professional Learning through Technology

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

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

We collectively worked to develop the [Learning at Home Website](#) for educators and parents.

We have an extensive [ARPDC website](#) which we continue to monitor and develop to provide timely support in all aspects of curriculum, assessment, and support to enhance inclusive education supports at home and school. Consortia offices maintain [YouTube](#) channels, Twitter accounts, and Blogs all to provide further opportunities through social media to heighten access to materials and engage in learning conversations and opportunities.

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

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

- Five communities were launched (K-1, 2-3, 4-6, 7-9 MAS, 7-9 HUM) to target various grade groups as they grappled with emergency remote teaching given the unique context of the grades that they taught.

- As a component of these communities, weekly on-line meetups were also initiated to facilitate live conversations.
- Response to these communities were tremendous, with over 2000 teachers accessing these communities to converse with colleagues.

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

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

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

### Access to Resources

ARPDC develops professional development resources to provide ongoing, job-embedded support to nurture the growth of all educators and “*continue the conversation*” across the various priority areas. These “made in Alberta” resources include videos and learning guides, archived webinars, facilitator guides, and a collection of resource websites. [www.arpdcresources.ca](http://www.arpdcresources.ca)

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

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

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

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

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

2017-2018 : 1,373,406 Page views

2018-2019 : 1,964,009 Page views

2019-2020 : 2,119, 809 Page views

### In Summary

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

## Trends in Professional Learning

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

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

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

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

- Researching trends and current developments in the field of education, sharing best practices, and sharing this information with our stakeholders.
- Updating technology and maximizing the use of technology to coordinate provincial learning opportunities as evidenced by the increased offerings of eCourses and online collaborative communities.
- Forming partnerships with a variety of PD providers and partnering on brokering presentations on behalf of regional stakeholder groups.
- Being responsive to requests from Alberta Education, districts and education partners.

- Strategically positioning for support of full implementation of the new curriculum
- Increasing our collaborative strategic planning coordination in the development of provincial professional learning opportunities and resources within and across regional consortia.

# Appendix A: Provincial Projects

## Moving Forward with High School Redesign Grant

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

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

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

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

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

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

## Creating Pathways of Hope

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

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

As we enter into the final year of this project, session facilitators are beginning online presentations of this work and these resources. Initially, these presentations are all intended for Alberta School System Level Leadership participants. Session proposals have been submitted to all Alberta Teachers Association 2021 Conventions for the intended purpose of sharing these resource documents with



teachers, administrators and other system level leaders. Additional professional learning opportunities will be available both synchronously and asynchronously throughout the 2020 - 2021 academic year both as 'open sessions' as well as, pending acceptance, at the CASS 2021 Spring Conference and the Alberta Schools Councils Association Spring Conference 2021.

### Official Languages in Education Programs Grant

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

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

The seven regional consortia throughout the province planned and implemented professional learning opportunities in collaboration with their school stakeholders representing the "French" communities in each geographic region of Alberta. Regional advisory committee work remains a strength of the model utilized by ARPDC, however this year greater conversation provincially as a direct result of Covid-19 further helped build upon the strength of regional opportunities shared provincially. As a result of the work of the advisory committees, we are best able to provide targeted support, share across the province and address specific regional and divisional needs. Throughout the 2019-20 school year, 180 learning opportunities were sponsored with 2834 participants registered. This was an increase from 116 learning opportunities with 1077 participants in 2018 - 2019. While some sessions were cancelled as a result of Covid-19 (it was determined they were best presented live), others were added to the online offerings for March - June and as previously identified. Invitations were extended from CPFPP to Immersion and Second Language teachers to join in on their offerings where appropriate.

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

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

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

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

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

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

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

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

### **OSARS- Community Conference Sessions**

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

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

### **Alberta Teen Mentoring Project**

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