

# CALGARY REGIONAL CONSORTIUM

2017 - 2018

## Curriculum Implementation Annual Report



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## **ACCOUNTABILITY STATEMENT**

The Calgary Regional Consortium Curriculum Implementation/Annual Report for the 2017-2018 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 analysis.

The results of this report are used to provide accountability of our services as a regional professional development provider to our stakeholders and Alberta Education for the provision of 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.  
Active members for the CRC Board of Directors during the 2017-2018 school year included:

*Dr. Jennifer Lock (Chair)*

*University of Calgary*

*Allen Davidson (Vice Chair)*

*College of Alberta School Superintendents*

*Reta Morgan*

*Association of School Business Officials of Alberta*

*Ron Schreiber*

*Alberta School Boards Association*

*Wendy Keiver*

*Alberta School Councils' Association*

*Lenora Rabbit Carrier*

*First Nations School Authorities*

*Susan Chomistek*

*The Alberta Association of Public Charter Schools*

## **CALGARY REGIONAL CONSORTIUM STAFF**

*Cathy McCauley*

*Executive Director*

*Kim Tackaberry*

*Designer of Professional Learning*

*Krystal Abrahamowicz*

*Designer of Professional Learning*

*Wanda Dechant*

*Designer of Professional Learning*

*Donna Ross*

*Designer of Professional Learning*

*Shannon Whalen*

*Executive Assistant*

*Christina Somerville*

*Registration Coordinator*

*Christele Barbini*

*Financial Coordinator*

*Mary Clark*

*Program Assistant*



## MESSAGE FROM THE BOARD CHAIR

On behalf of the 2017 - 2018 Board of Directors of the Calgary Regional Consortium, I would like to acknowledge the outstanding leadership and ongoing commitment to the CRC's mission, vision, and goals by the Executive Director, Cathy McCauley, and the CRC staff members. Their good work is to be acknowledged in terms of being innovative, and in effectively managing fiscal and human resources.

Over the past four years, Cathy has created and maintained a strong network among educators, administrators, and other ARPDC executive directors. Through her team's leadership and dedication, they have implemented and maintained various initiatives in Zone 5. For example, they have 152 more sessions in school jurisdictions in response to personalizing professional learning for educators than in the previous year. This form of diversification is having impact.

On behalf of the board, I want to highlight three new initiatives. First, online professional learning is growing. The CRC webinar series provides educators with access and flexibility to ongoing learning. Further, the SmartTalk e-Community platform provides a forum for online discussions and collaboration. Second, CRC is engaging in conversation with the four teacher education programs in Calgary. This work is designed to raise the profile and support of CRC with pre-service teachers, as well as assisting with their successful transition to that of classroom teacher. Third, this school year launched with a two-day session on visible learning by Dr. John Hattie. The second day focused on mathematics and literacy. Over 270 educators and administrators attended. These are just a few examples of the type of learning opportunities being offered to teachers, administrators, educational assistants, librarians, pre-service teachers, as well as parents. It is evident that the staff of CRC are responsive to the requests from Alberta Education and school jurisdictions. As documented in this annual report, the CRC team continue to meet the professional learning needs of educators in Zone 5.

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

Respectfully submitted,

*Jennifer Lock*

Chair

Calgary Regional Consortium Board of Directors



## MESSAGE FROM THE EXECUTIVE DIRECTOR

The successes of CRC this past year come from the dynamic team of individuals that make up the CRC. I am a true believer in shared leadership and that we must ‘harness the seeds of brilliance in everyone’ to make the extraordinary happen. Our co-created, shared vision of ‘enhancing adult learning to support educational excellence’ was brought to life through the words of Margaret Wheatley (2011), “Start anywhere and follow it everywhere.”

My staff will tell you that our team conversations reflect an ‘everyone culture’ where all perspectives matter, and together we create something wonderful through our combined abilities to imagine and wonder. Through working together in this way of shared leadership, we did make the extraordinary happen this past year. Together we created a greater presence in our school authorities to personalize learning for the stakeholders in the school communities of which we serve. We expanded our online offerings through the creation of SmartTalk, to complement the needs of educators who are looking for learning 24/7. We engaged in heightening awareness of our abilities to support professional learning through social media. Moreover, we collaborated and engaged in conversations to meet the needs of our school authorities related to the provincial priorities and their defined professional learning and emerging needs.

How do I know that we were successful? We increased personalized in-district learning opportunities by just over 150 sessions this past year. Over 220 participants engaged with us through the new SmartTalk platform, and another 271 participants chose eCourse learning to increase their awareness and understanding of literacy and numeracy and the progressions. Overall, we delivered 436 professional learning opportunities to just over 10,000 participants. Over and above these numbers, the CRC staff readily made themselves available for over 200 conversations with potential partners as a way of helping us understand how we might strengthen our session offerings, or to collaborate on how learning needs could be met.

A testament to our teams’ work in shared leadership and servant leadership is best embodied in a comment provided to us in our annual stakeholder survey:

*I have worked together with CRC on a number of different initiatives and have found them to be flexible, creative, responsive and open to different ways to support learning within the zone 5 area and beyond. Their team really understands the importance of collaboration and working together to create strong partnerships in learning. I am constantly amazed at the breadth of their projects and the vision they support.*

It has been a pleasure to serve our school authorities and stakeholders this past year, and I hope you enjoy the ‘story’ of our journey in supporting professional learning throughout Zone 5 that unfolds in the following pages.

*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.

<b>BELIEFS ABOUT THE ROLE OF CALGARY REGIONAL CONSORTIUM</b>	<b>BELIEFS ABOUT CURRICULUM IMPLEMENTATION</b>
<p>Calgary Regional Consortium believes in:</p> <ul style="list-style-type: none"><li>● <b>Providing</b> professional learning opportunities focused on enhancing student learning</li><li>● <b>Collaborating</b> with education partners to create meaningful professional growth opportunities</li><li>● <b>Providing</b> varied approaches of professional development</li><li>● <b>Modeling</b> effective professional development practice</li><li>● <b>Providing</b> accessible and affordable professional growth opportunities</li><li>● <b>Encouraging</b> 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</li><li>● <b>Evaluating &amp; revising</b> programs and services through ongoing feedback</li></ul>	<p><b>Overarching understanding:</b> Effective curriculum implementation leads to changes in practice that enhances student learning.</p> <p><b>Our pillars:</b></p> <ul style="list-style-type: none"><li>● Effective Collaboration (process)</li><li>● Effective Practice (content)</li><li>● Effective Adult Learning (context)</li></ul> <p><b>Enduring Understandings:</b> CRC has come to understand the following:</p> <ul style="list-style-type: none"><li>● Effective curriculum implementation is a shared responsibility for all stakeholders</li><li>● Effective curriculum implementation is developmental and contextual</li><li>● Effective curriculum implementation must be systemic, systematically planned and sustained</li><li>● Collaboration leads to deeper understanding and shared commitment</li><li>● Professional Development is interactive, continuous and reflective</li><li>● Effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for all</li></ul>



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 School 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, eCourses and SmartTalk; 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 2017-2018 regional plan includes support for quality professional learning opportunities for all educators related to the provincial priorities in the areas of:

- First Nations, Métis and Inuit Education for Reconciliation
- Mathematics
- Supporting Competencies in Current Curriculum
- Supporting Literacy and Numeracy in Current Curriculum
- Provincial Assessments
- Inclusive Education
- Dual Credit
- Curriculum Development
- Other past provincial priorities

The funding provided facilitated delivery of professional learning supports for curriculum implementation that align with the priorities determined by Alberta Education. The supports provided by CRC included 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.

## DESIGNING PROFESSIONAL LEARNING

### 2017-18 CURRICULUM IMPLEMENTATION HIGHLIGHTS

#### Supporting Competencies in Current Curriculum:

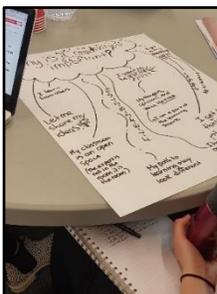
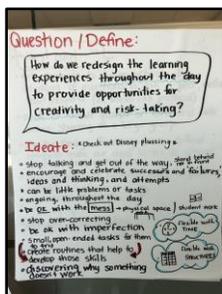
##### District Work:

Calgary Regional Consortium were very pleased to continue work this year with Foothills School Division to support the final year of their Action Research project. Over the course of 5 gatherings in each of the project's 3 years, this group of teachers and instructional coaches focused on the action research question: How is student intellectual engagement and academic performance enhanced and improved through an intentional focus on developing competencies? In this final year of the project, much of the focus was on what criteria teachers could use to understand where students were at related to the continuum of development with a competency, and how they could use this information to support further competency development. Using the competencies of Creativity and Innovation, as well as Collaboration, researchers on the team continued to think about two key questions:

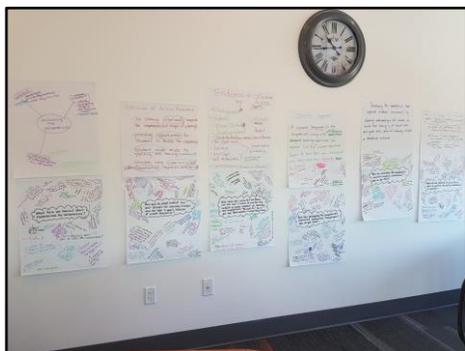
How can you design learning in your class to develop a competency?  
What evidence can you collect to see if it is impacting achievement and/or engagement?

As a culmination to their iterative cycles of “design, implement, evaluate, share and refine”, teachers involved in the project created exemplar lesson plans to be shared with the district.

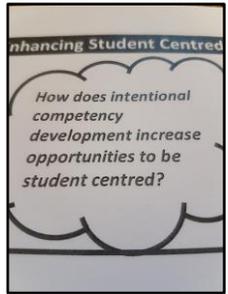
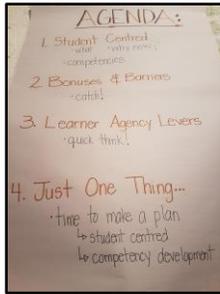
Using design thinking to redesign the classroom experience and develop creativity:



Using protocols like “Chalk Talk” and “Read-Summarize-Revise” to enhance and support collaborative thinking:

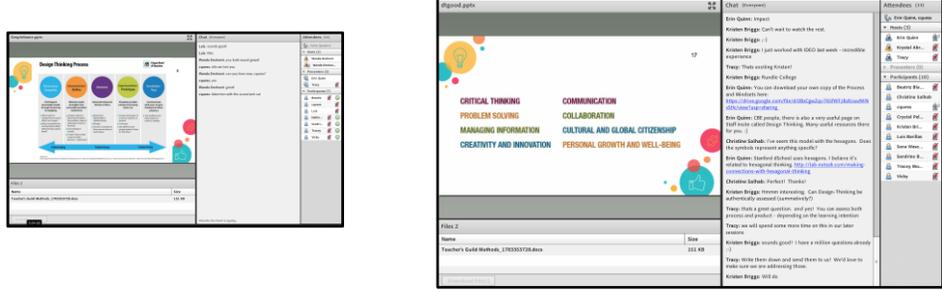


In Prairie Land School Division, 3 schools (Altario School, Consort School and JC Charyk School) engaged in a deep exploration of the relationship between competency development and student engagement with the CRC this year. On-going learning included both learning sessions and classroom walkthroughs, and teachers worked together later in the year to design an intentional opportunity to increase student engagement using competency development in current curriculum. Reflection opportunities and support were also provided through a shared Google Doc folder.



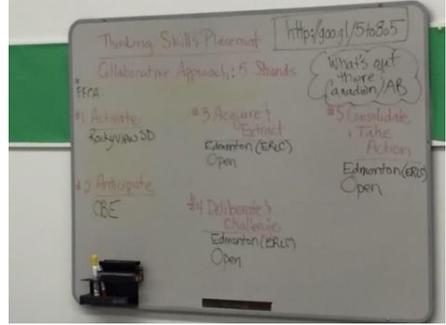
**Sessions:**

This year our registered offerings included an exciting webinar series with CBE Design Thinking experts Erin Quinn and Tracy Dalton. Over the course of this 3 part series, Erin and Tracy supported teachers in learning about the Design Thinking Process, and how the process can support the development of competencies within current curriculum.



**Supporting Literacy and Numeracy in Current Curriculum:**

CRC partnered with ERLC to create a Thinking Skills website to build grade 5-12 teachers' awareness of 40+ research informed thinking skills to ultimately improve reading comprehension. This photo is of the first meeting in December 2017 where the collaboration started to take hold. After districts committed to one or more strands, the teachers, from each district, took on a leadership role in bringing that strand to life. The task was to complete a template of key information as well as create a video of that particular strategy in action. The Thinking Skills Placemat website will be finalized in Sept 2018. Professional learning linked to this project will be offered in the fall of 2018 through district collaboration. <https://sites.google.com/erlc.ca/thinkingstrategies/home>



**Sessions:**

Teachers and literacy leaders from across districts came together to learn about Levelled Learning Intervention (LLI) for Grades K-1, 3 & 4 and 5-12 presented by Betty Howell and Joe Stouffer, Canadian trainers. Participants learned tried and true tips, and gained insights into implementation of LLI via their personal experiences. Working groups discussed literacy intervention articles focused on engagement and motivation as an integral part of the LLI success.

Our eCourse learning options continued this past year with Fall, Winter and Spring sessions of 'What are Literacy & Numeracy?' as well as 'An Introduction to Literacy & Numeracy Progressions'. Participants accessed these two e-learning modules when it was convenient for them to do so, and engaged with each other in virtual conversations with teachers from districts across Alberta. 'An Introduction to Literacy and Numeracy Progressions' module focused on expanding methods and deeper understanding of literacy and numeracy progressions across grade levels and subject areas.

**Participant Feedback:**

*"This was a well organized course and I thoroughly enjoyed working through the content. There are many elements that I will intentionally focus on when working through lessons and planning. The one sticky point for me revolves around the numeracy pieces."*

*"I really enjoyed getting a clear perspective on how Literacy and Numeracy go together. The two concepts belong together and if I'm going to be doing Numeracy, I realize it cannot be done without utilizing Literacy. Being the Numeracy Coach for our school division, I have the great opportunity to be in classes from K-12 and all subject areas. Numeracy is getting exciting in our Division!!!!"*

## **Provincial Assessments: (SLA's, DIPs)**

### **Supporting SLAs**

This was truly a collaborative effort! School districts who chose to integrate SLAs, were wonderful support for those who had questions and were seeking direction. This support was evident during our Literacy Think Tank meetings.

### **Supporting DIPs**

We offered several of Alberta Education Diploma Exam sessions this year through both webinar and face to face formats:

- Preparing for Social 30-1 & 30-2 Diplomas
- Mathematics 30-1 and 30-2 Diploma exams with the Written Responses
- Scoring Guides and Exemplars: Language Arts
- Provincial Assessment Information Session -Grade 9 Math PAT, Part A & B
- Teaching a Math-Science Diploma Exam for the the First Time?

These sessions included examination guidelines and expectations, accommodations, use of technology and design of diploma exams.

## **First Nations, Métis, and Inuit:**

Throughout the year a series of meetings were held with various knowledge keepers and elders for the planning of the Think Indigenous Camp which took place at the historical Blackfoot Crossing at Siksika Nation end of May 2018. Workshops included a sweat lodge for participants wanting to be part of a traditional ceremony. A pipe ceremony was held to begin the camp, and a woman's ceremony was created for all female participants. Many other sessions were offered to further foundational knowledge for application of the TQS and LQS to the participants who joined us from various school authorities within the Zone 5 area and beyond. This proved to be a rich experience for participants as they learned through storytelling, song, from the land and about the people from the Treaty 7 territorial lands.

The CRC First Nations, Métis and Inuit Think Tank came together 4 times within the year to share, exchange with their schools, and work with the CRC to further explore foundational knowledge within the Treaty 7 area. Representatives from the Zone 5 area schools, charter authorities and First Nations school authorities were often joined by Indigenous elders and knowledge keepers to share in the learning journey.

The First Nations, Métis and Inuit Collaborative Community participants enjoyed many presentations from our Treaty 7 Indigenous communities to learn more about historical perspectives, current issues, and ways of knowing.

Through conversations with our Zone 5 school authorities, many in-district personalized learning sessions were created to advance Education for Reconciliation in school communities across our region.

Some of these offerings included:

- Sessions focused on Indigenous literature and strategies with which to use books for K-12 classrooms.
- Trauma informed workshops for Stoney Nakoda Nation and Exshaw School.
- Brain architecture sessions with Exshaw and Stoney Nakoda schools.
- Blanket Exercise sessions were offered at many schools to support them as they embarked on the journey toward reconciliation.
- Métis foundational knowledge was shared by Dr. Yvonne Poitras Pratt of the Fishing Lake Metis community and associate

- professor from the University of Calgary.
- Ashley Ruben from the Calgary Catholic SD presented a foundational knowledge session on her family's Inuit history.
- Various webinar learning opportunities were also offered to support foundational learning about residential schools and their lasting impacts, and to dispel many myths about our Indigenous cultures.

## Mathematics

### District Work:

#### Example of personalized learning offered via email:

Hi Wanda,  
 I met you at a session you did on our Opening Day with Foothills.  
 I am working with some K/1 Math teachers who are looking for help with performance tasks for applying patterning skills.  
 They are looking for ideas of how to apply the skills of pattern to a bigger picture.  
 Do you have any ideas/examples you'd be willing to share? Or a path to go down....  
 Any help would be greatly appreciated.

I also just picked up the book Number Sense Routines- Jessica F. Shumway...  
 Any tips/resources.... to go with this?

Or any other book recommendations for k-3 math?

Super appreciate your help:)

Hi Lindsay,

Great to hear from you! So cool about the patterning and applying it to the larger picture of life, so important. Pattern recognition is a really important skill that is useful in comparing things (what's the same, what's different), and in making predictions (what comes next based on the pattern). These prediction skill starts really basic... easy patterns that get more complicated as students get better at recognizing the pattern and making predictions (and with some patterns there is more than one correct prediction, so that's great too – lots of opportunity to talk about what students see). The pattern prediction skills will translate later into skip counting, and into algebraic skills, and tons of life applications – financial decisions based on patterns (from complicated things like investments, to simpler things like allowance vs chores and which option provides the larger \$\$ incentive).

Patterns can be visual (and there's also a huge connection with art and patterns), or patterns can be auditory (and connections there to music), or they could be patterns of taste too... sweet, sweet, sour, sweet, sweet, sour, etc. or patterns of touch (light, firm, light, firm, light, firm) – but there could be other issues with that example – not too firm, no pinching, etc!! There's a great example on this blog: <http://www.kindergartenkindergarten.com/patterns/> If this is all new to kids, you might want to do some sorting and grouping first so they have the chance to look at things and talk about what's the same and what's different (what attribute are they sorting by – many options to talk about with students).

Patterns get into symmetry, which totally ties into geometry.... Can start with things like showing a dot collection and giving students paper plates and counters and asking students to "Make a set that matches mine" – they are following the pattern that they see (good visualization skill work here too). Could even do an activity like we did on Aug 30<sup>th</sup> – in the morning did we a "Quick draw" – if that is a bit complex, you could switch the visualization activity to one of the [Greg Tang Grapes of Math – good way for students to practice their visualization skills, which tie into the ideas of patterns – how to see the pattern in their minds.](#)

I have a handout from quite a few years ago that has some great Kindergarten games in it, I just flipped through it and there are some relating to patterning... see attachment. These activities could be used as "performance tasks" – to observe students as they are doing the activity to gain an understanding of where they are at with the patterning ideas.

Patterning is a strand in our math curric that extends from K to grade 12 – it is definitely an important building block, great to hear the questions about it!

Personalized learning projects were a popular professional learning support for Math in this past year. An example of this is a project designed with Lisa M from Foothills School Division, who felt she could use some deeper supports in math through elbow-to-elbow mentorship.

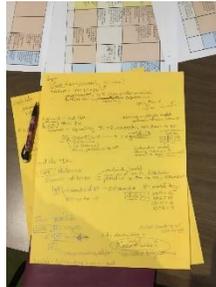
**Her feedback:**

Hey Wanda!

Thanks again SO MUCH for today!!! I really feel like I've come away with so much to think about and reflect/plan on.

I think the changes we've been making must be making a difference. Today, my guest teacher gave them their "cube conversation". I think it was  $7+9$ , and when the sub asked how they could figure out how many were altogether, a whole bunch of kids said to just make the 9 a 10, and the 7 would become one less which is  $6 =$  so  $10+6=16$ . She was blown away. I haven't explicitly taught that particular strategy at all, so it was the kids generalizing what we have been doing in other things to the new problems. And she said a LOT of them were sharing that and using the same strategy for other exemplars. So fun to hear! Can't wait to try it all out on Monday with them and see for myself!

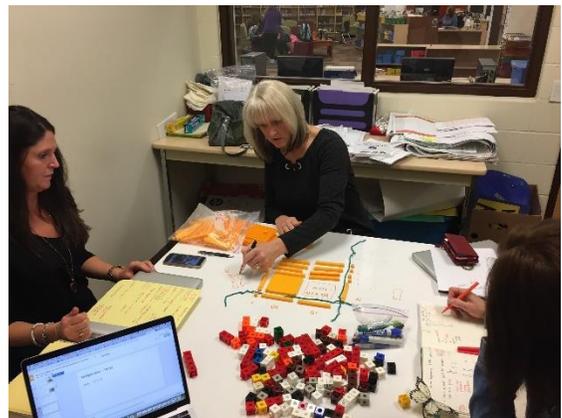
Talk soon,  
Lisa :)



**Aug 30th - Foothills School Division System Learning Day**

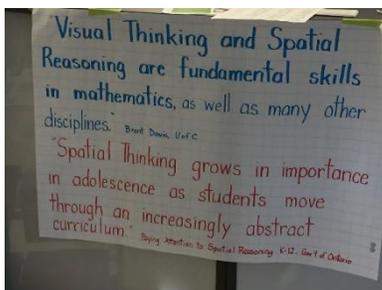
Feedback provided by Allen Davidson, Assistant Superintendent:

*I was approached at the end of our System Learning Day yesterday by a long time Division staff member who was bursting with enthusiasm about the math session she had with Wanda. In her words, "In over 20 years I have not experienced a learning session so valuable to me around math instruction as this one was."*



School and District Project work was a main theme in math supports through 2017 – 2018. In this way, the professional learning supports were personalized to cover areas within numeracy and mathematics that were identified by each school/school authority. Samples of some the projects created are listed below:

- Project with East Lake School - Rocky View School Division**  
CRC teamed up with the school's Instructional Coach to co-present a hands-on session about Numeracy to their school staff of 30 people.



- **Project with GHSD - Spatial Thinking in Kindergarten Math**  
CRC facilitated a series of 3 sessions over the year with the Kindergarten teachers.

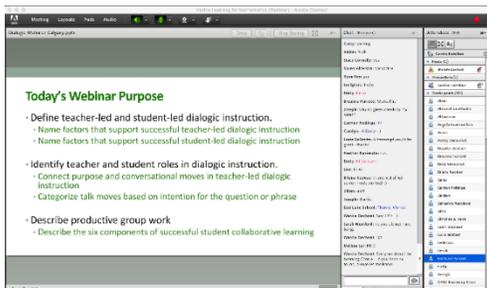


- **Project with Canadian Rockies - Div 4 Math/Science - Oct. 3, 2017**  
Darin Larson and Wanda Dechant joined to team-lead a session with high school math and science teachers. This session was based on the Teacher Effectiveness Framework. Teachers discussed and shared lesson design ideas and then continued their planning in groups. At the end of the year, teachers will bring in a piece of quality student work and they will examine the work to determine why/how it is at a certain level of quality and what was done to support students in the identified and shared specific learning.
- **Partnerships - Ambrose University - Oct. 17, 2017**  
Math K-6 session with 20 pre-service teachers. We examined growth mindset in math (youcubed.org), the power of student voice and flexible thinking, and we participated in and discussed various activities and games linked to program of studies outcomes.
- **Project with CBE: Mountain Park School. Numeracy in the Humanities.**



**Math Sessions:**

Visible Learning for Mathematics was offered to our region this past year in a blended format to include webinar and face-to-face learning. These learning sessions were further complimented with the creation of four division specific Visible Learning in Math Collaborative Communities to support furthering the learning and sharing together to influence classroom practice.



## Inclusive Education

Partnerships with post-secondary institutions are an essential part of our work in knowing that these are the future teachers in our regional classrooms. This past year, Mount Royal University Education Department invited us to increase the students' awareness of inclusive education practices. A specific session on dyslexia was offered to two different second year classes. This focus initiated further conversations about Universal Design for Learning.



### Sessions:

Learning Leaders in Foothills School Division met once a month this past year to host professional learning. CRC offered a non-registered session based on differentiation. Teachers worked together to explore the Flow of Instruction, and explored how to link it to different grade levels .

Teachers from our Zone, in addition to our neighboring Zones, joined our Social Thinking session with a focus on supporting children on the ASD spectrum in inclusive classrooms. Teachers learned how teaching "think with your eyes" is different from simply teaching good eye contact. Time was spent on why a person with social learning deficits may have reading comprehension problems in the classroom. Participants commented on how positive it was to spend time on distinguishing the difference between a useful IPP goal and one that is of little benefit.

Rounding out a year of wonderful session offerings to support all learners in our classrooms, CRC also offered sessions on Learning Disabilities and ADHD, supporting gifted twice/multi-exceptional learners and using communication devices in the classroom (ie. TouchChat).

## English Language Learners

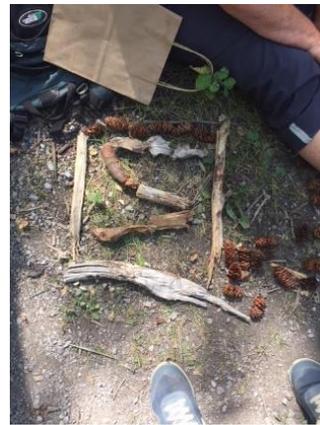
Our ELL Collaborative Community gathered for five sessions this year. Dr. Douglas Sewell from The University of Calgary shared a theoretical framework on language and learning. This framework assisted our districts in sharing their best practices to support students. We had three focus areas for this time of learning together: benchmarks, supporting students in Junior & Senior High and vocabulary development. The participants suggested we create a Google Doc to record all of the best practices so they were easily accessible, and they could continue to add and modify beyond the time of learning together. The Google Doc is located at [https://docs.google.com/document/d/1\\_GxVDpslGeKs8NLhC3yFhi1cJ1JPr89DOuJA3aseCmc/edit](https://docs.google.com/document/d/1_GxVDpslGeKs8NLhC3yFhi1cJ1JPr89DOuJA3aseCmc/edit)



CRC was pleased to host the ELL Rural Symposium in May 2018. MOISES PALACIOS was a guest speaker. He shared his experiences as a newcomer to Canada. He also gave teachers tips on simple practices that can make a huge difference for a newcomer.

## Early Learning

Our Early Learning collaborative meetings continued to thrive this past year. We met three times throughout the year to share updates from the First 2000 Network as well as district work. It was powerful for the team to share what they were doing to support early learners as well as the many initiatives and partnerships that had been established. At one of our meetings, the conversation focused on the impact tech tools, such as iPads and smart phones, are having on young children's development. Initiatives through the Coalition are working hard to help parents to understand the potential harm associated with too much screen time. The Early Learning collaborative was pivotal in the design and organization of CRC's first Outdoor Play Institute presented by Christina Pickles in August. Teachers, afterschool supervisors, educational assistants, and PUF pre-school teachers attended. Although everyone joined from different backgrounds and experiences, participants agreed that learning through play is more impactful and important than ever before. Special thanks to Connect Charter School for opening their indoor and outdoor space to us for this Institute.



## 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.*

<b>CONSORTIUM GOAL ONE</b>
Facilitate professional development, which supports the effective implementation of: <ul style="list-style-type: none"> <li>• The Alberta Education Business Plan</li> <li>• Jurisdiction and school educational plans</li> </ul>
<b>OUTCOME 1.1</b> Work collaboratively through ARPDC, Alberta Education, regional school authority district contacts and Advisory Committees/Think Tanks/Collaborative Communities to establish plans, strategies and opportunities that are responsive to the provincial and locally identified needs in congruence with provincial directions for education.
<b>OUTCOME 1.2</b> 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.	96%
Overall percentage of stakeholders that are satisfied with the consortium’s response to emerging PD needs, outside of those identified in planning documents.	96%
Host formal/informal conversations with key Alberta Education personnel.	15 Formal Meetings 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 provincially.	20 Meetings 171 Participants 98 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.	29 Meetings 732 Participants
Administer multiple surveys to gather data to inform future planning.	CRC Education Stakeholder Survey Post Session Survey Post 30 Day Session Survey

## STRATEGIES TO ACHIEVE GOAL ONE

CRC	ARPDC	Partners
<ul style="list-style-type: none"> <li>• Host collaborative committees/think tank/advisory committee meetings with representation from each of our jurisdictions around the key areas identified in the Curriculum Implementation priorities.</li> <li>• Offer opportunity for participants to provide feedback through post learning surveys after attending a CRC learning opportunity to help identify potential learning impacts and additional learning needs.</li> <li>• 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.</li> <li>• 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.</li> <li>• Support the work of Curriculum Development in working collaboratively with Alberta Education to facilitate 'engagement' within our zone that will inform future curriculum planning and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Create common post session surveys for administration to session participants.</li> <li>• Host monthly meetings to collaborate and share on provincial planning as it relates to priority areas defined for Curriculum Implementation and Curriculum Development.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold conversations with CASS Zone 5 Superintendents to discuss regional and jurisdictional needs related to 3 Year Education Plans and Curriculum Implementation priorities.</li> <li>• Hold collaborative conversations with stakeholders to understand how the consortium may support their work in the region related to Curriculum Implementation priority areas.</li> <li>• ASCA, U of C, ASBOA, ASBA, Zone 5 First Nations Authorities, Zone 5 TAAPCS and CASS 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 help to inform the regional work of the CRC.</li> </ul>

## ANALYSIS OF OUTCOMES OF GOAL ONE:

The work of the Alberta Regional Professional Development Consortia (ARPDC) is collaborative in seeking to understand the needs of our partners through Advisory Committees/Think Tanks/Collaborative Communities, Board of Director's meetings, meetings with Alberta Education, ARPDC Executive Director meetings, and most importantly, ongoing conversations with our respective school authorities and stakeholder groups. In his *Visible Learning* research, John Hattie describes over 138 influences that effect overall student achievement. Hattie's latest research has shown that the number one influence in affecting what happens for kids in classrooms in that of *Teacher Collective Efficacy*, with an astounding effect size of 1.57. By design, the work of consortia is meant to be collaborative and Calgary Regional Consortium staff strove to capitalize on the strength and positive outcomes that collaboration brings through 2017 - 2018.

Through ongoing connections and conversations with our Zone 5 school authorities, it would appear that our stakeholders and partners are satisfied with Calgary Regional Consortium's efforts to plan a variety of learning opportunities that are responsive to what we heard as identified and emerging needs in congruence with provincial directions for education. While engaging in dynamic and organic dialogue across our region, CRC was able to understand what school authorities were seeking in ongoing professional support and learning opportunities. Affirmations in our collaborative approach to designing meaningful learning experiences 'with' our stakeholders is best evidenced through the voices of our Stakeholder Survey 2017 -2018 respondents:

*The CRC is exceptional in the program it delivers. As well, the CRC provides the opportunity to collaborate with other districts and is responsive to the needs of each district. CRC is able to help us as the new curriculum is about to be implemented and we will need the support of CRC to help teachers plan and learn about this new curriculum.*

*Cathy and the entire team are amazing. Thank you for the continued support not only at the PD events you offer but at our school division focus groups, collaborative days and involving us in your think tanks. Keep up the outstanding job!*

*CRC were relentless and responsive in supporting the work happening in our district. They involved us in their planning, sought and responded to our needs, and provided meaningful and effective elbow support to our staff at the system level and in our schools. Hosted professional development was aligned to our needs, often taking the form of series supporting long term growth.*

*I have worked together with CRC on a number of different initiatives and have found them to be flexible, creative, responsive and open to different ways to support learning within the zone 5 area and beyond. Their team really understands the importance of collaboration and working together to create strong partnerships in learning. I am constantly amazed at the breadth of their projects and the vision they support.*

It is our hope to continue our journey as servant leaders through a collaborative approach that allows for all voices to be present in the work that we do.

**Cathy McCauley** @CathyRM

@crconsortium @palliserc #PDTCA2018 Come and visit our CRC team to chat about professional learning. You will find us in Booth 110. Let's get this 'party' started!



**Tweet activity**

**Cathy McCauley** @CathyRM @crconsortium @palliserc #PDTCA2018 Come and visit our CRC team to chat about professional learning. You will find us in Booth 110. Let's get this 'party' started! pic.twitter.com/q1wULQxFVc

**Impressions** 533  
times people saw this Tweet on Twitter

**Total engagements** 23  
times people interacted with this Tweet

**Palliser Convention** · 3h  
Great booths to check out tomorrow and Friday #PDTCA2018

**Cathy McCauley** @Cat... @crconsortium @palliserc

**Krystal Abrahamowicz and Calgary Regional PD**

## 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"> <li>Support for all levels of provincial and First Nations school authorities that results in an increased awareness of holistic learning (emotional, mental, spiritual, and physical) and understandings of topics such as treaty education, human rights and social justice, residential schools and their legacy, as well as environmental sustainability and learning on the land.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Support for the maintenance and development of Elementary Mathematics Professional Learning Opportunities. Some key areas of need are spatial reasoning, additive and multiplicative thinking, number sense, algebraic reasoning, and the ethical management of data.</li> </ul>
Supporting Competencies in Current Curriculum	<ul style="list-style-type: none"> <li>Support for all levels of school authorities for the implementation of the 8 competencies and their associated supports for current programs of study by developing understandings of how competencies support learning outcomes for student-centred, competency-focused learning.</li> </ul>
Supporting Literacy and Numeracy in Current Curriculum	<ul style="list-style-type: none"> <li>Support for all levels of school authorities in continuing to build awareness and understanding of literacy and numeracy.</li> <li>Support for all levels of school authorities in building their awareness of literacy and numeracy in existing programs of study.</li> <li>Build an understanding of the Literacy and Numeracy Progressions and the ways that they support teachers and students in existing programs of study.</li> </ul>
Provincial Assessments	<ul style="list-style-type: none"> <li>Support for all levels of school authorities in professional learning supports for interpreting results.</li> <li>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.</li> <li>Support for Grade 9 teachers to build awareness and understanding of the Grade 9 Mathematics PAT Part A that is being added starting the 2017-18 school year that students will complete without the assistance of calculators.</li> <li>Support for Grade 6 teachers to build awareness and understanding of 2016-2017 PAT reports that include the results of the Grade 6 Mathematics PAT Part A that was added during the previous school year and students completed without the assistance of calculators.</li> <li>Support for Grade 12 teachers to build awareness and understanding of the written response component for the Math 30-1 and 30-2 diploma exams that will be introduced in the 2018-2019 school year.</li> </ul>
Inclusive Education	<ul style="list-style-type: none"> <li>Support all levels of school authorities to build capacity for facilitating and implementing best practices in inclusive education to ensure success for all students.</li> <li>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.</li> </ul>
Dual Credit	<ul style="list-style-type: none"> <li>Support the provincial implementation of a new Alberta Dual Credit Framework by:               <ul style="list-style-type: none"> <li>organizing and leading sessions with education stakeholders to support them in the implementation of a new Alberta Dual Credit Framework and implementation resources for the 2017-2018 school year (including new application and funding processes).</li> </ul> </li> </ul>
Curriculum Development	<ul style="list-style-type: none"> <li>Further support building awareness and understanding of the <i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) (2016)</i>.</li> <li>Further support provincial engagements related to curriculum development.</li> </ul>
Other Regional and Provincial Priorities Related to Curriculum Implementation	<p>Provide professional learning support identified as a need by regional consortia or Alberta Education in topics or subjects that are not explicitly stated above, provided that this support strengthens the application of the priorities identified in previous years'.</p>

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"> <li>• First Nation, Métis and Inuit</li> <li>• Mathematics</li> <li>• Supporting Competencies in Current Curriculum</li> <li>• Supporting Literacy and Numeracy in Current Curriculum</li> <li>• Provincial Assessments</li> <li>• Inclusive Education</li> <li>• Dual Credit</li> <li>• Curriculum Development</li> <li>• Other Regional/Provincial Priorities</li> </ul> <p><i>S = Number of Sessions</i> <i>P = Number of Participants</i></p> <p><i>Total:</i> <i>S = 408</i> <i>P = 8956</i></p>	<ul style="list-style-type: none"> <li>• First Nation, Métis and Inuit S = 39 P = 872</li> <li>• Mathematics S = 91 P = 1732</li> <li>• Supporting Competencies in Current Curriculum S = 94 P = 864</li> <li>• Supporting Literacy and Numeracy in Current Curriculum S = 53 P = 1387</li> <li>• Literacy and Numeracy eCourses S = 6 P = 271</li> <li>• Provincial Assessments S = 19 P = 510</li> <li>• Inclusive Education S = 70 P = 2098</li> <li>• Dual Credit S = 1 P = 50</li> <li>• Curriculum Development S = 2 P = 147</li> <li>• Provincial Engagement Session Supports S = 3 P = 235</li> <li>• SmartTalk eCommunities S = 9 P = 228</li> <li>• Other Regional/Provincial Priorities S = 21 P = 562</li> </ul>
Overall percentage of stakeholders satisfied that the PD offered by the Consortium supported effective implementation of curricula.	96%
Overall percentage of participants satisfied that the consortium PD opportunities influenced their practice.	91%



## STRATEGIES TO ACHIEVE GOAL TWO

CRC	ARPDC	Partners
<ul style="list-style-type: none"> <li>• Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions.”</li> <li>• Develop plans and processes that reflect change management elements and cultural shifts required for systemic change.</li> <li>• Use web page, jurisdiction contacts, Twitter and Facebook to communicate happenings and learning opportunities.</li> <li>• Sharing through collaborative communities and Zone 5 District Contacts, the ARPDC/AB ED online resources to support learning in deliverable areas.</li> <li>• Provide professional learning opportunities to support curriculum implementation and to meet local and regional needs.</li> <li>• Development of a monthly newsletter for distribution throughout Zone 5 highlighting upcoming learning opportunities to support key deliverable areas.</li> <li>• Work collaboratively with jurisdictions to bring professional learning opportunities related to key priority areas and emerging needs directly to their schools, school authority or school community.</li> <li>• Assist educators with understanding the components of new curriculum and their roles and responsibilities in implementation.</li> <li>• Continue the creation of eLearning opportunities to support any time, any place, and pace learning opportunities across our region related to provincial priorities and emerging regional needs.</li> <li>• Create an eCommunity platform where members from schools communities can learn and share best practices related to provincial priorities.</li> <li>• Continue to work collaboratively with other consortia in the development of resources that support learning related to provincial priority areas.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Work towards developing provincial plans and processes that reflect change management elements and cultural shifts required for systemic change.</li> <li>• Work collaboratively with ARPDC colleagues in developing learning opportunities to support curriculum implementation based on Consortia expertise.</li> <li>• Continue to work collaboratively with ARPDC colleagues to create common understandings of the components of new curriculum and Consortia’s roles and responsibilities in implementation.</li> <li>• Work collaboratively with Consortia partners to design, develop and deliver provincial learning opportunities to enhance learning throughout school communities related to provincial directions and priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Work with stakeholders to understand how the consortium may support provincial plans and processes that reflect systemic change.</li> <li>• Work with stakeholders to align learning opportunities to support Curriculum Implementation priority areas.</li> <li>• Assist partners with understanding the components of curriculum development and their roles and responsibilities in implementation.</li> <li>• Work with partners to identify potential ‘experts’ in priority areas as session facilitators.</li> <li>• Sharing of CRC newsletters to highlight learning opportunities related to deliverables with membership of respective organizations.</li> <li>• Report back to their respective organizations the work of CRC and the Board of Directors post meetings of the Board of Directors.</li> </ul>

### ANALYSIS OF OUTCOMES OF GOAL TWO:

CRC’s hallmark for success continues to be working through relationships with district leads within our school authorities to create learning related to the priority areas defined for us by Alberta Education or areas of need for the district, in ways that make sense for them. In this way, and in seeking creative and innovative solutions, we have essentially created designs for learning that personalize the learning experience for those we are working with in our school authorities.

One of our growing strengths in meeting the professional learning needs of those we serve in our region related to key priority areas is the CRC’s ability to create professional learning opportunities for individual teachers, for grade level groupings, for whole school staffs, or



for the entire district. With this personalization of learning design and delivery, we are able to move individuals forward from where they are at with respect to the area of focus, to where we would want them to be. This past year the CRC team engaged in 255 non-registered district support sessions. Appreciation for our flexibility in the diversity with which we support learning in our school authorities, and the impacts that has had, are shared in the following comments:

*We feel so supported by CRC. We appreciate that the CRC ladies get to know our goals and needs and customize the Professional Development to match our context. Wanda, Krystal, Kim and Donna are very professional, knowledgeable and know how to connect with teachers.*

*Your support has been instrumental in the professional learning of our teachers as well as our educational assistants, and therefore has an impact on student learning. Thank you for your fine work!*

*Having Wanda's expertise and knowledge around designing for learning and in the area of math supported the work we are doing at a school level. Our School Development Plan shifted this year to include working on numeracy and building teacher's understanding, knowledge and competencies around this. Wanda has proven critical to the successful development of our PD plans, and helped to integrate her knowledge as well as the work we have done in this group. It has been foundation to moving the work around numeracy forward in our school! Wanda is an incredible resource and teachers in our school have appreciated her work with us!*

In the ongoing work of the CRC, being creative and innovative in our delivery practices and learning designs is essential to having the impact that we would want to have with those we are meant to serve. One of the designs for learning that we continue to evolve is that of 'Collaborative Communities'. The essence of the collaborative community design for learning is to create ongoing learning over time, where individuals come together to share, engage collaboratively, and learn with others from across the region. This design capitalizes on John Hattie's research supporting the importance of developing teacher efficacy. We also are cognizant of Michael Fullen's messaging in that we are stronger 'inside' when we go 'outside'. This is where we not only invite cross jurisdiction participation, but we also create opportunities for an 'expert voice' to be included in the collaborative community design to 'challenge' the thinking of the participants so that together they can create something more meaningful in their own knowledge and awareness that can transfer to shifting mindsets and practice.

Dependent on the collaborative community design, we are also cognizant that often we do not have enough CRC consultant time to be able to facilitate all of our communities to ensure quality learning for the participants. Knowing this, we have harnessed 'teacher leadership' as a mechanism to be able to support all of our communities with a knowledgeable and competent facilitator. The use of teacher leaders was most evident in the creation of our four math collaborative communities this past year. CRC invited 'expert' teachers from different school authorities across our region to be lead facilitators for each of the division specific collaborative communities. This further enhancement to our community design was well received by our regional participants, as well as demonstrating our collaborative work with all of our school authority partners.

Participants who have engaged in this design for learning expressed the positive sentiments of their learning experience in saying:

*The conversation opportunities with other teachers, and experts, was very helpful to move my practice forward. I'm thankful that there were so many resources provided, and a lot of take aways that I could use in my classroom the following day.*

*To have access to more session of this nature - Math (or other subjects) cohorts of teachers with similar grade designations sharing ideas and learning together.*

*It would be fantastic to have more of these sessions next year. I would definitely sign up again, and I would recommend them for colleagues. If there were sessions every two months that would really help improve my practice and allow for continued reflection.*

*Tracy Drummond did an excellent job at "modeling" lessons we could utilize in our classrooms. Both Wanda and Tracy taught us skills to become better at using specific math language and strategies in our math instruction practice. Loved the discussion with colleagues AND the very 'useable' activities that were received and discussed!*

Supported by the research that deeper impact occurs when we learn together over time, and in knowing that more educators are seeking online learning opportunities due to distance and diminishing professional learning dollars, CRC created an online version of a Collaborative Community. In December 2017, CRC introduced the region to SmartTalk. SmartTalk is home to CRC's eCommunities, where like-minded educators can join a community to continue learning, sharing and collaborating with others over time. Each

eCommunity was facilitated by one of the CRC staff to ensure that the learning in SmartTalk continued to be an engaging experience for all within. The popularity of SmartTalk continued to grow since its inception, with over 230 participants joining the priority area focused eCommunities. The importance of CRC continuing to diversify our delivery formats to more online learning opportunities is exemplified in the following stakeholder comment, *"Finding ways to innovatively deliver PD without face to face delivery will be crucial as we move forward with our limited budgets. Appreciate the use of webinars and the Smart Talk initiative as steps towards this type of PD delivery."*

Beyond the innovative designs for learning and the creation of SmartTalk as a resource to support our work, CRC was also invited to be a collaborative partner within the call for proposals for the Research Partnership Programs grants initiated by Alberta Education, Research Division. While this sits outside of the priority areas, it was very much an opportunity for us to complement and enhance the work within the priority areas of mathematics and First Nations, Métis and Inuit education as our work with Golden Hills School Division and Foothills School Division within their research grants was focused on these two priority areas.

To date, CRC created 408 sessions with 8956 participants in support of the priority areas defined for us by our partners at Alberta Education. The data would support that the breadth, depth, and creative designs for learning delivered both synchronously and asynchronously, have allowed participants throughout our region to engage in quality professional learning experiences that have supported educators in effective implementation of curriculum while influencing changes to classroom practice. The impact of the CRC's professional learning supports for the priority areas is best evidenced in a sampling of survey responses from participants:

*BTW, I enjoyed the webinar yesterday. Had never been a part of one of those before and it was just excellent. I loved that I was sitting down in my comfy sweats, eating snacks in the comfort of my home. The 2 hours literally zipped by. I found it so informative and interactive. I likely contributed more than I would have done in person. Dr Sewell is an amazing instructor and you, a wonderful facilitator. Well done! (ELL)*

*This was a well presented and insightful session. It helped me to assess important aspects of my own practice. While I already employ many of the strategies Ken presented, there were a few things he touched on that I had not considered, and this really allowed me to expand my perspective. I would highly recommend this presentation to other colleagues as I found it thoughtful and informative.*

*It's always great to have the opportunity to learn what's happening with **Diploma Exams** as I improved understanding regarding Diploma exams and changes underway/plans of AB Ed.*

*I really appreciated learning about what makes a good multiple choice question and a numerical response questions from Deanna and Susan. It was good to hear from people who are directly involved with the creation of diploma exams. I was tutoring last night and the girl brought a **multiple choice** review sheet and I found that I looked at the questions in such a different way. The session yesterday was so practical!! I also found that the time passed quickly -- often I'm watching the clock at sessions. :) I appreciated that we were given a lot of time to work on our own tests.*

*I learned a TON of additional information about **Residential Schools** and also about **Canada's north and Inuit peoples**. The combination of both Margaret and Christy made the presentation both informative and very powerful and meaningful.*

*Continued awesome opportunities like this!! This Workshop was awesome - I wrote three pages of notes during the presentation of things to talk about and discuss with my students when we cover this topic. I loved that Christy was able to give so many details about how she uses some of the resources, and provide so much background information as well as facts about **Residential Schools** that I hadn't learned in other workshops or reading. I would also really love to see a workshop with ready to use activities and lessons that we can use with students. Either projects, or short 10-30minute activities. I already have done Blanket exercise training, but I would like even more activities I can use.*

*I appreciated being made aware of the recent **history of Canada's indigenous community** and learning how much misinformation comes through the media about indigenous people. We were also given several links for further learning and an opportunity to take a free e-course online developed by the instructor. The instructor was a delight! She was knowledgeable, positive, poised and gave informative answers to our variety of questions.*

*Hands on and practical with many examples from a variety of disciplines. The session provided information that supports district based leaders introduce **Concept Based Teaching** to administrators and teachers in preparation for the emerging curriculum.*

Working with colleagues at the table as we tackled some of the **concept based instruction** in various subject areas. This was powerful as we were able to challenge our misconceptions and refine our understandings.

I love the fact that after Krystal was with us we can continue to have feed back on google docs. Understandably, she can't be in our school more often. I am thrilled that I am able to continue my growth as a teacher with someone as competent as Krystal. I am truly grateful for this opportunity to learn about infusing **competencies!**

In my role as Senior Manager, ESL at Alberta Education, my purpose for attending ELL Rural Symposiums is different from that of most other participants. I'm interested to know the challenges and successes rural boards have in serving the needs of students who are English language learners. I'm also interested in the supports, resources, and innovations that rural boards have developed and implemented to serve English language learners more effectively and the community partners (if there are any in their communities) that rural boards work with. These insights and understandings allow me to seek ways to better support teachers and students in rural contexts. Therefore, I appreciate the opportunity the **ELL Rural Symposiums** provide for me to learn about the rural ESL context directly from those who are involved in ESL and district leadership positions in rural boards.

Time to connect with other attendees & share ideas was appreciated. Kim was a great presenter; very engaging and instructed in a way that "walked the talk" for **self regulation**. Much appreciated!

I spoke with my supervisor after our session and suggested that even though the college does do **mental health** activities that we could be doing more and that is something I will be speaking to another co worker about as she teaches mental health first aid courses to the community, staff at the college and has offerings for our students.



## Welcome to SmartTalk!

Click the eCommunity of your choice to join today in the online discussions, collaborations, and sharing.



### 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, ATLE, Galileo, Alberta post-secondary institutions, TC2, CASS, RCSD)

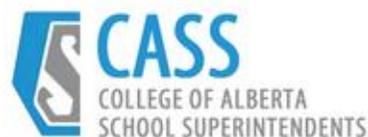
Measures:	Results:
Overall number of network meetings/sessions//learning symposiums provided through shared partnerships.	16 Sessions      1190 Participants
Number of meetings with potential partners/jurisdiction contacts.	209
Overall percentage of stakeholders satisfied with the Consortium's effectiveness in coordinating, brokering, and/or referral services in helping access PD resource.	94%

### STRATEGIES TO ACHIEVE GOAL THREE

CRC	ARPDC	Partners
<ul style="list-style-type: none"> <li>Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders.</li> <li>Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings.</li> <li>Design learning opportunities with other professional learning providers to respond to regional needs.</li> <li>Consortium staff will find opportunities to coordinate, broker or refer stakeholders to appropriate services that meet defined needs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify provincial learning needs that could be met by collaborating with professional learning providers and stakeholders.</li> <li>Explore potential provincial partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings.</li> <li>Design and deliver professional learning opportunities provincially that capitalize on the resources of partners.</li> <li>Host yearly meetings with stakeholder groups to review partnering opportunities from the current year and to invite exploration for further collaborative opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Identify regional and provincial learning needs that could be met by collaborating with professional learning providers and stakeholders.</li> <li>Explore potential partnerships and collaboration opportunities with ARPDC or their respective regional consortia.</li> <li>Design and deliver professional learning opportunities that capitalize on the resources of partners.</li> <li>Collaboratively share expertise and resources available for potential learning opportunities.</li> </ul>

### ANALYSIS OF OUTCOMES OF GOAL THREE:

The Calgary Regional Consortium staff realize that there are sometimes limitations to the breadth and depth of our pedagogical knowledge and expertise to be able to meet all of the professional learning needs expressed by our school authorities. It is for this reason that the CRC staff continue to nurture collaborative relationships and partnerships to be able to offer participants a wider scope of professional learning opportunities through the brokering of services from partner organizations. As well, the CRC feels strongly in supporting the work of our stakeholders and partners when approached by offering sessions or services to help them achieve their learning goals. To this end, the CRC offered just under 20 sessions through shared partner initiatives during the 2017-2018 school year, and the CRC team engaged in over 200 conversations with potential partners. In essence, our abilities to harness connections is a win for us all in that a richer professional development experience for teachers often creates enhanced learning opportunities for students. Appreciation for our coordination and brokering services is demonstrated in 94% of stakeholders sharing satisfaction with our services. One stakeholder comment expresses it best in saying, *“We have found the CRC to be very responsive and supportive of all PL requests.”*



<b>CONSORTIUM GOAL FOUR</b>
Deliver professional development based on the identified and emerging needs of educational stakeholders.
<p><b>OUTCOME 4.1</b> 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.</p>
<p><b>OUTCOME 4.2</b> Work collaboratively with ARPDC to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.</p>
<p><b>OUTCOME 4.3</b> Work collaboratively with Alberta Education staff to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.</p>

<b>Measures:</b>	<b>Results:</b>
Number of learning opportunities (*all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders.	436 Sessions      10, 147 Participants
Number of learning opportunities (all formats) that were planned and cancelled.	39
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.	95%
Overall percentage of stakeholders satisfied that the consortium was effective in helping to meet emerging district needs.	94%

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

## STRATEGIES TO ACHIEVE GOAL FOUR

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

### ANALYSIS OF OUTCOMES OF GOAL FOUR:

As evidenced in the Alberta Education Business Plan 2017-2020, excellence in learning and success for every student through quality teaching and school leadership are paramount goals to be achieved in Alberta schools. With this foundational vision for education in mind, our partners at Alberta Education worked with ARPDC to determine key priority areas of focus for our work, on their behalf, through every region in the province. In thinking about designing professional learning supports in Zone 5 to meet these goals, CRC engaged in collaborative conversations and dialogue with our school authorities to understand the convergence of priority areas that meet the emerging needs of our stakeholders and the provincial needs in congruence with identified areas of focus. Through triangulating data sources, the CRC planned a year of dynamic learning opportunities for all of our education stakeholders to increase their understanding, awareness and skills in relation to identified topics.

The successes of CRC in meeting provincial and emerging professional learning needs comes from the creative and diverse solutions for offering learning that unfolded through the year. Through building increased online offerings, the creation of SmartTalk, and the growth of personalized in-district work, CRC saw significant growth in the number of session offerings. In 2017-2018, CRC provided 436 sessions in support of provincial priorities, emerging district needs and partnership offerings to just over 10,000 participants. While our session roster count increased by over 150 sessions this past year, our successes in creating professional learning reflective of what our stakeholders were looking for is most evident in the CRC having over 30 less session cancellations than the previous year. This significant decrease in cancellations and increase in overall sessions can be correlated to our growth in online and personalized learning opportunities, where facilitated learning was available and accessible to participants when they had time to engage. Appreciation for CRC's diversity of delivery methods is best articulated by one of our stakeholders in saying, "Thank you! You offer a wide range of PD opportunities throughout the year, and I really appreciate that some of them are offered online. Amazing!"

## 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 Nation, Métis and Inuit
- Mathematics
- Supporting Competencies in Current Curriculum
- Supporting Literacy and Numeracy in Current Curriculum
- Provincial Assessments
- Inclusive Education
- Dual Credit
- Curriculum Development
- Other Regional/Provincial Priorities

### OUTCOME 5.2

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

Measures:	Results:
Number of sessions provided for developing leadership capacity	16 Sessions 748 Participants
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity.	94%

## Competencies



## STRATEGIES TO ACHIEVE GOAL FIVE

CRC	ARPCD	Partners
<ul style="list-style-type: none"> <li>• Collaboratively develop 'needs based' professional learning opportunities and resources to support emerging leadership needs.</li> <li>• Plan, develop, deliver and broker a wide range of learning opportunities through the use of emerging technologies.</li> <li>• Identify feedback mechanisms to determine needs and impact of learning opportunities.</li> <li>• Work collaboratively with Alberta Education, CASS Zone 5 and school authorities to understand and address leadership needs in conjunction with priority areas.</li> <li>• Align leadership learning with the draft <i>School Leadership Standard (SLS)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with Alberta Education to understand emerging needs provincially.</li> <li>• Attend train the trainer meetings with Alberta Education to deliver accurate information in professional learning sessions around the grant deliverables.</li> <li>• Design, develop, manage and deliver online PD resources.</li> <li>• Identify provincial learning needs that could be met through ARPCD collaboration.</li> <li>• Align leadership learning with the draft <i>School Leadership Standard (SLS)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Through collaborative conversations with representative organizations, help identify emerging regional needs as they pertain to developing leadership capacity.</li> <li>• Continue to offer sessions/workshops through partner organizations to support provincial directions.</li> <li>• 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>.</li> </ul>

### ANALYSIS OF OUTCOMES OF GOAL FIVE:

The Zone 5 Leadership Think Tank and participation in CASS Zone 5 conversations continued to inform our leadership professional learning offerings, and to support leadership in schools to meet the demands of new curriculum and the unfolding of the leadership standards. Knowing this, the CRC provided multiple opportunities for school leaders to enhance their own awareness and understanding in a variety of session offerings. Qualitative feedback indicated that school leaders appreciated having time for their own learning as a distinct group when it came to sessions related to supporting the provincial directions. They also felt empowered to help support the educational transformation when they had time to collaborate with colleagues who were also in leadership positions. Perhaps one of the best impact statements related to building leadership capacity was the increased feeling of confidence from participants in their abilities to lead learning related to the architecture and design for new curriculum.

A satisfaction rating of 94% is a testament to CRC's role as a "Learning System Designer." J. Killion (2013) explains that a learning system designer facilitates the development and rollout of a district's comprehensive professional learning plan that includes both conceptual and operational components to create and support effective professional learning for all staff. CRC continues to be a strong advocate for developing the leadership capacity of all educators in a variety of leadership roles. Leading learning is at the heart of leadership, and our continued collaborative conversations will support CRC in developing and applying a variety of professional learning approaches to address ongoing growth in this area.



## CONSORTIUM GOAL SIX

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

### OUTCOME 6.1

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

Measures:	Results:
Overall percentage of participants satisfied that Consortium services are provided at a reasonable cost.	98%
Overall percentage of stakeholders that were satisfied with the overall services provided by the Consortium.	94%

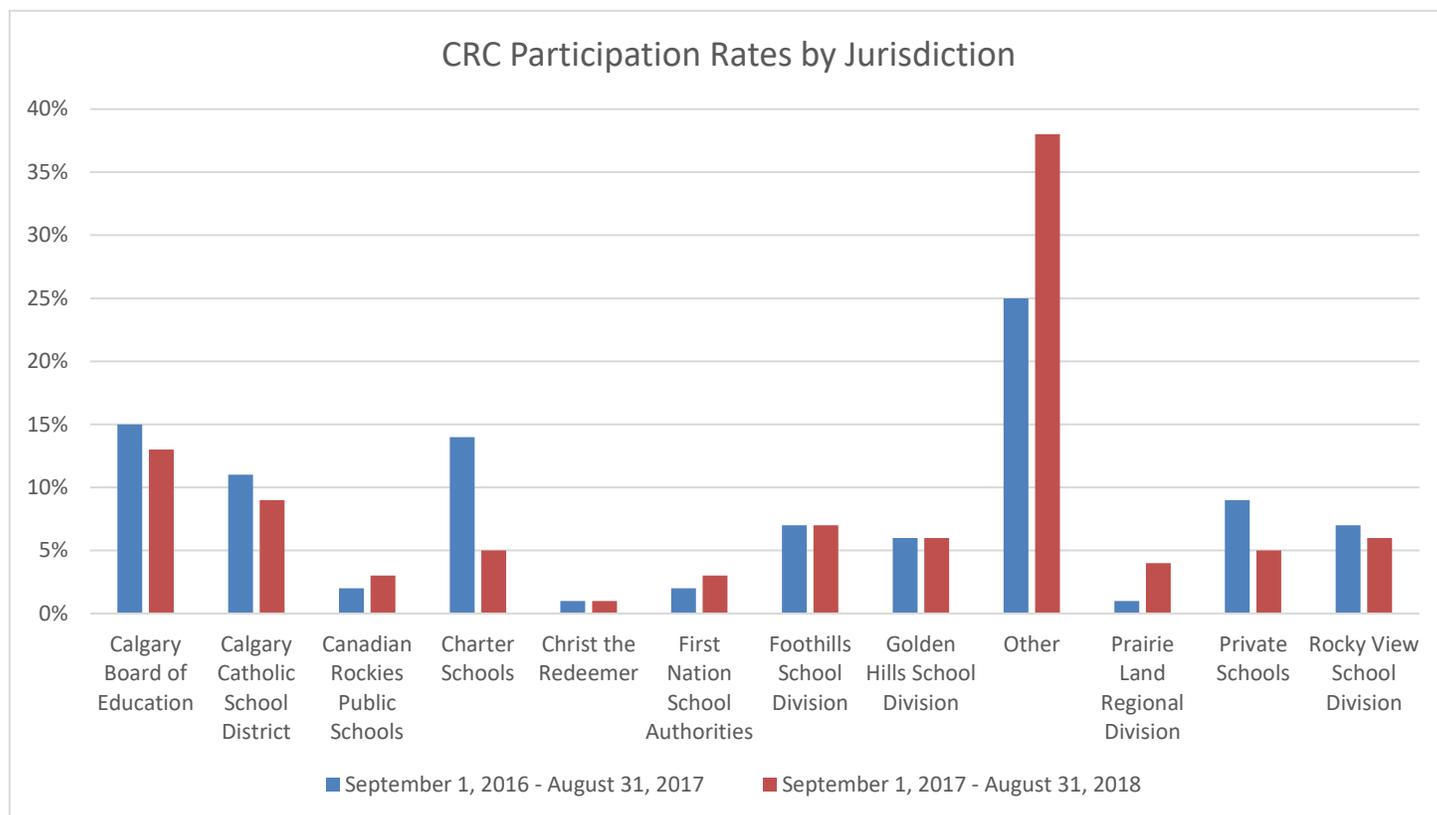
## STRATEGIES TO ACHIEVE GOAL SIX

CRC	ARPDC	Partners
<ul style="list-style-type: none"> <li>Budget funds from government to offset participation costs for learning opportunities related to Curriculum Implementation and Curriculum Development.</li> <li>Make fiscally sound decisions regarding operating costs for Consortium.</li> <li>Use fiscally sound accounting practices to govern consortium monies.</li> </ul>	<ul style="list-style-type: none"> <li>Distribute grant dollars in support of learning through transparent formulas exhibiting fair and equitable distribution.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with stakeholders to provide services at reasonable costs.</li> </ul>

## ANALYSIS OF OUTCOMES OF GOAL SIX:

Participants agree that CRC continues to provide professional learning opportunities in multiple formats for those in our region at a 'reasonable cost'. That said, quality learning to support provincial priority areas and emerging district needs is not an inexpensive venture in a region as large and complex as Zone 5. With the geographical distance, cost of skilled facilitators, venue costs, technology costs to continue expansion to online learning opportunities, fewer professional dollars to support educators' attendance at sessions and a growing number of needs, CRC continues through fiscally sound budgeting practices to maximize curriculum implementation funding dollars allocated to provide quality professional learning. Through provision of professional learning delivered in a variety of formats, CRC has been able to maintain a reasonable cost for our participants through 2017-2018 offerings. This was validated for us in our 94% satisfaction rating provided by session participants and a comment shared in our stakeholder survey acknowledging budgetary constraints in saying, "The PD that is free for teachers is great as most can attend at least one. If the cost is too high teachers will not pay. CRC does not charge for most of their PD". The ability for the CRC to continue to diversify professional learning offerings through a variety of formats will be reliant on continued sustainable provincial funding and sound budgetary practices.

## APPENDIX A: PARTICIPATION RATES AND SCHOOL AUTHORITIES SERVED BY CRC



Jurisdiction	September 1, 2016 - August 31, 2017	September 1, 2017 - August 31, 2018
Calgary Board of Education	15%	13%
Calgary Catholic School District	11%	9%
Canadian Rockies Public Schools	2%	3%
Charter Schools	14%	5%
Christ the Redeemer	1%	1%
First Nation School Authorities	2%	3%
Foothills School Division	7%	7%
Golden Hills School Division	6%	6%
Other	25%	38%
Prairie Land Regional Division	1%	4%
Private Schools	9%	5%
Rocky View School Division	7%	6%

## **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 Nakoda Nation
- Tsuut'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**

- 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

### **2017-2018 Partnerships**

- ACEE (Alberta Council for Environmental Energy)
- MindFuel, RCSD (Regional Collaborative Service Delivery)
- the PEEL program (People for Energy and Environmental Literacy)
- CAWST (Centre for Affordable Water & Sanitation Technology)
- Mount Royal University
- University of Calgary
- Calgary Reads
- First 200 Network
- Heart Centred Counselling
- Calgary Public Library
- Islamic School
- Ambrose University
- Let's Talk Science
- Cybera
- Kids Code Jeunesse
- Tsuut'ina Nation & Guxhana Museum
- Siksika & Blackfoot Crossing
- St. Mary's University
- Pearson
- Nelson
- Rupertsland Métis
- Glenbow Museum
- ATA – Walking Together
- Fort Calgary Bow Valley College

## APPENDIX B: ALBERTA REGIONAL PROFESSIONAL DEVELOPMENT

### CONSORTIA REPORT



Alberta Regional Consortia

## 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.



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## Supporting Professional Learning through Technology

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### Online Learning Opportunities

Through 2017-18, 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 and were offered in both as synchronous (real time) and asynchronous opportunities principally: PowerSchool, Moodle, Adobe Connect, Google Hangouts, Skype and SmartTalk.

### SmartTalk eCommunities

Calgary Regional Consortium launched a new online version of their collaborative community design for learning in January 2017. SmartTalk eCommunities provided a platform for participants to learn and share with like-minded educators around topics that supported provincial ARPDC grant work and regional curriculum implementation priorities. In total, nine eCommunities were launched in SmartTalk with just under 250 participants engaging in collaborative facilitated conversations through this new learning platform.



### eCourses

This form of eLearning continues to grow as the feedback is unanimous that this approach to professional learning meets the need of our educators' busy lifestyles. In the area of *Literacy and Numeracy* there were six eCourses offered to a total of 219 educators and in the area of *Education for Reconciliation*, a total of 820 participants.

## Learning Portal (Moodle platform)

The provincial ARPDC Learning Portal has been active for eight years and houses many opportunities for educators to find a variety of resources, strategies and ideas for implementation of the Alberta curriculum. This is a go-to site for many Math teachers from across the province. To the right, is a table showing page views – the ARPDC section is where our teams access shared resources.

Course	Activity
ARPDC	277593
ERLCMath30-1	111045
ERLCMath30-2	103890
ERLCMATH20-2	58196
EMPL	46134
ERLCMATH10C	30217

## ARPDC Professional Development Resource Website

[www.arpdcresources.ca](http://www.arpdcresources.ca)

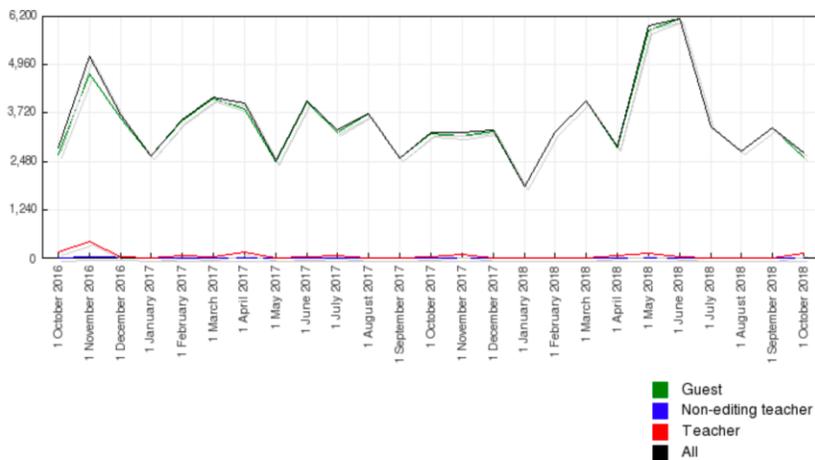
ARPDC develops professional development resources to provide ongoing, job-embedded support to nurture the growth of all educators across the various priority areas. These “made in Alberta” resources include videos and learning guides, archived webinars, facilitator guides, and a collection of resource websites. In 2017-18 the ARPDC resources site had 94,540 page views – up from 55,000 the previous year.

## Provincial Projects

### Elementary Mathematics Professional Learning

Although the funding for this project ended in 2016-17 ARPDC teams from across the province continued to ensure that the resources developed and shared on the Learning Portal were highlighted in all professional learning opportunities and elbow to elbow support offered to elementary teachers. This is evidenced by the increased access to the site of 37% over 2016-17 with 46 134 participants accessing the site. The image below shows the activity in the EMPL course by month (over the last 2 years, for comparison).

## EMPL - Views (all roles)



## Official Languages in Education Programs Grant

ARPDC is in its final year of a five-year grant. Each year, \$210,000 is divided through a distribution formula to each individual consortium 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 consortium offered specific opportunities to meet the needs of their individual communities, there were many similarities throughout the province. Professional learning opportunities are offered and sponsored by one consortium. They are 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 2017 – 2018 school year, 120 learning opportunities were sponsored with 1,576 participants registered. One professional learning opportunity was cancelled in 2017 - 2018 due to limited registered participants.

The work of the consortia was supported financially from Alberta Education. The deliverables associated with that funding have been directly related to building an awareness of the infusion of literacy, numeracy, and competencies in instructional practices. Throughout the learning opportunities that have been provided, these elements were embedded and infused to facilitate teachers’ understandings of specific pedagogical strategies and processes within the Alberta context. The funds from the OLEP grant are used to support the development of the French language and culture found within the Francophone, French Immersion, and French-as-a-Second-Language classrooms. Professional learning opportunities were provided that supported Alberta’s teachers as they worked with their students in the development of competencies in French language and culture within the Alberta context.

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

## Mental Health Matters Grant

To support mobilization of the *Working Together to Support Mental Health in Alberta Schools* resource, ARPDC, co-led by CRC and ERLC, was provided a Mental Health Matters Grant spanning August 2016 to August 2018. Components of this project were focused around a two-pronged approach to knowledge mobilization at both the regional and provincial levels, with intentional focuses on both *capacity building* and *community building*. In total, over 750 people from education, health and community and private services joined in collaborative provincial opportunities. The opportunity to collaborate across sectors was a unique feature of these learning events. As one impact survey respondent noted “*Having a wide range of professional disciplines allowed for networking and idea generating. Hearing from multiple perspectives and being exposed to all the different types of people involved in the discussion about mental health made this a meaningful learning opportunity.*” Similar comments were echoed by many of the survey respondents. In addition to provincial learning opportunities, there were over 72 regional learning opportunities offered. These sessions were well received with over 90 % of survey

respondents indicating that the sessions increased their knowledge, and that they were provided strategies to incorporate learnings into their current practice.

**Working Together to Support Mental Health in Alberta Schools:** <https://arpdcreources.ca/consortia/working-together-support-mental-health-alberta-schools/>

## High School Completion Tool Kit Grant

As a result of this grant, CRC, in collaboration with Alberta Education, created the *Supporting High School Completion: A Tool Kit for Success* resource to support high school completion for youth who have left school or are at risk of leaving school. Provincial professional learning opportunities for school leaders to support implementation of the resource were provided as well. 27 regional learning opportunities were provided to support awareness and implementation of the Tool Kit. Results indicate that these professional learning opportunities were highly effective in raising awareness of the Tool Kit and its use. 100% of participants felt that the learning opportunities contributed to their own awareness and depth of understanding. Additionally, 4 provincial learning opportunities through both webinar and sessions at the MFWSHR Fall Collaborative day reached an audience of almost 320 people. The Tool Kit was shared and well received with other education stakeholders as well through learning opportunities with CASS, Alberta Education's High School Completion External Committee, and Calgary's All in For Youth Summit.

**Supporting High School Completion: A Tool Kit for Success:** <https://arpdcreources.ca/consortia/supporting-high-school-completion-tool-kit-success/>

## Education for Reconciliation Grant

As members of the Joint Commitment to Action in Alberta, ARPDC, co-led by 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'. In year one and two of the grant, the ARPDC Education for Reconciliation team designed, developed and delivered professional learning provincially and regionally that led 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 *Calls to Action* for education within school communities. Having created the tools and resources to support a foundation for reconciliation in education, the ARPDC Education for Reconciliation team moved forward in creating supports and professional learning opportunities that would strengthen instructional leadership to lead this learning and its application in relation to the *Leadership Quality Standard*. At the same time, the ARPDC team began delving deeper into developing the supports for teachers in the achievement of their competency within the *Teaching Quality Standard* related to First Nations, Métis and Inuit as well as curriculum implementation of Education for Reconciliation. To this end, the EFR provincial team worked through a collaborative community design alongside our Elder Bruce Starlight and educators from the Calgary Board of Education, to create the *Weaving Ways* resource where teachers are invited to think about how they might weave Indigenous knowledge systems into their current classroom practices. Deeper learning around this resource will unfold in year 3 of this grant.

Through 2017-2018, the Education for Reconciliation team created a robust menu for learning at both the provincial and regional levels related to the key outcomes of our grant work. 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. Provincial webinars and regional learning sessions helped us to reach over 4000 participants in our collective journey towards reconciliation in education in 2017-2018.

During 2017-2018 our provincial EFR team also launched two new online designs for learning. The first was the introduction of eCommunities within SmartTalk. Through membership in these online communities, participants were able to share and collaborate with other educators in areas of Indigenous foundational knowledge. SmartTalk eCommunities launched in January 2017 and supported just over 75 participants. The second design came in the form of the *Education for Reconciliation: Assembling Strength eCourse*. This online learning course proved to be a huge success in providing

participants with 24/7 facilitated learning of foundational knowledge to over 820 participants. The true impact of learning through the eCourse can be felt in the reflections from one of the participants after completion of the learning modules:

*"I am exhilarated! I have gained much more of an understanding of what true reconciliation should look like. I have a heart filled with sorrow & hurt for the past. What I would like to think is that we can act on it in a positive way. I will be meeting with my administrator to come up with a solid plan to stay on our path of reconciliation. I know there is another administrator within this group that is a part of our school community. Perhaps it can be collaborative. I am committed to continue on a journey as a knowledge keeper. I have something to say, I have something to stand up for. Knowledge is power!!"*

## Moving Forward with High School Redesign Grant

### COLLABORATION

During the 2017-2018 school year, collaboration opportunities were provided in three areas. In Red Deer, 633 participants attended the MFWSHR Fall Collaborative which provided networking opportunities and breakout sessions focusing on the foundational principles. Four Spring Network Meetings were held with a total of 630 attendees. These events were planned by regional planning committees from feedback and data from MFWSHR participants in the area. Finally, funding was provided to each consortium to offer MFWSHR Collaborative learning opportunities based on jurisdiction needs participating in the program. A total of 18 learning opportunities served 446 attendees throughout the province.

## Supporting Future Curriculum in Alberta

### CONCEPT-BASED CURRICULUM

In the spring of 2018, the Alberta Regional Professional Development Consortia led professional learning on the topic of Concept-Based Curriculum and Instruction. Consultants from each consortium formed a cohort and participated in an online book study of *Concept-Based Curriculum and Instruction for the Thinking Classroom* (Erikson, Lanning, French) and *Transitioning to Concept-Based Curriculum and Instruction: How to Bring Content and Process Together*, (Erikson, Lanning). As a product of the book study, a slide deck presentation, "Concept-Based Curriculum and Instruction: An Overview", was shared with each regional consortium for use in hosting learning opportunities with stakeholders. A provincial tour was coordinated for author Lynn Erikson, with full-day sessions hosted in Calgary, Edmonton and Red Deer.

### VALIDATION SESSIONS

In May 2018, ARPDC supported Alberta Education in designing and facilitating three spring validation sessions in Edmonton to gather feedback for the draft K-4 curriculum documents. ARPDC facilitated focus group conversations for 'Teacher and Educator Stakeholders', 'Education Stakeholders', and Non-Profit Organization Stakeholders'. All feedback provided during the focus group facilitated conversations was collected through an online survey from Alberta Education to be shared back with curriculum working groups to inform their work with further development. As well, ARPDC was pleased to provide technical support to Alberta Education in support of their online validation session with the College of Alberta School Superintendents (CASS). A total of 235 participants were invited by Alberta Education to be a part of the spring validation focus group conversations facilitated and supported by ARPDC.

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## Challenges, Celebrations and Trends in Professional Learning

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Like all educational stakeholders, Alberta Regional Professional Development Consortia (ARPDC) 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, trends in education, and dedication to changes in current and future curriculum 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 as evidenced by the increased offerings of eCourses and online collaborative communities.
- 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 ARPDC continues to collaborate with Alberta Education and our regional partners to improve the learning of all education stakeholders.