

# CALGARY REGIONAL CONSORTIUM

## *Curriculum Implementation Annual Report 2018-2019*



*Enhancing Adult Learning to Support Educational Excellence*



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## **ACCOUNTABILITY STATEMENT**

The Calgary Regional Consortium Curriculum Implementation/Annual Report for the 2018-2019 school year was prepared under the direction of the Board of Directors of the Calgary Regional Consortium (CRC) and in accordance with the reporting requirements provided by Alberta Education.

Alberta Education has provided funding to the Alberta Regional Professional Consortia (ARPD/CRC) to support Curriculum Implementation within the identified priorities of Alberta Education. This report contains a summary of information relative to the ARPD/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 2018-2019 school year included:

*Dr. Jennifer Lock (Chair)*

*Allen Davidson (Vice Chair)*

*Reta Morgan*

*Ron Schreiber*

*Suzanne Lynch*

*Valerie McDougall*

*Joe Frank*

*University of Calgary*

*College of Alberta School Superintendents*

*Association of School Business Officials of Alberta*

*Alberta School Boards Association*

*Alberta School Councils' Association*

*First Nations School Authorities Representative*

*The Alberta Association of Public Charter Schools*

## CALGARY REGIONAL CONSORTIUM STAFF

*Cathy McCauley*

*Kim Tackaberry*

*Krystal Abrahamowicz*

*Wanda Dechant*

*Donna Ross*

*Shannon Whalen*

*Christina Somerville*

*Christele Barbini*

*Mary Clark*

*Executive Director*

*Designer of Professional Learning*

*Designer of Professional Learning*

*Designer of Professional Learning*

*Designer of Professional Learning*

*Executive Assistant*

*Registration Coordinator*

*Financial Coordinator*

*Program Assistant*

## MESSAGE FROM THE BOARD CHAIR

On behalf of the 2018 - 2019 Board of Directors of the Calgary Regional Consortium, we commend the outstanding work and leadership by the Executive Director, Cathy McCauley, and the CRC staff members. It is evident in practice that they have a strong commitment to the CRC's mission, vision, and goals. The team is to be acknowledged for how they effectively manage fiscal and human resources.

For the past five years, Cathy has created and fostered a robust network among educators, administrators, and other ARPDC executive directors. Through her team's leadership and dedication, they have offered an array of professional development opportunities to meet the learning needs of educators in Zone 5. They have provided both small and large group learning opportunities that are offered using face-to-face and online approaches. Examples to highlight are the CRC webinar series and SmartTalk e-community that provide educators with access and flexibility to ongoing learning. In addition to providing support to in-service educators, initiatives implemented have raised the profile of the CRC with pre-service teachers as part of supporting their transition to professional learning experiences when they are in-service teachers. This annual report showcases the nature and degree of professional learning opportunities designed and/or offered by the CRC.

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

Respectfully submitted,

*Jennifer Lock*

Chair

Calgary Regional Consortium Board of Directors





## MESSAGE FROM THE EXECUTIVE DIRECTOR

It has been a true pleasure to have worked with the dedicated team of individuals at CRC this past year. Their commitment to supporting a culture of learning throughout Zone 5 has been amazing and has helped to engage over 17,000 participants in meaningful professional learning opportunities through a variety of learning modalities. I am often reminded that one of the best traits in leadership can be to know when to support, and when to trust the team to do their best work. This past year, I am proud to say that I ‘trusted’ my team as they worked together to imagine and create innovative professional learning and looked at challenges that occurred in our year through the lens of opportunities yet to be explored. They are truly phenomenal, and I believe this is evidenced in the pages of this report. I feel blessed to be the leader of such great people! Complementing our fabulous CRC team are the wonderful stakeholder representatives that make up the CRC Board of Directors and our regional district leaders. Through actions and words, they are a tremendous support to the CRC as we strive to “*Enhance Adult Learning to Support Educational Excellence*” in our region.

As you will also see in the review of our past year, collaboration is alive and well within our zone! In supporting the core work of learning, it is our belief that collaborating and engaging in organic dialogue with other education partners helps us to actualize our outcomes and achieve great things. Much of this is noted in our satisfaction ratings and our goal analysis. In working ‘with’ others across the region, the CRC team is intentional in the creation of professional learning opportunities to support curriculum implementation priority areas related to Alberta Education’s Business Plan, and the emerging needs of our school authorities. The CRC team is always mindful and thoughtful in seeking to work with others through relationship to create relevant and responsive learning opportunities reflective of the needs of our regional partners.

While 2018-2019 has seen many successes, we know that we must continue to strive for creative solutions to evolving challenges that may present themselves in the future. Knowing this, I remain confident in the CRC team and their abilities to create meaningful relevant learning for all.

I believe that the regional consortium model will continue to create collective synergy, effective professional learning designs resulting in building educator capacity and provide for effective implementation. We look forward to the future and the critical role that the Calgary Regional Consortium will play in working with our education partners to implement evolving priorities and changing curricula.

*Cathy McCauley*  
Executive Director

*“If we create a culture where everyone believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve.”*

*Dylan William*

## CRC REGIONAL CONTEXT AND GOVERNANCE

### MISSION

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

### VISION

To provide the best learning opportunities for our educational community.

### GOALS

- **Identify and respond** to the emerging needs of the greater K-12 education community.
- **Work collaboratively** with education partners to build professional development networks and supports.
- **Develop and broker** professional development programs, curriculum implementation and other professional growth opportunities.
- **Support school jurisdiction** three-year education plans to improve student learning.
- **Evaluate and adapt** services and programs to meet the ongoing needs of partner organizations.

BELIEFS ABOUT THE ROLE OF THE CALGARY REGIONAL CONSORTIUM	BELIEFS ABOUT CURRICULUM IMPLEMENTATION
<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, The Alberta Association of Public Charter Schools, First Nations School Authorities.</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 in three First Nations School Authorities, serving over 240,000 students within Zone 5. Approximately 19,500 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 2018-2019 regional report describes quality professional learning opportunities for all educators related to the following curriculum implementation provincial priority areas:

***Current Curriculum***

- First Nations, Métis and Inuit Education for Reconciliation
- Mathematics
- Inclusive Education
- Provincial Assessments

***New Curriculum***

- Curriculum 'Shifts'
- Literacy and Numeracy
- Competencies
- Curriculum Implementation/Validation
- CDMA

***Other Past Priorities***

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





## CREATING CONTEXT FOR THE CRC 2018-2019 ANNUAL REPORT

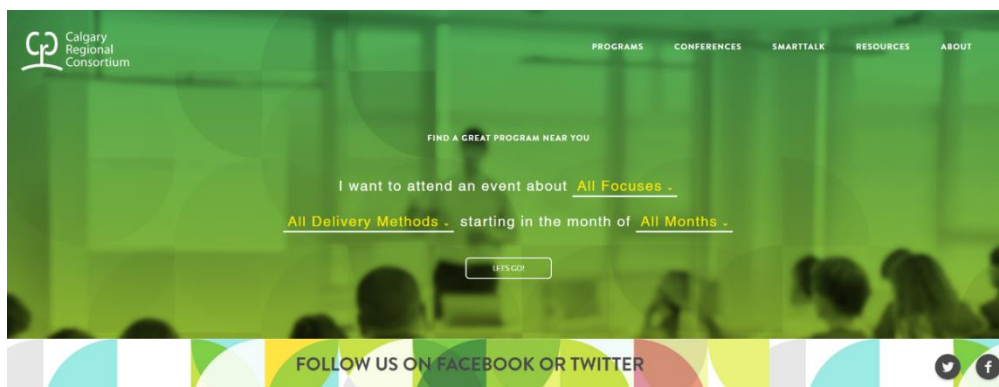
On March 11, 2019, the Alberta Regional Professional Development Consortia (ARPDC) were informed that Alberta's Election Act required government employees to limit public communication activities during the spring election period, which included the 28 days between the time the election was called and Election Day. ARPDC was further informed that the timeframe for impact to service related to curriculum implementation priority area supports, and the cancellation of professional learning sessions, would extend beyond the election period to include the transition period.

This policy direction was to avoid any appearance of government departments becoming inappropriately involved in the election process, and extended to participation by government staff in meetings with external stakeholders.

All Alberta Regional Professional Development Consortia activities related to supporting provincial curriculum are directed by Alberta Education and were therefore subject to this policy direction.

On March 19, 2019, all consortia embarked on a campaign to inform education stakeholders in their respective regions of the shutdown to services as they related to curriculum implementation priority areas, as well as initiating the cancellation of all professional learning sessions up to and including June 30, 2019.

### *Calgary Regional Consortium Website Notification March 20-June 30, 2019*



Alberta is now in a general election. Alberta's Election Act requires government employees to limit public communication activities during an election period. Alberta Regional Professional Development Consortia/Calgary Regional Consortium activities related to supporting the provincial curriculum are directed by Alberta Education and subject to this policy direction. While Election Act restrictions on government communications end after polling day, other policies and conventions must also be considered. Therefore, ARPDC/CRC is cancelling professional learning sessions related to curriculum implementation priority areas through the election and transition time to June 30, 2019.

*We appreciate your anticipated understanding during this time and offer that we value our relationship with you in being able to support your professional learning needs.*

***We invite you to explore the website for programs that are still being offered outside of curriculum priority areas such as Pearson's day with Jennifer Serravallo under Literacy or our Assembling Strength day of celebration under Education for Reconciliation.***

***Check back often for upcoming fall programming!***

## DESIGNING PROFESSIONAL LEARNING

### 2018-19 CURRICULUM IMPLEMENTATION HIGHLIGHTS

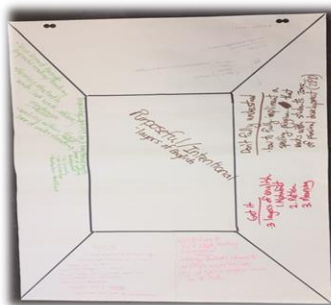
#### Supporting Competencies in Current Curriculum:

One strong example of impactful in-district support for competencies in current curriculum is the work that was done this year with Foothills School Division. For the past 3 years, a group of Foothills School Division teachers, instructional coaches, and administrators have been immersed in an Action Research cycle. The focus was to investigate the impact of competencies on intellectual engagement and academic achievement. This year, CRC led a full day of learning for their school based and district leaders to deepen the learning.


The goal of this day was to share the work of the Action Research team and to support administrators in developing their own understanding of the implementation of competencies in current curriculum, including what instructional leadership tools administrators can utilize to support student competency development. The relationship between future curriculum architecture and student competency development was explored as well.

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


We partnered with FFCA (Foundations for the Future Charter Academy) to design a series entitled *Why spelling Matters* for all grade 4-6 FFCA teachers. The FFCA Coordinator of Instruction co-lead the design and implementation. Our primary goal was for these educators to deepen their understanding of how student's communication skills (reading, writing, representing) strengthened through the development of effective spelling strategies.



An FFCA spelling leadership team, as well as five classroom teachers who previously collaborated to create a vetting tool for spelling programs also took a leadership role in this process. Photos above highlight FFCA teachers leading small group sessions during one of two learning days. A graffiti wall thinking routine was also part of teacher reflective process at each table group.



Marching Band



Art Work

#### The Power of Images

Make a connection between one of the images above and the numeracy progressions. Identify a numeracy progression that could be developed from that image and link it to a concept. Share your connection in the **Power of Images** discussion below.

The images have been named to assist in labelling your selection in the discussion.

[Discuss: The Power of Images \(13 new\)](#)

Our e-Course, *An Introduction to Literacy & Numeracy Progressions*, continued this fall, winter and spring with an average of 80 participants enrolled in each session. To the left is an image of one of the on-line discussion prompts connecting literacy and numeracy progressions to Art and Music, as an interdisciplinary example, across the curriculum. The following page provides the response of one of the teachers to the prompt.

Response to The Power of Images Discussion Question:

*The Numeracy Progressions are all over Artwork, and this is an image or idea that many students can identify with.*

**NA 3: Task Awareness**

*The use of shape and space as well as scales, proportions and area are skills in numeracy that are essential to the creation of this piece of artwork.*

**NKU 1: Quantitative Information**

*Magnitude & Calculation in terms of rates and percentages, scales and ratios in real-life situations.*

**NKU 3: Interpret, Represent, Communicate**

*Different representations of the same problem (area & perimeter) and creating diagrams.*

To support Elementary teachers through an open registration session, Heron Crossing School Elementary in Airdrie opened up their doors to thirty teachers to experience Instructional Design Implementation of Words Their Way (WTW): One School's Narrative Journey. Participants gained a deeper understanding of WTW from three different perspectives: principal, teachers and students. This was a unique 'up and close' learning opportunity for everyone who attended.



Many participant comments, like this one, demonstrated the powerful impact of this event:

*"The presenters used research and data to support the value of the program. The school also provided the opportunity to see the program in action with instruction on the tools and techniques they have found to have worked best. This was one of the best PL sessions I have ever been to. I was inspired to put some of the things I saw and learned into my practice and classroom immediately".*



We offered a new professional learning format this year in the form of a Book Club Webinar series with author, ReLeah Lent, based on her new book, *Disciplinary Literacy in Action*. A group of twenty teachers and literacy leaders from several Zone 5 school authorities initiated this series by meeting in person to receive their books and meet with ReLeah Lent via Zoom. Following that, this same group gathered once a month to meet with ReLeah online and have interactive dialogue about a chapter in the book. Smart Talk, our on-line community, supported continued access for participants to share book/resources recommendations for students and teachers, as well as a forum to continue the conversations sparked in our webinar Book Club meetings. The dialogue, both in the chat thread and via microphone was, to quote ReLeah Lent herself, "rich, important discussions that epitomize the dialogue of a real learning community." Participants felt similarly about the experience, with one survey respondent noting, "Being part of a conversation about literacy, where the discussions could evolve around issues that were significant to the participants" made the learning valuable.

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

School authorities continued to support one another with SLA's. Our Literacy Think Tank meetings were a great opportunity for literacy leaders to connect with one another to pose related questions.

We offered several Alberta Education Diploma Exam sessions this year to support Grade 12 teachers in gaining a clearer understanding of the design of diploma exams, two examples include:

WEBINAR: AB ED - Mathematics Written Response - Everything You Need to Know for the Diploma Exam!

AB ED: Understanding ELA 30-1 and 30-2 Written Response Standards

Participants appreciated these learning opportunities. As one participant noted, *"We enjoyed opportunities to analyze sample diploma questions and marking guides, as well as to interact meaningfully with presenters. Having a chance to try the question, mark it and then be provided with details on the actual marking scheme".*

## First Nations, Métis, and Inuit:

School authorities participated this year in the First Nations, Inuit, and Métis Think Tank gatherings to discuss ways in which the CRC could support foundational needs within the schools they represented. These leaders shared ideas they had designed to support TQS Competency 5 within their own contexts. The exchanges lead to supporting each other, the sharing of resources, and introductions of Elders and Knowledge Keepers from other Nations.

A popular and meaningful collaborative community was offered for Science educators in the K-12 classrooms; *Indigenous Ways of Knowing in the Science Classroom*. In this series, CRC collaborated with Elders and Knowledge Keepers along with other professional instructors to share learning from land and place based education from an Indigenous perspective. The series highlighted the many ways and approaches our traditional environmental keepers shared their knowledge to keep the land a sacred place, and trust for all things was emphasized within this series.



We worked collaboratively with Stoney Nakoda, Tsuut'ina, and Siksika Nations in order to connect with schools, enhance our understandings, and discuss and share resources. A recent highlight of this collaboration was the Insight into the Original People of SIKSIKAIKSAHKOYI (Land of the Blackfoot) - Cultural Camp. The camp heightened a deeper understanding of the impacts of intergenerational trauma and the effects of residential schools as participants learned about the Siksikai'tsitapi of the Blackfoot confederacy. *"This opportunity was so impactful on a professional and personal level. I feel like my perspective and view has drastically changed because of this experience."* *"I feel so honored to be invited into this community."*

The eCourse *Assembling Strength* provided a comprehensive approach to learning about Alberta's Indigenous People. This course offered a foundational knowledge pathway for all members of a school community, and provided a learning platform using many modalities of learning; videos, chat forums, resource sharing, websites, and links to learn about the First Nations, Metis and Inuit of Alberta. One participant stated, *"I also want to say thank you for providing this wealth of information. It was heart wrenching, uplifting, discouraging, inspiring, disheartening, yet also full of hope! So many truths with which to reconcile. This course has allowed me to not only envision myself as an ally to our Indigenous People but also to move forward in a positive direction with a suitcase full of tools and resources."*

## Mathematics

A sampling of CRC's math in-district work includes:

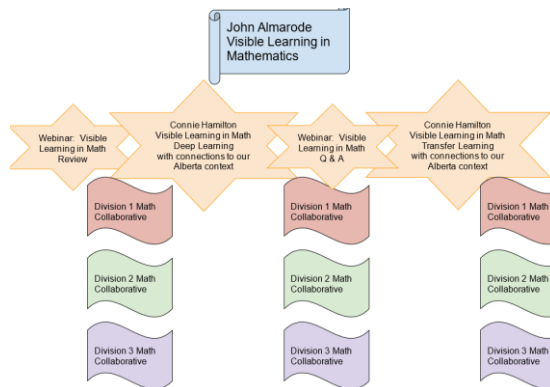
- What's up with Math? (a cross-jurisdictional group who meet 3 times throughout the year)
- Work with Turner Valley School, Foothills School Division - project included the K-6 educators and spanned the year while we worked on designing learning for deep understanding. This project included a partnership with the school administration and the district learning coach to plan and support the teachers throughout the year.
- Banff Elementary School - CRC worked with grade level teams to dive deeper into specific content areas in math.
- Golden Hills School Division - our work with the Kindergarten teachers continued this year with 3 gatherings. This



project also included a K focus group composed of CRC and 6 K teachers to guide the planning for the year and to build in-district capacity.

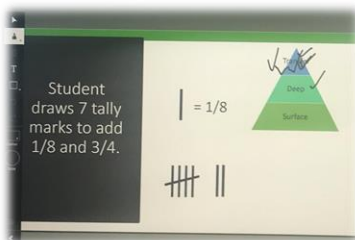
- We were invited back to Dr. Morris Gibson School (K - 6) to continue work on mathematical mindsets and flexible thinking. CRC partnered with the school principal to design and deliver these interactive sessions. At this same school, CRC continued a pilot project with a grade 1 teacher which included looking at year planning and mathematical pedagogies that support students as mathematicians.
- Calgary Catholic School Division invited CRC to support them with a district Kindergarten webinar on Spatial Reasoning. This project included elements of capacity building for the Kindergarten District Learning Teacher.
- As a result of our Teacher Convention participation, CRC was invited to share about effective math teaching practices at Clearwater Academy.

Our math sessions started August 24th with an interactive day with John Almarode sharing about Visible Learning in Mathematics. This was a great kickoff for the year as we continued the Visible Learning in Math thread throughout the school year, for the 2nd year in a row.



John Almarode set the stage for this series with a full day of learning, lending his depth and breadth of knowledge related to how Visible Learning can be applied to Math. Connie Hamilton then joined us 4 times, twice in person and twice online to support continued learning over the course of the year. The initial webinar was to welcome people who did not join us last year for the Visible Learning in Math series, as this year built on last year's knowledge; we did not want to leave anyone out.

Support was also available in the format of division specific Math Collaborative Communities. Each group met 3 times (with the final gatherings cancelled due to the election). CRC partnered with teachers, numeracy leads and a non-profit organization to co-facilitate these 9 evenings, which empowered authentic engagements with specific mathematical topics as well as supporting cross jurisdictional networking and collaboration. The Division 3 Math Collaborative Community included participation from rural educators who joined via Zoom as well.



To support our high school teachers with their math professional learning, we invited Dave Martin to join us for a 2-part series. Dave's first session was very well attended with 50 people. Dave and CRC worked together to blend elements of Visible Learning in Math in with his content.



CRC was active this year in our Calgary Teachers' Conventions, as well as in the MCATA conference in Edmonton. Conventions and Conferences provide excellent opportunity for the CRC to continue to make connections with educators and results in attendees inviting us into their schools to share and customize the information from the Convention sessions.

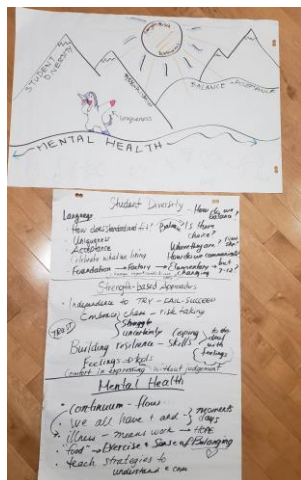
## Inclusive Education

UDL Designing from the Onset for all Students	
Have I considered my student's needs?	How will I know when they have achieved the learning?
What motivates my students?	
I will provide feedback in the following ways:	
Gradual Release of Responsibility Steps:	Choice:
1. I do	Workspace (?)
2. We do	How they show what they have learned (?)
3. They do	

This year, CRC embarked on a 3-year project with Foothills School Division to support district wide knowledge mobilization around the principles of Universal Design for Learning. The aims of this project include both the promotion of system wide shared understandings about the UDL framework and how it supports learning for all students. This builds capacity in creating lesson designs that implement the framework effectively for the benefit of all K -12 students. In this first year, we focused on the principle of engagement, with both system learning sessions including representation from all schools and district office, as well as elbow-to-elbow work at 4 of their schools. Senator Riley Junior High invited their students to share their perspective on 'engagement' in a Student Voice video series.

To the left is an image of the first draft of the bookmark that Spitzee Elementary UDL team designed with the collaboration of their staff. The intent of the bookmark is for teachers to use it on a day-to-day basis to provoke thought about how to include Universal Design for Learning from the onset.

In the area of mental health, CRC continued to support districts with their implementation of the [Working Together to Support Mental Health in Alberta Schools](#) resource. In partnership with Alberta Health Services, CRC led a Collaborative Community with local district leaders where a design thinking approach was applied to help leaders consider how the promotion of mental health can be more effectively embedded in school and system policies, practices and services by leveraging current initiatives and reflecting on current practice. As one participant reflected, *"The integration of design thinking process into our understanding of change as we work to support the mental health of staff and students in our buildings made this learning experience meaningful. The knowledge, skill sets and collaborative dispositions of the presenters provided entry points for all participants and made it easy to join in the fun. The topic itself in an important one, and it was explored adeptly."*



Sessions related to Strength-Based Approaches and Self-Regulation were a focus for CRC this year in Inclusive Education. At city conventions as well as through open registration sessions, the 15 total sessions that we designed and advertised related to these topics were popular with educators in our region. As one survey respondent noted, *"I work with a lot of students with varying issues on a day to day basis and so the session was automatically going to be meaningful to me just based on the topic."* In the design of these learning opportunities CRC strove to strike a balance between sharing research on the topic, providing manageable and effective strategies, and allowing opportunity for educators to consider how these strategies could be applied within the context of their classroom or school. Participants appreciated the practical nature of this balance: *"Tuesday, the day before the PD, I left school wondering how I would do this for 9 more months. After the PD on Wednesday, I felt like I had strategies and a different mind set and could implement both the next day, and therefore could make this year work!"*

## English Language Learners

CRC offered two levels for our ELL Collaborative Community this past year, to reflect the feedback expressed by participants from past communities. Teachers recommended levels to reflect differentiation between those who had several years of experience and those who were just starting. It was truly a collaborative partnership with Elk Island Catholic Schools leading the in-person sessions and Christ the Redeemer guiding the webinars. Sample lessons to support ELL in the mainstream classroom were a primary focus. Through working together, teachers were able to create a resource list that was meaningful and relevant. In true Collaborative Community fashion, teachers from different districts exchanged contact information so they could continue to share and collaborate!

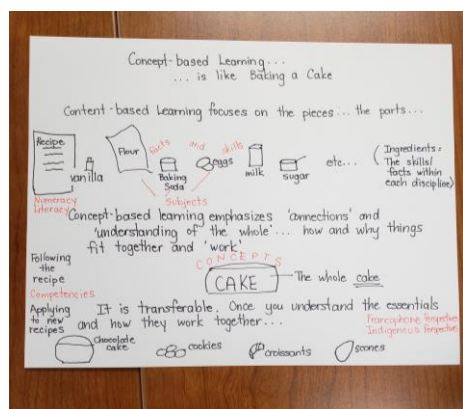
## Early Learning

Our Early Learning Collaborative Meetings are composed of a small but mighty group of stakeholders. Phil Carlton, fearless leader of the Collaborative as well as Director of the First 2000 Days Network, places children 0-8 at the forefront of every conversation. ECE Coalitions also attend, along with our Zone 5 district leads. The theme this year was the impact of screen time on children ages 0-8. As many of the Early Learning members are parents and educators themselves, it was clear that there is a common struggle of how to navigate our new screen-based society. Michelle Bence and Miriam Ramzy (Masters and PhD students at the University of Calgary), in conjunction with Foothills School district and CRC, spent time this year designing a session on the learning, physical and emotional impact impacts of screen time. We all agree that screens are not going away, therefore it is important to highlight the challenges and positive attributes and how parents can be integrated in a safe and effective way.



## Future Curriculum

Much of our work in supporting the shift to Future Curriculum was done directly in the districts that we serve. Almost 20 in-district sessions were planned over the course of this past year to support local school authority and school based leaders. The goal was to elevate their preparedness for a shift to Future Curriculum, with opportunity to build understanding of the design and architecture of Future Curriculum, to learn to navigate the New LearnAlberta website and to consider the shift to teaching for conceptual understanding within their contexts. *"The opportunity to build understanding and readiness in a larger group of leaders who can then plant the initial seeds with their teachers,"* reflected one participant, *"made this learning meaningful."* These in-district sessions were in response to consultation with our district leaders who indicated that building the capacity of school based leaders to support this work was imperative. Sessions focused on awareness and understanding, supporting leader readiness and considering how to support parents in their communities in their understanding of the shift. As one participant noted, *"The focus on communication with parents was very helpful. The time at the end to plant forward was very much appreciated."*



CRC was able as well to support significant learning with preservice teachers and faculty staff at the post secondary institutions in the Calgary area. Sixteen sessions were developed to support awareness and understanding for post secondary institutions through partnership with faculty and Student Union Associations.

Finally, an awareness session was presented to, and well received by, our ASBA Zone 5 trustees. *"Thank you so much for presenting to Zone 5 trustees about the new curriculum and the LearnAlberta website,"* shared their Board Chair, Ron Schreiber, *"It was very well done and incorporated perspectives that affect the trustees' role."*

In open registration sessions, CRC provided offerings to support administrators, coaches and teachers through a balance of on-line, in person, and experiential opportunities. Sessions like our Walk and Talk For Administrators and Coaches provided an opportunity for these leaders to immerse themselves in a local school where teaching through concepts was already implemented and to consider through various provocations how what they were observing might be applied in their own schools. As one leader noted, *"Being able to walk around the different learning environments and collect ideas was meaningful. I also thoroughly enjoyed talking with the staff and students."* Recognizing that teachers have limited ability to attend professional learning sessions but a large appetite to learn more about teaching for conceptual understanding, CRC developed an eCourse specifically for teachers wanting to hone their skills in this area. While we were unable to offer this eCourse due to the Elections Act and resulting pause in our session work, we had reached our registration capacity of 150 registrants at the time of cancellation, speaking to the need in this area.

## CRC ACCOUNTABILITY MEASURES

*In response to the 6 consortium goals, the following data sources are typically used in the compilation of this report: Post-session participant surveys, 30-day post session surveys, ARPDC collated survey data, CRC session data, and CRC educational stakeholder surveys.*

CONSORTIUM GOAL ONE
Facilitate professional development, which supports the effective implementation of: <ul style="list-style-type: none"> <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.	N/A*
Overall percentage of stakeholders that are satisfied with the consortium's response to emerging PD needs, outside of those identified in planning documents.	N/A*
Host formal/informal conversations with key Alberta Education personnel.	16 Formal Meetings Informal ongoing through phone and email conversations (These include, but are not limited to, ARPDC ED Meetings, ARPDC Wednesday Zoom Meetings with AB ED)
Number of collaborative meetings for ARPDC in actualizing the priority areas provincially.	38 Meetings 254 Participants 112 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 294 Participants
Administer multiple surveys to gather data to inform future planning.	CRC Education Stakeholder Survey – Not Administered in Spring 2019 Due to Alberta's Election Act ARPDC Shutdown Post Session Survey Post 30 Day Session Survey

\* CRC Education Stakeholder Survey – Not Administered in Spring 2019 Due to Alberta's Election Act ARPDC Shutdown



## STRATEGIES TO ACHIEVE GOAL ONE

CRC	ARPD	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 new Curriculum Implementation and new 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 School Authorities, Zone 5 TAAPCS and Zone 5 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 success of the CRC is directly related to the collaboration and relationships among the CRC team and our education stakeholders. To this end, the CRC team continues to work collaboratively with Alberta Education, CRC Board of Directors, ARPD Executive Directors and most importantly, engage in continual conversations with regional District Contacts, Advisory/Think Tank Committees and stakeholder groups. These ongoing collaborations and conversations are instrumental in developing plans, strategies and learning opportunities that build coherence among plans and priorities including provincial and locally identified needs (3 year Education Plan), provincial direction for education (Business Plan) and consortia goals. Through the 2018-2019 year, the CRC team created dynamic learning opportunities that purposefully aligned support to these plans and priorities, as we understood them to be from our ongoing dialogue with our regional partners. Sharing a common vision of what's possible, these networks of critical connections played a vital role in developing and delivering quality professional learning throughout our region.

Prior to Alberta's Election Act shutdown for ARPD, our CRC team strove to develop meaningful and cohesive professional learning opportunities that invited our districts to 'link learning' within their own contexts. This shared responsibility model proved to be effective among our education stakeholders who have indicated appreciation and a high level of satisfaction that the CRC was responsive to provincial and emerging professional learning needs. This is noted in the following impact statements provided from Zone 5 school authority leaders:

*The Calgary Regional Consortium (CRC) plays an integral role in providing professional development opportunities for teachers, creating a communication link with Alberta Education, and promoting collaborative practice among school divisions. In addition to supporting teachers, the CRC provides opportunities for professional development for school and central office leadership. In conjunction with balancing directives*

*from Alberta Education, the CRC responds to the priorities of school divisions by creating PD opportunities, connecting divisions with common goals, asking for input and feedback on services and providing in-person collaboration. As a rural school division, we appreciate the efforts to consider affordable sessions and offering PD using a variety of platforms (in-person, webinar, e-courses, recorded sessions). The CRC Team is willing to listen, lead and meet the needs of our division with professionalism, expertise and a personable approach.*

*Cheryl Keumper  
Director of Curriculum and Instruction  
Christ the Redeemer*

*In FSD, the support and learning opportunities offered through CRC programming and facilitators allowed us to continue to provide high quality professional learning within our budget for all staff. We collaborated with CRC to provide learning for our system leaders, for individual schools and for groups of teachers. The impact of having CRC facilitators work collaboratively with us to design personalized learning cannot be imitated through conference attendance. The planning and dialogue to ensure the conversations being created directly align with system needs is by far the most impactful model for moving professional practice forward.*

*The opportunity to then have individual teachers or teams of teachers attend learning days in Calgary to extend the conversations happening in the division, provided high quality depth of learning that was brought back to the system through dialogue in teacher learning teams. The alignment to our needs, and quality of the facilitators brought in by CRC, was what created such impact. Learning was not a "one off" but rather connected directly to other conversations happening in our division.*

*The opportunities provided by CRC to have influence on the model of PD offered as well as the topics for learning, has huge impact as we are then situated to be able to create a year plan for learning that is utilizing the resources we have offered locally as a piece of our strategic plan.*

*Cynthia Glaicar  
Director of Staff Learning  
Foothills School Division*



## 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:

<b>Current Curriculum</b>	<p><b><i>First Nations, Métis and Inuit</i></b></p> <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> <p><b><i>Mathematics</i></b></p> <ul style="list-style-type: none"> <li>Support for the maintenance and development of Elementary Mathematics Professional Learning Opportunities and work to build awareness of these opportunities. Next steps could include spatial reasoning and links to future curriculum.</li> </ul> <p><b><i>Provincial Assessments</i></b></p> <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 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> <p><b><i>Inclusive Education</i></b></p> <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; with particular focus on mental health, ESL, ELL, and Francisation.</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>
<b>New Curriculum</b>	<p><b><i>Curriculum 'Shifts'</i></b></p> <ul style="list-style-type: none"> <li>Support building awareness and understanding of the shifts in the future K-4 curriculum, with a focus on: <ul style="list-style-type: none"> <li>how the shifts are being addressed in, for example, inclusion, assessment, First Nations, Métis and Inuit perspectives, Francophone perspectives.</li> <li>the shift from KSA to concept-based curriculum.</li> </ul> </li> <li>Further support building awareness and understanding of <i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) (2016)</i>.</li> </ul> <p><b><i>Literacy and Numeracy</i></b></p> <ul style="list-style-type: none"> <li>Continued support for all levels of school authorities in continuing to build awareness and understanding of literacy and numeracy.</li> </ul> <p><b><i>Competencies</i></b></p> <ul style="list-style-type: none"> <li>Continued support for all levels of school authorities in continuing to build awareness and understanding of competencies.</li> </ul> <p><b><i>Validation/Implementation</i></b></p> <ul style="list-style-type: none"> <li>Support provincial engagements related to the validation, implementation and development of future provincial curriculum.</li> </ul> <p><b><i>CDMA/LearnAlberta.ca</i></b></p> <ul style="list-style-type: none"> <li>Support for the beta-release of the new LearnAlberta.ca (Curriculum Development and Management Application)</li> </ul>
<b>Other Regional and Provincial Priorities Related to Curriculum Implementation</b>	<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> <p><b>Current Curriculum</b></p> <ul style="list-style-type: none"> <li>First Nations, Métis and Inuit Education for Reconciliation</li> <li>Mathematics</li> <li>Inclusive Education</li> <li>Provincial Assessments</li> </ul> <p><b>New Curriculum</b></p> <ul style="list-style-type: none"> <li>Curriculum 'Shifts'</li> <li>Literacy and Numeracy</li> <li>Competencies</li> <li>Curriculum Implementation/Validation</li> <li>CDMA/New LearnAlberta.ca</li> </ul> <p><b>Other Past Priorities</b></p> <p><i>S = Number of Sessions</i>  <i>P = Number of Participants</i></p> <p><i>Total:</i>  <i>S = 291</i>  <i>P = 8771</i></p>	<p><b>Current Curriculum</b></p> <ul style="list-style-type: none"> <li>First Nation, Métis and Inuit S = 31 P = 1067</li> <li>Mathematics S = 70 P = 1331</li> <li>Inclusive Education S = 61 P = 1359</li> <li>Provincial Assessments S = 11 P = 367</li> </ul> <p><b>New Curriculum</b></p> <ul style="list-style-type: none"> <li>Curriculum 'Shifts'/101 S = 35 P = 1944</li> <li>Supporting Literacy and Numeracy S = 42 P = 1529</li> <li>Literacy and Numeracy eCourses S = 2 P = 188</li> <li>Supporting Competencies S = 7 P = 80</li> <li>New LearnAlberta.ca S = 11 P = 353</li> <li>SmartTalk/Google eCommunities S = 8 P = 169</li> </ul> <p><b>Other Past Priorities</b></p> <ul style="list-style-type: none"> <li>Other Regional/Provincial Priorities S = 13 P = 384</li> </ul>
Overall percentage of stakeholders satisfied that the PD offered by the Consortium supported effective implementation of curricula.	*N/A
Overall percentage of participants satisfied that the consortium PD opportunities influenced their practice.	94%

\*CRC Education Stakeholder Survey – Not Administered in Spring 2019 Due to Alberta's Election Act ARPDC Shutdown

## STRATEGIES TO ACHIEVE GOAL TWO

CRC	ARPD	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 ARPD/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 eCommunities where members from school 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 ARPD colleagues in developing learning opportunities to support curriculum implementation based on Consortia expertise.</li> <li>• Continue to work collaboratively with ARPD 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:

Having curriculum implementation priority areas defined for consortia in spring 2018, proved very valuable for the CRC team as we were able to engage in conversations with our districts to understand their needs in relation to these areas of focus prior to the end of the 2017-2018 school year. These collaborative conversations at various levels within our school authorities, and with our education stakeholder groups, helped to create a vision for our work through 2018-2019. Through thoughtful reflections of these regional conversations, along with a review of data sources, our CRC team harnessed creative and innovative solutions to evolve a plan of professional learning supports to meet the needs as our regional partners had identified them for us.

Appreciation for the CRC team's abilities to design a vast array of professional learning through a variety of modalities, while providing access to learning 'any time, any place, and any pace', is shared in the following impact statements provided by some of our regional district contacts:

*Having worked with the Calgary Regional Consortia in different contexts over many years, we are always impressed by the wide range and high quality of professional learning opportunities and resources that they provide. We consistently observe the impact that this teacher professional learning has on improving student learning. For example, we recently collaborated with the Calgary Regional Consortium to support teachers improving their practice in Elementary Math. As a result, we have seen clear evidence of the impact on student learning through more effective designs that support rich, engaging math tasks that address not only gaps in skills, but also support deeper conceptual understanding by spiraling math outcomes throughout the school year.*

*We appreciate the skills and ability that the CRC has to contextualize learning for our teachers in order to meet our local context and needs. Attending workshops for a generalized audience has its place in professional learning for sure, but in-district support that is personalized for our teachers is invaluable. Our partnership with the CRC is invaluable, especially for a small rural division like ours because without the CRC, we simply wouldn't have the capacity to provide the variety of professional learning paths necessary to meet the needs of our staff, to continuously improve, in ways that better meet student needs. The CRC continues to be pivotal in ensuring high quality learning experiences for CRPS students.*

*Lisa Blackstock  
Director of Learning Services  
Canadian Rockies Public Schools*

*FFCA has benefited greatly by the willingness of CRC to provide practical, informative and personal sessions related to curriculum implementation. Staff have attended CRC sponsored sessions and felt much more confident with the notion of concept based curriculum as a result of the session. In addition, we were able to book CRC facilitators to work specifically with only our staff in order to build their capacity to implement curriculum in the most effective way possible. The flexibility CRC offers in meeting our needs is amazing and we are grateful for all their support in enhancing our professional learning.*

*Joan Burke  
Coordinator of Instruction  
Foundations for the Future Charter Academy*

The priority areas from 2018-2019 created professional learning supports for our provincial journey towards new curriculum unfolding, while offering insights into supporting learners working in current curriculum. What was quite evident as we moved forward with these priorities was that all areas of focus seemed interrelated and so therefore intentionally coexisted in professional learning offerings through the CRC this past year. As we began to model this connectedness in our professional learning offerings, we were able to support the mind shift for others that priorities for supporting new and current curriculum were not isolated yet very much a part of a cohesive platform to support all learners in our provincial classrooms.

As our innovative and creative designs for learning began to unfold, it became evident that one of the most prominent needs of our region was professional learning supports to help educators understand the paradigm shift for teaching and learning that was evident in the new provincial draft curriculum. Knowing this, our strategy to offer supports took on a dual focus. First, it was important for our CRC team to become knowledgeable and to first solidify our own understandings. This was created through engaging in professional learning with content area experts such as Lynn Erickson, Lois Lanning, and Julie Stern. Coupled with this support was the ongoing review of literature, dialogue and collaboration with ARPDC colleagues, and working in partnership with members from Alberta Education to create a diversified understanding of concept based curriculum and instruction that would support bringing to life the new K-4 curriculum in our Alberta classrooms. Hand in hand with this learning for staff, we also engaged in common learnings related to the new LearnAlberta.ca online tool developed for educators as a part of the transition to new curriculum.

With advancing our own learning continuing as a paramount strategy in the provision of long-term support for new curriculum, we engaged in conversations about what and how professional learning would need to look through 2018-2019 for our regional partners. Once we identified the learning plan that reflected what we had heard from our districts, then we worked to identify areas where the CRC consultants could provide the learning, and where we would potentially need to harness the expertise of external facilitators. To this end, we created a plan for learning that we could share with our districts that incorporated a diversity of professional learning offerings through



a variety of formats - face to face sessions, in-district/schools learning sessions, and online learning in SmartTalk and eCourses. Most important for us in our plan of supports was for our regional partners to see our responsiveness to the needs that we had heard from across Zone 5.

Another facet to our strategy in support of new curriculum was in explicitly thinking about target audiences to create capacity building through systemic learning in school authorities. In continued conversations with our regional partners, it was apparent that 'leadership' was of paramount importance as a starting place. Leaders wanted to ensure their knowledge and confidence to be able to lead the learning of others within their specific districts. From leadership, then our focus diversified to include K-4 teachers. Beyond just thinking about meeting the learning needs of those that existed in school authorities presently, we also engaged with our 4 post-secondary institutes with pre-service programs. We wanted to ensure they were aware of, and understood, the paradigm shift that was upon us, and how this might impact the learning needs of their faculty and the pre-service teachers who would be entering the profession with new curriculum. At the same time, we also created an understanding with our organizational partners represented on our CRC Board of Directors of how we might be available to them to help begin to create knowledge and understanding of the paradigm shift and the pathway to new curriculum implementation.

Through our comprehensive strategy of support for all areas of 'new curriculum', the CRC engaged in 97 professional learning sessions, offered in a variety of formats, with just over 4000 participants. The professional learning offered by the CRC was well received by those we engaged with as is evidenced in comments from Curriculum 101/new LearnAlberta session participants:

*Krystal, thank you so much for presenting to Zone 5 trustees about the new curriculum and the LearnAlberta website. It was very well done and incorporated perspectives that affect the trustees' role. Many of our concerns have been ameliorated as similarities with how teachers are presently teaching were seen to be close to the goals in the new curriculum and present resources were shown to be still able to provide some help. The idea of concept-based curriculum is not so different after all. Assessment and addressing parental concerns were also highlighted and are under development but I, for one, was left with the feeling that they can be satisfactorily dealt with. Overall, the new curriculum is a work in progress that is worthy of continued effort to develop and modify to ensure that our education system can continue to be one of the best in the world. Thanks again for your work with us. **Ron Scheiber, Zone 5 ASBA Trustee***

*Looking at the new curriculum and learning that it's concept based. I was excited to see this as I was able to connect it with professional learning I have and my admin partner has in IB - PYP programming. The ability to work alongside my admin partner was helpful as well. I have had several follow up discussions with teachers and Instructional Coaches regarding designing for Conceptual Understanding and did apply this new understanding when I was designing a lesson with two Social Studies teachers. In addition to this, one teacher has asked to borrow my book over the summer so that she can apply this process to her design. **Curriculum 101/New LearnAlberta Participant***

*Thank you for the slides, they will come very handy when presenting to parents and staff. The presentation was clear and easy to understand, and gave me a sense of excitement about the change ;0) It made me look forward to its implementation. Well done! **Curriculum 101/New LearnAlberta Participant***

*For me, the focus (or value) was less about how to present and assist the parent community with understanding Concept Based Learning, and more for my own personal consolidation of information. **Curriculum 101/New LearnAlberta Participant***

As we moved into the second portion of our year, we continued to be in conversations with all of our regional partners to help us understand what learning supports they felt were needed in their journey to support implementation with K-4 curriculum, and how they wished to see supports from the CRC involved in their professional learning plans. In our last conversations with school authorities about 'what is next' we heard loud and clear that they needed guidance in reviewing their current structures to support designs for learning in their districts. In responsiveness to this request, and in collaboration with these stakeholders, we created an opportunity for their district leadership teams to review their distinct district 'frameworks for learning'. Under the guidance of Garfield Gini-Newman, these leadership teams explored their instructional design frameworks, identified what was absent to support learning through a competency and concept based approach, and began to revise their 'frameworks for learning' in preparation for working with their K-4 teachers to design learning through district frameworks that honored the vision of the new Alberta curriculum.

In relation to the provincial priorities identified in support of the new draft curriculum for our province, we continued to hear from our region concerns related to assessment of the new curriculum, what resources would be available/authorized to support learning, and how successful implementation might occur across all 6 subject areas, simultaneously. These articulated concerns were summarized well by one

of our session participants in stating, *"To move forward with confidence, I would love more professional learning on this topic. Also, what resources are available for classroom use to build and connect understandings of concepts. Are publishers creating resources around concept-based instruction? And what does assessment look like?"*

As Alberta Education continues to bring clarity to the future of new K-4 curriculum in Alberta, it is our desire at the CRC to be able to successfully support the creation of the answers through professional learning opportunities offered to our regional stakeholders. Collectively, we are better positioned to listen to the voices, concerns, and needs expressed through collaborative dialogue with our regional partners, and then to create cohesive strategies of support with our AB ED partners.

With the focus on continuing curriculum development K-12, and the move towards K-4 implementation is 6 subject areas, on the minds of all educators, it was easy to understand how sessions to support other areas of focus in our implementation work continued to provide opportunities to incorporate the future curriculum 'topics' within current curriculum learning. Whether the sessions were focused on First Nations, Métis and Inuit education, mathematics, or supporting the diverse needs of learners, each session carried with it a need to be mindful and thoughtful of developing students' competencies, as well as their literacy and numeracy skills while working in current curriculum. Reflections provided by our some of our session participants are evidence of the transformational learning experiences they engaged in through the CRC this past year:

- *The examples that were provided with Visible Thinking routines, concept attainment, connection to the program of studies and how to design concept-based learning using our Alberta-based curriculum was really invaluable. It helped to simplify the process for design but also made us see that 1 way is not the right way!*
- *Extremely practical application of concept attainment...strategies were meaningful, useful and extended from 'good practice' that is already familiar. The modelling of the lesson solidified how/when to apply strategies and reinforced the ability to adopt the practice for myself and to model it to other teachers to build capacity in our division.*
- *Being able to discuss issues in education with other educators is always meaningful, especially when it is with others who have the same specialty interest (i.e. teaching French as a second language)*
- *Liked the idea of a webinar as I could enjoy it in the comfort of my home - I live in a small town outside of the city of Calgary. It was good to have additional resources provided to us as they are helpful. The best part was getting the chance to mark the sample answers ourselves, then seeing what the actual mark given was.*
- *The integration of design thinking process into our understanding of change as we work to support the mental health of staff and students in our buildings. The knowledge, skill sets and collaborative dispositions of the presenters provided entry points for all participants and made it easy to join in the fun. The topic itself in an important one, and it was explored adeptly.*
- *Everything was so practical and was designed to help support us as teachers. I felt like there are things I could do immediately in my classroom! As a whole I loved how it was designed in how we start with the test and tracking all the way to how we get the kids to work on their sorts. The evidence of learning was so motivating! Being able to see kids in action was so helpful! Teacher perspective was great and awesome to see how each person uses the program! I loved being able to go into the classrooms, and see how Words Their Way is being used. I got lots of tips just from interacting with the students, and what they were doing.*
- *Just examining the definition and the progression of literacy and numeracy without a specific task or unit actually helped me see the big picture clearer.*
- *Better understanding of residential schools and their impact on individuals and communities. As well as the effects of colonization. Greater understanding of the customs, traditions and language of the Blackfoot people. An understanding of how and why the land is so important the Blackfoot people.*



Through being creative, innovative, responsive, flexible and collaborative in our work within the region, the CRC have provided 291 professional learning opportunities to 8,771 participants in support of the curriculum implementation priority areas. All of these sessions occurred prior to Alberta's Election Act shutdown of all consortia work, effective March 19, 2019. By comparison, the CRC created 399 sessions to just over 8,700 participants in the priority areas for the entire 2017-2018 year. Further evidence of the extremely successful year of service from the CRC can be seen in the diminished number of session cancellations in 2018-2019 over the previous year. In 2017-2018, the CRC planned and cancelled 39 sessions. This past year, the CRC planned and cancelled 11 sessions prior to Alberta's Election Act shutdown in the spring. With this shutdown, the CRC was asked to cancel a further 80 sessions for the period of the election and through transition to the new government, up to and including June 30, 2019. In essence, our very successful year of supporting professional learning related to the curriculum implementation priority areas came to an abrupt halt in the Spring of 2019, much to the chagrin of our session participants and our regional education partners.

Good afternoon Wanda, Kevin & Bobbi,

I just wanted to take a minute to thank you and celebrate the learning journey DMG is on!

Thank you for letting me participate in your school-based professional learning day on November 23rd. It was so evident how collaborative both DMG and CRC were in the planning process. I was really impressed with how you managed to weave in conceptual understanding of math, games, and processes while modelling the UDL framework. Although the session was not about UDL, you started introducing staff to the principles and language through your content.

I want to celebrate the amazing collaborative relationship you have built in which Wanda is in the school learning and working alongside teachers. It was evident how much they value and respect her.

The learning was fantastic - it was practical, differentiated and tightly aligned to your learning targets, school vision and divisional learning framework - which you also made visible to staff. I really thought the learning should be shared across the division so I highlighted part of the session on the FSD PD Blog (<http://fsdpd.blogspot.com/>). I hope you will share it with your staff and I hope other teachers across our system can take away some effective strategies for math instruction.

Thanks again to both DMG and CRC for a great day of learning and building such a strong, collaborative relationship.

Regards,  
R. Forchuk  
Foothills School Division

### 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 education stakeholders (e.g. Alberta Assessment Consortia, Alberta Technology Leaders in Education, Alberta post-secondary institutions, TC2, CASS, Calgary and Area Regional Collaborative Service Delivery)

Measures:	Results:
Overall number of network meetings/sessions/learning symposiums provided through shared partnerships.	5 Sessions    767 Participants
Number of meetings with potential partners/jurisdiction contacts.	261
Overall percentage of stakeholders satisfied with the Consortium's effectiveness in coordinating, brokering, and/or referral services in helping access PD resource.	*N/A

\*CRC Education Stakeholder Survey – Not Administered in Spring 2019 Due to Alberta's Election Act ARPDC Shutdown

### 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:

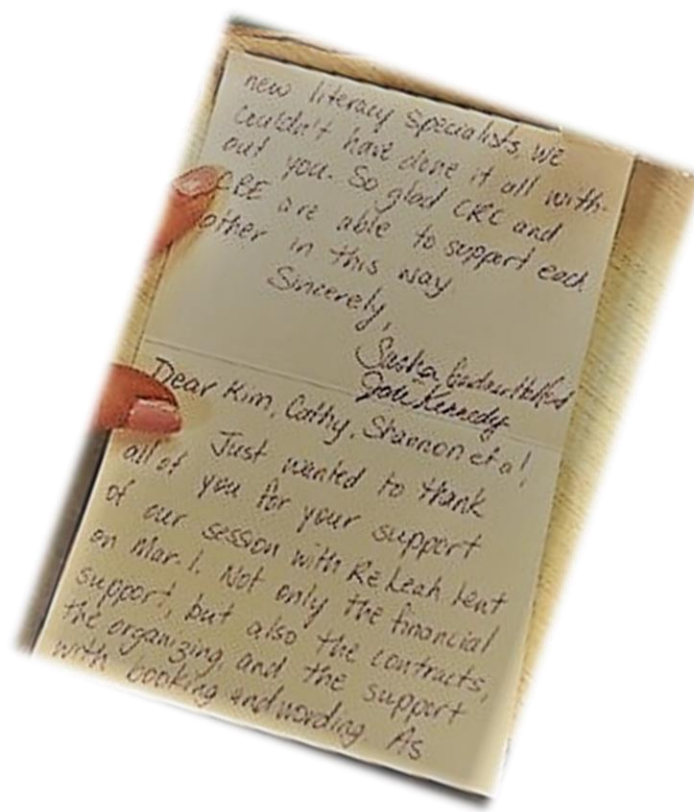
The Calgary Regional Consortium team brings a wealth of expertise to our region. That being said, the diversity of learning needs across our region is vast, and sometimes cannot be completely met by the breadth and depth of pedagogical knowledge and skills of our team alone. For this reason, the CRC team continued to seek out partnerships to meet the range of regional needs and to maximize the implementation of the Alberta Education priority areas and emerging needs of our school authorities. We were pleased that our abilities to harness external connections allowed us to amplify our professional learning offerings in direct relation to the needs identified by our regional education stakeholders. To this end, the collaborative partnerships created helped us to broker and create 5 sessions for 767 participants through these shared partner initiatives. Appreciation for the CRCs efforts on behalf of our school authorities was shared in the following statement from one of our valued regional partners:

*The Calgary Board of Education would like to offer a note of support and appreciation for the Calgary Regional Consortium. As part of the Zone 5 Advisory, the Calgary Regional Consortium was consistently responsive to our professional learning needs as a system. They helped us access key national and international resources important for Alberta Education initiatives.*

*Thanks, Cathy, for all of your very important work on behalf of our staff and students.*

*Chris Meaden  
Director Learning  
Calgary Board of Education*

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



## CONSORTIUM GOAL FOUR

Deliver professional development based on the identified and emerging needs of educational stakeholders.

### OUTCOME 4.1

In collaboration with school districts, teachers and regional collaborative communities, develop plans, strategies and learning opportunities to meet provincial needs and emerging needs of stakeholders.

### OUTCOME 4.2

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

### OUTCOME 4.3

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

Measures:	Results:
Number of learning opportunities (**all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders.	469 Sessions      15,074 Participants
Number of learning opportunities (all formats) that were planned and cancelled.	91 80 of the 91 cancelled sessions occurred during Alberta Elections Act ARPDC shutdown period.
Overall percentage of participants satisfied that they were provided strategies for integration of the learning into their current practice.	93%
Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic.	96%
Overall percentage of participants satisfied that they were provided opportunities to reflect on their knowledge, skills and attributes about the topic.	97%
Overall percentage of stakeholders satisfied that the consortium was effective in helping to meet emerging district needs.	*N/A

\*CRC Education Stakeholder Survey – Not Administered in Spring 2019 Due to Alberta's Election Act ARPDC Shutdown

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

## STRATEGIES TO ACHIEVE GOAL FOUR

CRC	ARPCD	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 ARPCD 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:

Michael Fullan eloquently describes the need for coherence between plans and priorities; *"When the system or school is organized to focus on a small number of shared goals, and when professional learning is targeted to those goals and is a collective enterprise, the evidence is overwhelming that teachers can do dramatically better by way of student achievement."* As an influencer, the CRC plays a vital role within our region to create coherence between the Alberta Education Business Plan, the curriculum implementation provincial priority areas identified for consortia by Alberta Education and derived from the business plan, and the needs identified in our school authorities' Three-Year Education Plans. Through engaging in collaborative and open dialogue with our school authorities, we are able to understand the convergence of priority areas for professional learning supports that meet the emerging needs of our education partners and the provincial priorities in congruence with provincial directions. Through these conversations, and the triangulation of data sources, the CRC is able to be creative and innovative in the professional learning solutions that are offered to meet the needs of our regional partners. Working through relationship with our regional education stakeholders, the CRC was able to create 469 accessible professional learning offerings, through a variety of modalities, to just over 15,600 participants.

The ability of the CRC to be flexible and responsive to the identified professional learning needs of our region is demonstrated in this comment from one of our regional school authority partners in saying:

*The CRC (Cathy McCauley and her team) have been instrumental this year in the success of the Calgary Catholic School District. Not only have they helped our teachers with their professional development and learning but they have also helped build capacity and wisdom within our district in relation to our provincial priorities of student success (numeracy and literacy), Mental Health and First Nations, Métis and Inuit understanding. The CRC is an essential component to the educational needs and attributes of our principals and teachers and students. Through*

*the CRC Calgary Catholic has been able to be a leading schools district within the province of Alberta.*

*Daniel Danis  
Director Instructional Services  
Calgary Catholic School District*

*CRC's ongoing collaboration and responsiveness to the needs of school districts within Zone 5 has been instrumental in improving student achievement through shifts in teacher pedagogy and practice. The thoughtful and sustained work of Cathy and her team has helped GHSD reach their system improvement goals.*

*Calgary Regional Consortium (CRC) has had a large impact on the Professional Development of Golden Hills School Division leaders and teachers. CRC was a part of our introduction to the new concept based curriculum. They provided support in how to navigate the new Learn Alberta website, gave the basics of what concept based curriculum is, and brought in Lynn Erickson and Julie Stern. Cathy and the CRC have always been great partners with our school division. We have worked collaboratively together in a number of areas to bring outstanding professional development opportunities to our teachers. One event was to bring in educator and author Peter Gamwell (*The Wonder Wall: Leading Creative Schools and Organizations in an Age of Complexity*). Some other impactful events included: The Zone 5 leadership think tanks hosted by CRC which have been valuable in moving ahead in a number of areas and they hosted think tanks and provided professional opportunities for Indigenous perspectives throughout the year. Members of Cathy's team have been involved in our school division's ongoing Powerful Learning Collaborative days providing support in numeracy, new curriculum, and inclusive education. CRC has hosted a number of sessions that directly align to what our school division goals are. Those series include: Visible Learning for Mathematics, Weaving Ways, English Language Learner Collaborative community, Strategies & Structures for teaching Reading and Writing, and Working Together to Support Mental Health in Alberta Schools.*

*The work of the CRC under Cathy's leadership has been invaluable. Ongoing and continued collaboration is essential to our teacher growth and the success of our students.*

*Jeff Grimsdale  
Director of Learning  
Golden Hills School Division*

Key to the success of the CRC in the provision of professional learning supports across Zone 5 is the ability to adapt learning design and delivery in order to meet the learning agenda of our education partners. This was very evident this past year in only having to cancel 11 professional learning offerings, outside of those that were cancelled due to Alberta's Election Act shutdown in the spring. This decrease in cancellations clearly demonstrates the responsiveness of the CRC team in working with our stakeholders to ensure professional learning offerings were directly related to identified needs, were accessible to all, and engaged participants in the learning experiences.



## 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:

#### Current Curriculum

- First Nations, Métis and Inuit Education for Reconciliation
- Mathematics
- Inclusive Education
- Provincial Assessments

#### New Curriculum

- Curriculum 'Shifts'
- Literacy and Numeracy
- Competencies
- Curriculum Implementation/Validation
- CDMA

#### Other Past 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	69 Sessions 3259 Participants
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity.	*N/A

\*CRC Education Stakeholder Survey – Not Administered in Spring 2019 Due to Alberta's Election Act ARPDC Shutdown



## STRATEGIES TO ACHIEVE GOAL FIVE

CRC	ARPD	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>Leadership Quality Standard (LQS)</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 ARPD collaboration.</li> <li>• Align leadership learning with the draft <i>Leadership Quality Standard (LQS)</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>Leadership Quality Standard (LQS)</i>.</li> </ul>

## ANALYSIS OF OUTCOMES OF GOAL FIVE:

The Alberta Business Plan for Education 2018-2021 set a vision for leadership across our province in stating, “The ministry maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership.” As the new professional standards for education took root in our province, leaders were seeking professional learning opportunities that helped to strengthen their abilities as it related to the competencies in the new standards. This alongside new curriculum development focused on teaching for conceptual understanding and learning transfer and its implementation through K-4 classrooms, and the need for strength in leadership has never been more evident in our Alberta schools and school authorities. To this end, and through ongoing dialogue and conversations with CASS Zone 5 and the CRC Zone 5 Leadership Think Tank, an array of professional learning sessions were offered to create leadership capacity to ‘lead learning’ related to a variety of emerging topics and provincial directions through 2018-2019.





## 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.	97%
Overall percentage of stakeholders that were satisfied with the overall services provided by the Consortium.	*N/A

\*CRC Education Stakeholder Survey – Not Administered in Spring 2019 Due to Alberta's Election Act ARPDC Shutdown

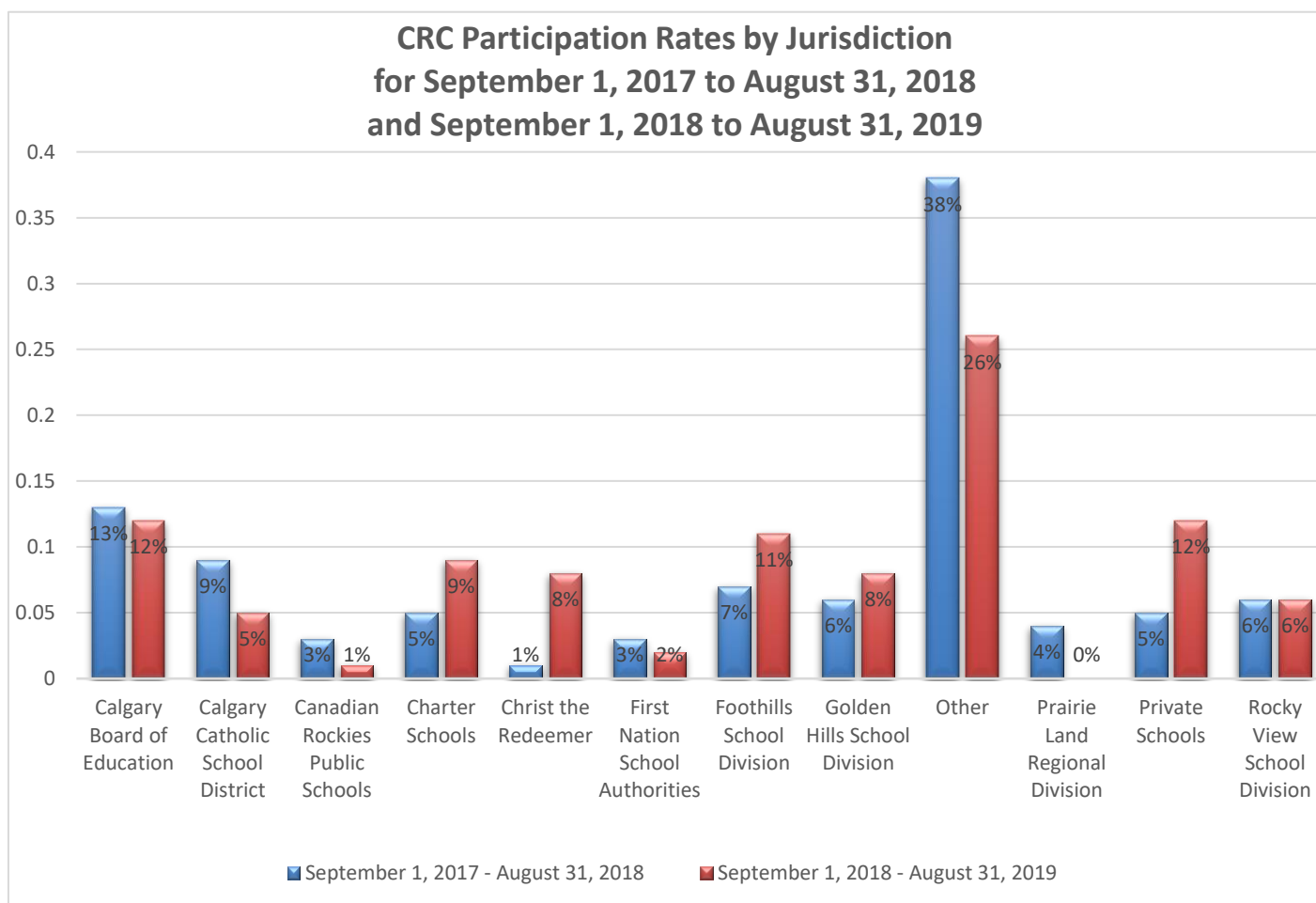
## STRATEGIES TO ACHIEVE GOAL SIX

CRC	ARPDC	Partners
<ul style="list-style-type: none"> <li>Budget funds from government to offset participation costs for learning opportunities related to current Curriculum and new Curriculum priority areas.</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:

Through the 2018-2019 year, we feel validated in our efforts to provide quality professional learning at a reasonable cost as indicated by 97% of our participants. The ongoing challenge for the CRC will continue to be the utilization of sound fiscal practices that allow us to maximize funding allocations in support of the breadth and depth of learning opportunities provided to the regions in alignment with provincial priorities and emerging needs of our regional partners. Most predominant in this continues to be the increasing number of online learning opportunities that CRC has offered to support accessibility of professional learning to all of our education stakeholders, and the minimal funding that exists to support the use of technology solutions to support professional learning offerings. Where funding is prohibitive in supporting costs for learning opportunities, the CRC will continue to provide services at a reasonable cost to participants. Beyond using funding allocations effectively and efficiently, the CRC will continue to explore data collected to understand contextual challenges that exist for our regional participants that might impact or influence their abilities to access professional learning opportunities through the CRC, and then to create pathways to learning that might remove some of these existing barriers.

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



Jurisdiction	September 1, 2017 - August 31, 2018	September 1, 2018 - August 31, 2019
Calgary Board of Education	13%	12%
Calgary Catholic School District	9%	5%
Canadian Rockies Public Schools	3%	1%
Charter Schools	5%	9%
Christ the Redeemer	1%	8%
First Nation School Authorities	3%	2%
Foothills School Division	7%	11%
Golden Hills School Division	6%	8%
Other	38%	26%
Prairie Land Regional Division	4%	0%
Private Schools	5%	12%
Rocky View School Division	6%	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



## 2018-2019 Partnerships

- ACEE (Alberta Council for Energy and Environmental Education)
- Alberta Health Services
- Ambrose University
- ARC Foundation
- Calgary & Lethbridge Public Libraries
- Calgary Reads
- Centre for Suicide Prevention
- City of Calgary
- Corwin
- Cybera
- Early Years Coalitions
- Elk Island Separate School District
- First 2000
- Glenbow Museum
- Gunaha Museum – Tsuut’ina
- Let’s Talk Science
- MindFuel
- Mount Royal University
- Nelson
- Palliser School District
- Pearson
- PEEL (People for Environmental and Energy Education)
- PolicyWise
- Calgary and Area RCSD – Learning Partnerships Committee
- ReLeah Lent/ Heinemann Publisher
- Rupertsland Institute
- Scholastic
- St Mary’s University
- TC2
- Telus SPARK
- University of Toronto – Ontario Institute for Studies in Education (OISE)
- University of Calgary

## APPENDIX B: ALBERTA REGIONAL PROFESSIONAL DEVELOPMENT CONSORTIA REPORT



### Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

The Alberta Regional Professional Development Consortia (ARPDC) is the term regional consortia use to highlight collective provincial “*adult learning for students’ sake*” learning opportunities. With alignment to the provincial vision for education, identified needs of regional school authorities and recent trends in education, consortia are responsive and work in a collaborative, coordinated manner, to design and deliver cost-efficient professional learning opportunities to Alberta educators.

Consortia provide these professional learning opportunities through Curriculum Implementation funding from Alberta Education, fee for service contracts, grant specific work and cost recovery offerings that are in alignment with Consortia goals, and are responsive to the needs of our regional stakeholders. Each professional learning opportunity design and delivery is intended to support dynamic professional learning that positively impacts teaching and learning in our regions, whether brokered through Consortia or offered directly by Consortia.



Overall, the ARPDC shares the vision of Alberta Education and our regional stakeholders to improve the learning of all participants in education, so they can best support student learning.

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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## PROVINCIAL COLLABORATIVE INITIATIVES

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### Supporting Professional Learning through Technology

#### Access to Resources\*

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

These "made in Alberta" resources include videos and learning guides, archived webinars, facilitator guides, and a collection of resource websites. [www.arpdcresources.ca](http://www.arpdcresources.ca)

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

2016-2017	55,000 page views	500+ Resources
2017-2018	94,540 page views	600+ Resources
2018-2019	392,232 page views	600+ Resources

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

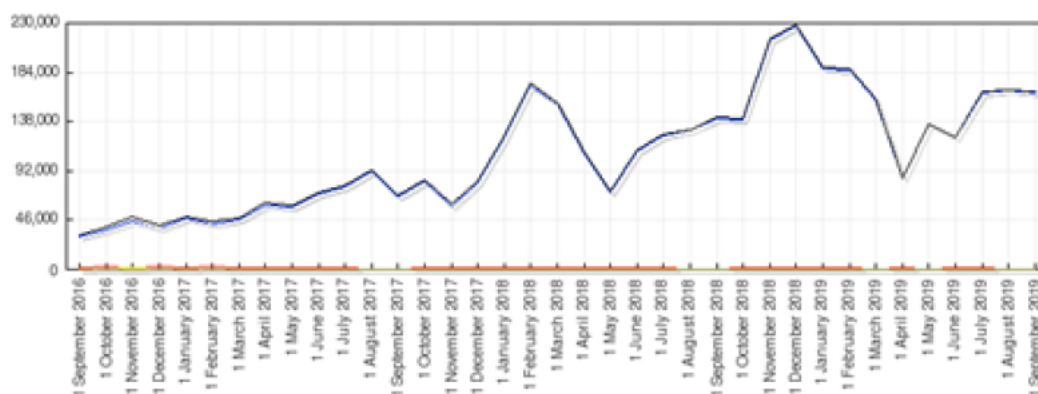
#### eCourses - Literacy and Numeracy

Online-facilitated learning through the creation of eCourses continues to be a popular choice for participants as it provides an any time, any place and any pace professional learning opportunity. This past year saw two eCourses developed related to curriculum implementation priority areas, which invited education stakeholders to explore the meaning of literacy and numeracy. Through engaging in online learning and collaborative conversations, participants were guided as to how they might effectively integrate literacy and numeracy skill development within their current curriculum as well as how to think about the skill development through the respective progressions. In 2018-19, there were two offerings with 188 registered participants.

#### Learning Portal

A 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. The resources developed under the Elementary Mathematics Professional Learning project and high school mathematics demo courses are the main body of resources on this site and are what is accessed most frequently at <http://learning.arpdc.ab.ca> Again, the data over the past three school years demonstrates the increased interest in access to online, anytime resources.

2016-2017: 706,055 page views	2017-2018: 1,373,406 page views
2018-2019: 1,964,009 page views	



## PROVINCIAL PROJECTS

### Education for Reconciliation Grant

The ARPDC Education for Reconciliation (EFR) grant work centred around four key deliverables from January 2017 to June 2019:

1. Building Indigenous foundational knowledge in school communities
2. Working with and through curriculum to support provincial teachers
3. Strengthening instructional leadership to lead learning related to Indigenous foundational knowledge and its application within the school community
4. Creating mechanisms for capacity building and sustainability through mobilization of information to the Empowering the Spirit website.

Throughout the three years of the ARPDC Education for Reconciliation grant, the EFR team designed and delivered a variety of resources and supports related to the four key deliverables. The ARPDC EFR team ensured learning opportunities were accessible through a variety of formats, allowing participants to choose the learning methods and times that were best for them. This included offering sessions online through eCourse learning and webinars, as well as face-to-face learning opportunities in schools and school districts.

To support the regional work, Executive Directors from each consortium across the province identified Indigenous leaders, facilitators and consultants to lead professional learning sessions in their region. Through a train the trainer model, the ARPDC EFR team worked with the regional consultants to build their capacity to provide meaningful professional learning opportunities and supports to stakeholders in their region. Each consortium connected with their local Indigenous communities to contextualize the learning at the regional level. As regional sessions and supports were designed and delivered, the provincial EFR team continued



to design and deliver a range of provincial supports, which augmented the professional learning occurring simultaneously at the regional level. In its entirety, the EFR team created just over 370 learning opportunities on both a *provincial* and *regional* level, with accessible options for over 17,000 education stakeholders.

As an ongoing support for education stakeholders, the ARPDC EFR team ensured access of information through mobilization of resources and learning supports to Empowering the Spirit website. [www.empoweringthespirit.ca](http://www.empoweringthespirit.ca)

Each step in the journey of creating resources and learning supports through the duration of the grant was guided by Indigenous voices from a variety of communities. With the help, guidance and direction of Elders, Knowledge Keepers and Indigenous peoples, the ARPDC EFR team achieved the successes in this grant work that they wished to see.

## Supporting the Future of Education and the New Curriculum in Alberta

### Workshop Goals:

- Build capacity to implement future K-12 curriculum in schools.
- Provide opportunities for system leaders to collaborate with their colleagues.
- Obtain input and feedback relative to directions in new curriculum development and implementation.

### Workshop Outcomes:

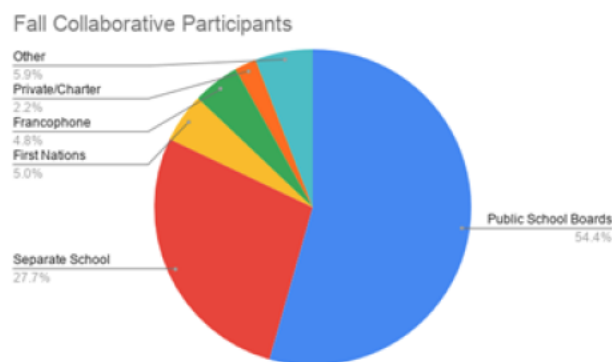
- Provide learning opportunities for system leaders to enable them to build awareness and understanding of the shifts in the new K-12 curriculum in their school authorities.
- Provide learning on New.LearnAlberta.ca for system leaders to become familiar with the custom-developed software tool to help implement provincial curriculum in a digital format.
- Provide updates from the Alberta Teachers' Association and the Alberta Assessment Consortium.

## Moving Forward with High School Redesign Grant

The Central Alberta Regional Consortium, on behalf of the Alberta Regional Professional Development Consortium, received a grant to support understanding and implementation of the foundational principles guiding High School Redesign, and to build leadership and teacher capacity in schools and school jurisdictions, regionally and provincially. The 2018-2019 school year was the seventh year of implementation of Moving Forward With High School Redesign. As of the 2018/19 school year, 310 schools were engaged in High School Redesign implementation. This represents 271 (public, separate, francophone and charter) high schools, 31 alternate delivery schools and eight First Nations schools.

Moving Forward with High School Redesign is about more than simply shifting a timetable. It's about shifting mindsets. While timetable shifts open the door for schools to create flexible learning environments, the mindset shift leads to changes in practice that ensure the flexible learning environments are used to support increased student engagement in learning, improved student achievement and enhanced teacher practice.

The Teacher/Leader High School Fall Collaborative was held in Red Deer at the Crossroads Church on October 25, 2018 (446 participants). *Themes:* Conditions for Successful Implementation, Supporting Student Success, Attendance and Engagement, Mental Health and Wellness, Welcoming Respectful, Caring, Safe Learning Environments, Teacher Collaboration, Mastery Learning Strategies, Leadership, Literacy, Trauma-Informed Practices, Instructional Design, Strategies Supporting Indigenous Learner.



Four spring regional network meetings were held across the province during the 2018-2019 school year. Regional network meetings were held:

- North (NRLC) March 14, 2019 – Grande Prairie – 43 participants
- Edmonton (ERLC) and Learning Network (LNES) March 21, 2019 – Edmonton – 136 participants
- Calgary (CRC) March 11, 2019 – Calgary – 173 participants
- South (SAPDC) March 19, 2019 – Lethbridge – 86 participants

A number of regional networking opportunities directed by ARPDC were held across the province.

Total provincial participants in networking opportunities - 160

Examples of regional networking opportunities:

- Changing Structures, Changing Practice, Changing Outcomes session
- Leading Successful Change - High School Redesign and Other Initiatives session
- Online informative francophone session
- Teachers Convention sessions
- School visits
- Francophone Networking days North and South
- Video production and editing for francophone resources
- Enhanced Learning Model district partnership project

Extensive work was done to update, enhance and promote the ARPDC Moving Forward with High School Redesign website.

The website had 1836 users in 2018 – 2019, with 1806 of these as new users, and the site had 5584 page views. Of the 1836 users, 1467 were viewed on a desktop, 276 on a mobile device and 93 on a tablet. <http://abhsredesign.ca/>

The top pages viewed outside of the homepage were:

- Flexible learning environments
- Effective practices
- Mastery Learning
- Assessment
- High School Redesign Research
- Successful Implementation Resources
- HS Flexibility Enhancement Project
- School Stories
- Personalization
- Student Centered
- Talk Redesign Videos
- Re-thinking High School Online Symposium Presentations
- Ministry Resources

## Creating Pathways of Hope

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

In communication with content area experts, the consortia are in the process of developing a suicide prevention, intervention, postvention protocols and processes framework which is informed by suicide prevention, intervention and postvention protocols currently under development by Alberta Education. In the creation of implementation models, consortia will also engage in collaborative communities with pilot school authorities and their natural networks and refine and inform the work.

This model will work to ensure that local expertise is developed, including those areas that are rural and remote, or with high-risk populations. The creation of protocols and processes will consider high-risk populations (LGBTQ+2, Indigenous youth, youth with mental illness, youth struggling with addictions, survivors of suicide) and will be customizable for different education environments (e.g. elementary, junior high, senior high, urban/remote/rural).

In the final year of the project, the LNES and CRC will provide professional learning opportunities for all school leaders and their school/school authority natural network team, who will assume responsibility for ensuring successful implementation. These professional learning opportunities will be created at the provincial and regional levels through the 7 Alberta Regional Professional Development Consortia (ARPDC) consortia partners.

## Official Languages in Education Programs Grant

The seven regional consortia throughout the province planned and implemented professional learning opportunities in collaboration with their school stakeholders representing the "French" communities in each geographic region of Alberta. 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. As previously mentioned, some 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 2018-2019 school year, 116 learning opportunities were sponsored with 1077 participants registered. A number of sessions were cancelled because of low registration and the directive from government during the election.

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, competencies in instructional practices and the work of instructing through a lens focused on conceptual understanding for transfer as part of a pedagogical approach to instruction and curriculum. 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.

Support for the work inside our "French" education communities was led through our regional steering committees in each of the consortia. The conversations and research of possible professional development opportunities provided the impetus to support local and regional work advancing understanding and practice for teachers and administrators of French, school and division, who support that work. In addition to the advisory committees, specific professional development sessions and "at the elbow" support, the ARPDC Learning Portal provides an opportunity for teachers to share and collaborate on an electronic forum managed by the consortium. Sessions and webinars are available to French Immersion and Francophone teachers. Materials are archived on the portal for future access and support. (<http://learning.arpdc.ab.ca/course/index.php>)



## Challenges, Celebrations and Trends in Professional Learning

The spring 2019 provincial election proved to be a challenging time for ARPDC as, for the first time for consortium, learning opportunities and programming operations were suspended during the election, including the transition period after the election, until the end of June. During this time, impacts to consortia included: unrecoverable financial expenditures, including cancellation fees, decreases in annual quantitative session and participant data, elimination of annual stakeholders' survey qualitative data, and strained relations with consortia's consumer stakeholders. The election has also had an impact on implementation planning for the new K-4 Program of Studies and affected the identification of curriculum priority areas for 2019-20 programming year.

Despite these and other trends and challenges in education, Consortia accepts and celebrates changes and we strive to support all education stakeholders in Alberta by providing adult learning opportunities and capacity building resources designed to impact professional practice and enhance student learning. In response to challenges, changes, celebrations and trends in professional learning, ARPDC is:

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

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

ARPDC Professional Development Resources  
*Dedicated to ongoing professional learning at the local, regional and provincial level.*

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