

# ARPDC Annual Plan

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2021-22



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## INTRODUCTION

Seven regional Consortia together constitute the provincial Alberta Regional Professional Development Consortium (ARPDC). The ARPDC are governed by the College of Alberta School Superintendents (CASS).

**VISION:** *Adult Learning For Students' Sake.*

## PRIORITY AREAS

7 Priority Areas for Professional Learning were presented by ARPDC in February of 2019 and approved by Alberta Education through to 2022. The priorities were identified through the consultation practices as outlined in the construction of this annual plan document. These priorities identify the topic areas under which Consortia should focus their learning opportunities while acknowledging the possibility of emergent topics surfacing at both the regional and provincial level which may necessitate prompt facilitation and support.

Provincial Priority Areas for the 2021-22 year include:

- Inclusive Education
- Curriculum & Pedagogical Practice
- Literacy
- Numeracy and Mathematics
- First Nation Métis and Inuit
- Instructional Leadership
- Other

## PROVINCIAL AND REGIONAL CONSULTATION PROCESS

Each consortium engages in extensive consultations in their region. These consultations span all levels of the educational system and partners. Direct communications with teachers, school-based leaders and system leaders, regional advisory committees in priority areas, collaboration with regional CASS zone members, and the Provincial Advisory Committee are all included in the consultation process. In addition, all Executive Directors review the Alberta Education Business Plan for Education and Divisional 3 Year Education Plans. Through analysis of regional needs, exploring themes and commonalities, and mindful of the direction provided by Ministry and the Provincial Advisory Committee, provincial areas of focus were identified. Together, these efforts inform the regional and provincial plans presented below.

It is important to note that consortiums remain flexible in order to respond to emergent needs in their region or the province.

### HOW PROVINCIAL AREAS OF FOCUS ARE ADDRESSED

Regional offices collaborate to offer learning to the province. Collaborations of this nature may include, for example, sharing costs to realise financial savings to participants or providing learning that supports shared foundational understandings in Priority Areas across the province. At the end of this Annual Plan, provincial strategies and impact measures relative to the Goals for Consortia are identified.

### HOW REGIONAL AREAS OF FOCUS ARE ADDRESSED

In responding to the Goals for Consortia, each regional consortium must be responsive to the needs of their respective regions first and foremost. In the pages that follow, regions will identify their regional strategies and impact measures relative to the Goals for Consortia. These focus areas are identified in collaboration with regional partners as identified in each regional plan.

## GOALS FOR CONSORTIA AND PROVINCIAL STRATEGIES/MEASURES

Each of the seven consortia are responsible for the achievement of six goals in support of professional learning in their regions and across the province. The Six Goals for Consortia are:

<p><b>Goal 1:</b> Facilitate professional development which support the effective implementation of components of:</p> <ul style="list-style-type: none"> <li>• Alberta Education Business Plan;</li> <li>• Jurisdiction and school education plans; and</li> <li>• Education Partner Strategic Plans</li> </ul>	
<p><b>Strategies</b></p> <p>Executive Directors to review Alberta Education Business Plan to ensure all 4 outcomes are addressed in 7 regional consortia plans and provincial opportunities identified and addressed.</p> <p>Executive Directors review all jurisdiction and school education plans, as appropriate, in their regions to ensure representation in regional plans; provincial opportunities identified and addressed.</p> <p>Executive Directors identify regional education partners and review strategic plans of members of the Provincial Advisory Committee; regional and provincial opportunities identified and addressed.</p>	<p><b>Measures</b></p> <p>ARPDC will review the Alberta Education Business Plan to identify professional learning opportunities in support of the plan.</p> <p>ARPDC will review all jurisdiction education plans to identify professional learning opportunities in support of the plans.</p> <p>ARPDC will review regional education partners identified and strategic plans to identify professional learning opportunities in support of those plans and identified needs.</p> <p>ARPDC will share their regional reviews to identify commonalities where economies of scale may be brought to effectively support work across the province.</p>
<p><b>Goal 2:</b> Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment and student learning outcomes.</p>	
<p><b>Strategies</b></p> <p>ARPDC will engage in research to identify current trends in professional learning and curriculum implementation, including current trends in on-line, asynchronous, and hybrid professional learning.</p> <p>ARPDC will ensure Consultants and Designers of Professional Learning have robust understanding of current best practices in relation to instruction, assessment and priority area content.</p>	<p><b>Measures</b></p> <p>ARPDC will prepare and share a summary identifying current research-based trends in professional learning and development including current research-based trends in on-line, asynchronous, and hybrid professional learning.</p> <p>ARPDC will facilitate provincial collaboration, content learning, and design discussion opportunities for priority area Consultants and Designers of Professional Learning.</p>
<p><b>Goal 3:</b> Coordinate, broker and act as a referral centre to assist partners to identify available professional development resources.</p>	
<p><b>Strategies</b></p> <p>ARPDC will explore a provincial mechanism for communicating, scheduling, and leveraging collective capacity for booking provincial learning opportunities with featured speakers.</p>	<p><b>Measures</b></p> <p>ARPDC will build an annual plan of Featured Provincial Speakers in the Spring for the upcoming year as well as develop a mechanism for responsive planning.</p>
<p><b>Goal 4:</b> Deliver professional development based on the identified and emerging needs of educational partners.</p>	

<p><b>Strategies</b></p> <p>ARPDC will leverage collaboration opportunities for Designers of Professional Learning to understand and respond to the emerging provincial needs of educational partners.</p>	<p><b>Measures</b></p> <p>ARPDC will share stories of practice to demonstrate effective ways of responding to emerging provincial needs.</p>
<p><b>Goal 5:</b> Promote and support the development of professional development leadership capacity.</p>	
<p><b>Strategies</b></p> <p>ARPDC will support school division authorities in the targeted development of leadership capacity as it relates to the SLQS, LQS and TQS to foster professional learning and development at their level, within their organization.</p>	<p><b>Measures</b></p> <p>ARPDC will target session development to enhance understanding of leadership standards, instructional coaching, and capacity building in support of implementation of the school division authorities' goals and objectives and ongoing development of the SLQS, LQS and TQS. (e.g. School and Division 3-yr plans)</p>
<p><b>Goal 6:</b> Provide educational partners with access to professional development at a reasonable cost.</p>	
<p><b>Strategies</b></p> <p>ARPDC will engage partners and internal teams to create a common definition and set of guidelines that qualify the term 'reasonable cost'.</p> <p>ARPDC will collaborate to reduce costs for provincial events and resources.</p>	<p><b>Measures</b></p> <p>Executive Directors will collaboratively determine a definition and set of guidelines that qualify the term 'reasonable cost' to be included in our Glossary of Terms.</p> <p>ARPDC provide evidence of provincial opportunities where collaboration realised financial efficiencies.</p>

Following are the respective regional plans of each individual consortium as it relates to the identified needs in their education zones.

**Regional Areas of Focus**

Accessible programming across Priority Areas that responds to emerging pandemic related jurisdictional and regional needs, applying the themes of Recovery and Reconnection.

Quality flexible learning options that provide a variety of access and delivery models for professional learning in continued response to the ongoing pandemic.

Learning for the whole of the Education Community, focusing on Zone 5 needs, with increased opportunities for parents, EAs, pre-service teachers and other education partners to support student success.

*WHILE APPROACHING EVERY INTERACTION AND LEARNING WE DESIGN WITH 3 CORE VALUES AND 3 KEY MINDSETS:*

**3 CORE VALUES**

- Meaningful Relationships
- Innovative Solutions
- Shared Responsibility

**3 KEY MINDSETS**

- Collaborate and Co-Create
- Support Alignment
- Build Capacity In Context

**How Were These Regional Areas of Focus Identified?**

1. In May of 2021, the CRC Executive Director met with senior instructional leaders across Zone 5 1:1 to understand emerging needs and priorities for the year ahead. The results of these meetings were shared with CRC Designers of Professional Learning in a strategic planning meeting and the themes of *Recovery and Reconnection* were identified.
2. At the June Zone 5 Leadership Think Tank and Committee of Regional Partners meetings, these themes were shared for the first time with our Jurisdictions and well received.
3. In October 2021, the 3 Areas of Focus were shared and again well received at the Zone 5 Leadership Think Tank, Committee of Regional Partners and CASS Zone 5 meetings.
4. The draft Annual Plan was provided to members of the Zone 5 Leadership Think Tank and Committee of Regional Partners for feedback mid-October.

**Measures and Strategies**

**FOCUS AREA 1:** *Programming across Priority Areas that responds to emerging pandemic related jurisdictional and regional needs, applying the themes of Recovery and Reconnection.*

Consortia Goal #	Impact Measures	Strategies
1, 4	# collaborative meetings with partners  testimony and feedback from Think Tank members in various Priority Areas and the Committee of Regional Partners	<b>1.</b> Hold regular formal and informal meetings with instructional leaders and partner organisations to understand emerging needs.
2, 4	total number of learning opportunities (LO's) provided, with the number of participants and learning hours <ul style="list-style-type: none"> <li>• Also broken down by Priority Area</li> </ul> % who indicate that learning contributed to their understanding of the topic  % who indicate practical strategies for applying learning to their practice	<b>2.</b> Apply the themes of <i>Recovery and Reconnection</i> within and across Priority Areas.  <b>1a.</b> Develop intentional targeted marketing and communications that focus on <i>Recovery and Reconnection</i> as themes in our professional learning offerings.
3	# district LO's that were subsidised & # learning hours / participants in those LO's  testimony and feedback from instructional leaders about impact towards achieving 3 Year Education Plans	<b>3.</b> Offer cost sharing opportunities that support jurisdictions in providing systemic learning from desired educational experts relevant to their 3 Year Education Plans.  <b>1a.</b> Develop intentional targeted marketing and communications strategies to ensure jurisdictions and partners are aware of this possibility.
5	# sessions co-planned with districts & # learning hours / participants in those LO's  testimony and feedback from instructional leaders about how co-construction	<b>4.</b> Co-construct jurisdictional and open registration learning opportunities with regional and provincial instructional leaders across Priority Areas.  <b>4a.</b> Develop intentional targeted marketing and communications strategies to ensure jurisdictions and

	supported their professional learning leadership capacity	partners are aware of this possibility.
6	% of overall learning opportunities provided free of cost  testimony and feedback from instructional leaders about how co-construction supported their professional learning leadership capacity	<b>5.</b> Provide professional learning from our Designers of Professional Learning to Zone 5 jurisdictions and Committee of Regional Partners member organisations free of cost, with the exception of travel and sustenance. <b>6.</b> Offer a mixture of cost recovery and Program Support Funded learning opportunities to maximise opportunities for all.

**FOCUS AREA 2:** *Strong communication of our flexible learning options, which provide a variety of access and delivery models for professional learning in continued response to the ongoing pandemic.*

Consortia Goal #	Impact Measures	Strategies
1, 4, 2	Launch of a revamped website.  New website data re: unique and return clicks, downloads and/or views. (year end)  Creation of a 3 year integrated marketing and communications plan.	<b>1.</b> Revamp the CRC website to highlight the variety of learning options available and increase accessibility of learning options to individuals and schools including a "Book With Us" and "PD on Demand" page.  <b>1a.</b> Continue to create high quality flexible learning options and make them available through the CRC website. <b>1b.</b> Develop intentional marketing and communications strategies to ensure target audiences are aware of these opportunities.

**FOCUS AREA 3:** *Learning for the whole of the Education Community, focusing on Zone 5 needs, with increased opportunities for parents, EAs, pre-service teachers and other education partners to support student success.*

Consortia Goal #	Impact Measures	Strategies
1	# sessions designed for non-certificated staff with districts & # learning hours / participants in those LO's.	<b>1.</b> Work with jurisdictional partners to understand learning needs of their staff as a whole learning community, and design targeted supports as appropriate. <b>2.</b> Work with regional partner organisations like post-secondary institutions and ASCA to support the needs of their members/populations as appropriate.
2	% of attendees for open registration LOs who are non-certificated individuals.	<b>3.</b> Offer at least 2 open registration learning opportunities each month for audiences beyond teachers. <b>1a.</b> Develop intentional marketing and communications strategies to ensure target audiences are aware of these opportunities.
4	Implementation of a student discount code.  Creation of cost free learning opportunities for parents.	<b>5.</b> Implement a student discount code for all CRC open registration sessions, to be shared through post-secondary institutions. <b>6.</b> Offer parent learning evenings free of cost. <b>6a.</b> Develop intentional marketing and communications strategies to ensure target audiences are aware of these opportunities.



Programming across Priority Areas that responds to emerging pandemic related jurisdictional and regional needs. Key areas of focus for 2021/22 Include: Leadership, Inclusive Education, Literacy/Numeracy, First Nations, Metis and Inuit foundational knowledge and NEW Curriculum.

Low cost, quality flexible learning opportunities that provide a variety of access and delivery models in response to the ongoing pandemic. This includes an increased level of collaborative planning with ARPDC consortia and increase marketing strategies for all provincial learning opportunities and resources.

Increased emphasis on learning opportunities for regional stakeholders and partnerships. This includes an increased number of sessions for parents, support staff, pre-service teachers and other education partners to support student success.

### How Were These Regional Areas of Focus Identified?

In May through July of 2021, the CARC Executive Director met with district leaders and teams across Zone 4 individually to understand emerging needs and priorities for the year ahead. In addition, Zone 4 Think Tank, division curriculum leaders, met to discuss regional needs. The information from these meetings helped design both learning opportunities and CARC consultant work for 2021/22.

### Measures and Strategies

FOCUS AREA 1: Programming across Priority Areas that responds to emerging pandemic related jurisdictional and regional needs.

Consortia Goal #	Impact Measures	Strategies
1, 4	#collaborative meetings with partners testimony and feedback from Advisory Committee members in various Priority Areas and the Committee of Regional Partners	<ol style="list-style-type: none"> <li>1. Hold regular formal and informal meetings with instructional leaders and partner organisations to understand emerging needs.</li> <li>2. Review regional jurisdiction 3-year plans regularly to identify regional needs.</li> <li>3. Facilitate at least 3 meetings with advisory committees and jurisdictions over the year.</li> </ol>
3, 6	# district LO's that were subsidised & # learning hours / participants in those LO's testimony and feedback from instructional leaders about impact towards achieving 3 Year Education Plans	<ol style="list-style-type: none"> <li>1. Offer cost sharing or free opportunities that support jurisdictions needs and 3-year education plans.</li> </ol>
2,4	# learning opportunities planned with stakeholders & # learning hours / participants in those LO's testimony and feedback from participants on their professional learning and how it has impacted their professional practice.	<ol style="list-style-type: none"> <li>1. Create jurisdictional and open registration learning opportunities with regional and provincial stakeholders across Priority Areas. Regional priorities include: Leadership, Inclusive Education, Literacy, Numeracy, First Nations, Métis and Inuit, French Immersion/FSL through OLEP funding, Curriculum and Pedagogy, and NEW Curriculum.               <ol style="list-style-type: none"> <li>1a. Support Regional, Jurisdiction and School Based professional learning opportunities.</li> </ol> </li> </ol>
6	95% of overall satisfaction satisfaction rate from 30+ day feedback survey results	<ol style="list-style-type: none"> <li>1. Maintain a survey satisfaction rate of 95% or higher for professional learning opportunities.</li> </ol>

FOCUS AREA 2: Low cost, quality flexible learning opportunities that provide a variety of access and delivery models in response to the ongoing pandemic. Increase collaborative planning sessions with ARPDC consortia and increase marketing strategies for all provincial learning opportunities and resources.

Consortia Goal #	Impact Measures	Strategies
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1, 4, 6	# learning opportunities planned with stakeholders & # learning hours / participants in those LO's  % of learning opportunities @\$20 per session / % of learning opportunities offered for free	1. Review the cost for all learning opportunities and offer sessions or series at low or no cost.  2. Partner with jurisdictions and offer district/school-based sessions at no cost to participants. 2a. All consultant led sessions provided at no charge 2b. Partner with jurisdictions to share costs with no charge to participants.
1, 2, 3, 4, 5	# provincial learning opportunities planned with stakeholders & # learning hours / participants in those LO's  website data re: unique and return clicks, downloads and/or views  testimony and feedback from participants on their professional learning and how it has impacted their professional practice.	1. Create or partner with other consortia to create provincial learning opportunities which meet regional or provincial needs at a low cost for participation. 1a. Create or co-create provincial professional learning resources.
1, 2, 3, 4, 5, 6	# registrations in LO's regional and provincially by Zone.  views on registration site / number of registrants regionally and provincially	1. Develop intentional marketing and communications strategies to ensure target audiences are aware of these opportunities. 1a. Meet with regional stakeholder contacts to provide input on marketing strategies. 1b. Collaborate with ARPDC Executive Directors to develop a provincial marketing strategy.

**FOCUS AREA 3:** Increased emphasis on learning opportunities for regional stakeholders and partnerships.

Consortia Goal #	Impact Measures	Strategies
3, 4	# sessions & # learning hours / participants in those LO's  testimony and feedback from regional stakeholders	1. Work with jurisdictional partners to understand learning needs of their staff as a whole learning community, and design targeted supports as appropriate. 1a. Work with regional partner organisations such as: Regional Parent Councils, ASCA, ASBA, Alberta Rural Education Symposium, Red Deer Polytechnic, Jigsaw Learning, and Red Deer Pow Wow to support the needs of their members/populations as appropriate.
1, 3	% of attendees for open registration LOs who are non-certificated individuals.  testimony and feedback from support staff	1. Offer learning opportunities for Support Staff

## CPFPP Plan annuel 2021-22

Le CPFPP joue un rôle important afin d'augmenter la capacité de ses intervenants à réaliser la mission de la vision de l'éducation francophone et à répondre aux objectifs des Consortiums.

Cette année notre programmation est sous le thème **Faire rayonner nos élèves** exploré sous trois domaines:

**Différenciation pédagogique**

**Éducation à la réconciliation**

**Évaluation et rétroaction**

Cette thématique a été identifiée suivant des consultations régulières avec nos conseils scolaires et les sondages auprès du personnel enseignant, aides-pédagogiques et éducatrices effectués en avril 2021.

### Domaine prioritaire : Différenciation pédagogique

Objectif Consortium	Mesures	Stratégies
Objectif #1 Objectif #2 Objectif #3 Objectif #4 Objectif #5 Objectif #6	# de formations # d'accompagnements # d'heures de formation % de satisfaction # accès aux ressources asynchrones	Des sujets explorés sous ce domaine incluent - le modèle de l'apprentissage collaboratif, les troubles d'apprentissage, la technologie éducationnelle, un appui pour l'enseignement des mathématiques m à 6, la gestion des comportements, la francisation et la sécurité linguistique, l'enseignement explicite, les meilleures pratiques en éducation inclusive pour assurer le succès de chaque élève avec une attention particulière en santé mentale.  Assurer accès sur le site <a href="#">Faire rayonner nos élèves</a> aux ressources synchrones et asynchrones.

### Domaine prioritaire : Éducation pour la réconciliation

Objectif Consortium	Mesures	Stratégies
Objectif #1 Objectif #2 Objectif #3 Objectif #4 Objectif #5 Objectif #6	# de formations # d'heures de formation % de satisfaction # de participants dans nos cours en ligne # accès aux ressources asynchrones	Participation dans la planification et les offres "Au-delà de la Journée du chandail orange"  L'offre de deux cours en ligne - Tisser les liens et Rassembler nos forces  Assurer accès sur le site <a href="#">Faire rayonner nos élèves</a> et <a href="#">Valoriser l'esprit</a> aux ressources synchrones et asynchrones.

### Domaine prioritaire : Évaluation et rétroaction

Objectif Consortium	Mesures	Stratégies
Objectif #1 Objectif #2 Objectif #3 Objectif #4 Objectif #5 Objectif #6	# de formations # d'heures de formation % de satisfaction # accès aux ressources asynchrones	Des sujets explorés sous ce domaine incluent - les outils d'aide pour évaluer des élèves en difficulté; des consultations pour mieux comprendre les outils de dépistage. D'autres formations seront proposées selon la demande.  Assurer accès sur le site <a href="#">Faire rayonner nos élèves</a> aux ressources synchrones et asynchrones.

## Regional Areas of Focus

Inclusive Education Wellness/Mental Health/SEL	Curriculum and Pedagogical Practice	Literacy
Numeracy and Mathematics	First Nations, Metis and Inuit	Instructional Leadership
Curriculum Implementation	Assessment	French Immersion

### How Were These Regional Areas of Focus Identified?

- Alberta Education Business Plan
- Alberta Education Approved Priority Areas for 2021-2022
- System and School 3 Year Plans and Reports
- Individual meetings/conversations with System Leaders/Division Contacts and CLC curriculum Leads 3-4 times a year each
- ERLC Regional Partner Advisory Committee advice from 3 meetings a year
- CASS convened Provincial Advisory Committee Advice from 3 meetings a year
- Ongoing individual meetings with system Leads during collaborative planning for system supports
- CASS Zone 2/3 Curriculum Role-alike Sessions
- Alberta Education Ongoing Leadership and Initiatives
- Strategic Environmental Scanning of Educational Research and Evidence Based Practice.

## Measures and Strategies

### FOCUS AREA 1: Inclusive Education

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 5, 6	<p>Level of satisfaction in survey questions</p> <p>Data re: capacity to provide requested supports</p> <p>Data re type and frequency of sessions</p> <p>Self reported survey feedback regarding impact on teacher awareness, understanding and plans for practice.</p> <p>Observational Feedback from school, system and teacher leaders relative to enhanced classroom practice and student experience</p>	<ul style="list-style-type: none"> <li>• Direct support to School Authorities and Schools through ERLC staff and other experts through collaborative planning</li> <li>• Support to teachers through ERLC Staff in the region and extended provincially in open registration sessions on our website</li> <li>• Increasing accessibility through asynchronous opportunities</li> <li>• Ensure ERLC has staff and external experts with the required system level expertise and capacity to provide appropriate support</li> <li>• Maintain and enhance programming in Mental Health, Wellness, SEL and Trauma Informed practices.</li> <li>• Maintain and Enhance Collaborative Relationships and Trusted Capacity to deliver desired level of expertise and support</li> <li>• Be responsive and adaptive</li> </ul>

### FOCUS AREA 2: Curriculum and Pedagogical Practice

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 5, 6	<p>Level of satisfaction in survey questions</p> <p>Data re: capacity to provide requested supports</p> <p>Data re type and frequency of sessions</p> <p>Self reported survey feedback regarding impact on teacher awareness, understanding and plans for practice.</p> <p>Observational Feedback from school, system and teacher leaders relative to</p>	<ul style="list-style-type: none"> <li>• Apply principles of Andragogy in the design of all learning opportunities</li> <li>• Use survey data to inform areas of need and programing initiatives</li> <li>• Maintain and enhance pedagogical capacity in known, requested and emerging areas such as Mental Health, Wellness, SEL, Assessment etc.</li> <li>• Surface, deep and transfer learning</li> <li>• Alignment of assessment to curriculum objectives</li> </ul>

enhanced classroom practice and student experience

**FOCUS AREA 3: Literacy**

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 5, 6	<p>Level of satisfaction in survey questions</p> <p>Data re: capacity to provide requested supports</p> <p>Data re type and frequency of sessions</p> <p>Self reported survey feedback regarding impact on teacher awareness, understanding and plans for practice.</p> <p>Observational Feedback from school, system and teacher leaders relative to enhanced classroom practice and student experience</p>	<ul style="list-style-type: none"> <li>• Support School Systems with Initial Assessment, data analysis and strategies for K-3 intervention and ongoing programing.</li> <li>• Specific sessions incorporating the science of reading in a balanced approach</li> <li>• Regular CLC meetings</li> <li>• Provide numerous sessions for teachers in open sessions for K-12 Literacy and Language Arts</li> </ul>

**FOCUS AREA 4: Numeracy and Mathematics**

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 5, 6	<p>Level of satisfaction in survey questions</p> <p>Data re: capacity to provide requested supports</p> <p>Data re type and frequency of sessions</p> <p>Self reported survey feedback regarding impact on teacher awareness, understanding and plans for practice.</p> <p>Observational Feedback from school, system and teacher leaders relative to enhanced classroom practice and student experience</p>	<ul style="list-style-type: none"> <li>• Support School Systems with Initial Assessment, data analysis and strategies for K-3 intervention and ongoing programing.</li> <li>• Regular CLC meetings</li> <li>• Provide numerous sessions for teachers in open sessions for K-12 numeracy and math K-12</li> <li>• Build teacher confidence in numeracy and math understanding</li> <li>• Continue with U of A partnership in the MILE project with expected website and training and ongoing research.</li> </ul>

**FOCUS AREA 5: First Nations, Metis and Inuit**

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 5, 6	<p>Level of satisfaction in survey questions</p> <p>Data re: capacity to provide requested supports</p> <p>Data re type and frequency of sessions</p> <p>Self reported survey feedback regarding impact on teacher awareness, understanding and plans for practice.</p> <p>Observational Feedback from school, system and teacher leaders relative to enhanced classroom practice and student experience</p>	<ul style="list-style-type: none"> <li>• Maintain and enhance support to Indigenous Education authorities</li> <li>• Enhance partnership with Rupertsland Institute for Metis perspective in ERLC offerings.</li> <li>• Partner with Grande Yellowhead School Division with the spring Palisades First Nations, Metis and Inuit Camp</li> <li>• Target efforts on teacher identified need for clarity and comfort in TQS 5 role and responsibilities</li> <li>• Land Based Learning</li> <li>• Foundational Knowledge</li> <li>• Indigenous ways of knowing</li> <li>• Treaty learning opportunities</li> </ul>

**FOCUS AREA 6: Instructional Leadership**

Consortia Goal #	Impact Measures	Strategies
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1, 2, 3, 4, 5, 6	<p>Level of satisfaction in survey questions</p> <p>Data re: capacity to provide requested supports</p> <p>Data re type and frequency of sessions</p> <p>Self reported survey feedback regarding impact on teacher awareness, understanding and plans for practice.</p> <p>Observational Feedback from school, system and teacher leaders relative to enhanced classroom practice and student experience</p>	<ul style="list-style-type: none"> <li>Maintain and enhance current supports to school divisions we are working with in leadership development, coaching and content expertise</li> <li>Provide Professional Learning at CLC meetings for curriculum area leaders</li> <li>Coaching</li> <li>Leading professional learning</li> <li>Leading implementation of initiatives including curriculum.</li> </ul>
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**FOCUS AREA 7: Curriculum Implementation**

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 5, 6	<p>Level of satisfaction in survey questions</p> <p>Data re: capacity to provide requested supports</p> <p>Data re type and frequency of sessions</p> <p>Self reported survey feedback regarding impact on teacher awareness, understanding and plans for practice.</p> <p>Observational Feedback from school, system and teacher leaders relative to enhanced classroom practice and student experience</p>	<ul style="list-style-type: none"> <li>Attend to and incorporate initiatives and directions of Alberta Education regarding curriculum implementation, piloting, readiness and gathering feedback for implementation</li> <li>Through continuous consultation, networking and CLCs, address factors that position Implementation process for success. Culture, Understanding, Assessment, resources etc.</li> <li>Work with partners in a positive, professional and aspirational approach.</li> </ul>

**FOCUS AREA 8: Assessment**

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 5, 6	<p>Level of satisfaction in survey questions</p> <p>Data re: capacity to provide requested supports</p> <p>Data re type and frequency of sessions</p> <p>Self reported survey feedback regarding impact on teacher awareness, understanding and plans for practice.</p> <p>Observational Feedback from school, system and teacher leaders relative to enhanced classroom practice and student experience</p>	<ul style="list-style-type: none"> <li>Host Three-day Conference Oct 20-22 Leading the Conversation: The pedagogy of Assessment: 400 participants</li> <li>Provide numerous sessions, engagement opportunities on assessment</li> <li>Created a New CLC – Curriculum, Assessment and Pedagogy to unify this connection in professional practice.</li> <li>Experts on ERLC Staff and relationship/Access to external national and international expertise</li> <li>Maintain and Enhance existing ongoing support to school divisions in leading assessment practices</li> <li>Increase awareness (Market) expert capacity on ERLC staff</li> <li>Position to develop assessment resources as part of new curriculum implementation</li> </ul>

**FOCUS AREA 9: French Immersion**

Consortia Goal #	Impact Measures	Strategies
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1, 2, 3, 4, 5, 6	<p>Level of satisfaction in survey questions</p> <p>Data re: capacity to provide requested supports</p> <p>Data re type and frequency of sessions</p> <p>Self reported survey feedback regarding impact on teacher awareness, understanding and plans for practice.</p> <p>Observational Feedback from school, system and teacher leaders relative to enhanced classroom practice and student experience</p>	<ul style="list-style-type: none"> <li>• Host French Immersion CLC and attend MERFIP</li> <li>• Provide a variety and number of sessions throughout the year</li> <li>• Support teacher choice in open sessions</li> <li>• Targeted discussion with regional School Authorities in designing customized supports in French Immersion</li> <li>• Meet division requests such a DELF Training</li> <li>• Partner with MERFIP, CPF, OSBA, ARPDC and other partners in collaborative and synergistic Professional Learning</li> <li>• Continue partnership with Second Languages and Intercultural Council session delivery</li> <li>• Enhance focus on identifying, communicating and developing appropriate resources</li> <li>• Support the maintenance and enhancement of the ARPDC French Immersion Website</li> <li>• Create and provide literacy series for K-3 in French Immersion and Dual track schools</li> <li>• Expand partnership opportunities with organizations</li> </ul>
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**Regional Areas of Focus**

Wellness for Staff and Students (within the realm of Inclusive Education)	Literacy (including early Literacy Strategies)	First Nations, Métis and Inuit Education/Education for Reconciliation/Cultural Understandings
Numeracy	Mathematics	Assessment (within the realm of Curriculum and Pedagogical Practice)
Instructional Leadership		

**How Were These Regional Areas of Focus Identified?**

Based on ongoing conversations with System Leaders from each of the School and Education Authorities we are privileged to serve, and an analysis of the posted Jurisdictional Education Plans, the following have been identified as Regional Professional Learning Priorities for the 2021 – 2022 Academic Year:

- Wellness for Staff and Students (within the realm of Inclusive Education)
- Literacy (including early Literacy Strategies)
- First Nations, Métis and Inuit Education/Education for Reconciliation
- Numeracy
- Mathematics
- Assessment (within the realm of Curriculum and Pedagogical Practice)
- Instructional Leadership

In consideration of conversations with educators in the classroom, we remain responsive to needs and realities of educators and are committed to compassionate listening building on our Core Values of:

- Relationship - Connection before Content
- Collaboration - Finding a Way Together
- Maximizing Opportunity - Targeted Learning to Build Capacity

By engaging in conversations with multiple members of our education community, we are sensitive to the needs and current stressors of classroom educators and welcome each and every invitation to the conversation table.

**Measures and Strategies**

FOCUS AREA 1: Wellness for Staff and Students (within the realm of Inclusive Education)

Consortia Goal #	Impact Measures	Strategies
1, 4, 5, 6	<p># of sessions, # of participants, # of Hours of Learning</p> <p><i>Underlying question - "How is the professional learning support we provide impacting teacher practice in the classroom?"</i>)</p> <p>Anecdotal comments from completed evaluations, Statements of impact from participants during follow up conversations with LNES Designers of Professional Learning, Follow-up conversations with Regional Advisory Committee and Advisory Committee members.</p>	<ol style="list-style-type: none"> <li>1. Continuing to provide responsive, targeted, personalized professional learning support.</li> <li>2. Be responsive to expressed/identified needs of the region</li> <li>3. Engaging in regular conversation with system leaders, instructional leaders, teachers and support staff to ensure that we are receiving input from stakeholders as we design professional learning opportunities and provide elbow-to-elbow support.</li> <li>4. Confirming professional learning support for an extended professional learning series focusing on Social Emotional Learning.</li> <li>5. Confirming professional learning support for an extended professional learning series focusing on various areas of 'Wellness'.</li> <li>6. Working directly with jurisdictional professional learning leads to ensure that 'Wellness Focused' professional learning opportunities are being made available at each of their professional learning events.</li> <li>7. Continued resource development to support asynchronous learning.</li> </ol>

FOCUS AREA 2: Literacy (including early Literacy Strategies)

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 6	<p># of sessions, # of participants, # of Hours of Learning</p> <p><i>Underlying question - "How is the professional learning support we provide impacting teacher practice in the classroom?"</i>) Anecdotal comments from completed evaluations, Statements of impact from participants during follow up conversations with LNES Designers of Professional Learning, Follow-up conversations with Regional Advisory Committee and Advisory Committee members.</p>	<ol style="list-style-type: none"> <li>At the Elbow Work - designing professional learning, will be responsive to the specific needs of the educators we support.</li> <li>All professional learning support will: <ul style="list-style-type: none"> <li>Be viewed through a 'Literacy Lens' as it relates to the individual/team requesting the professional learning support.</li> <li>Be responsive to expressed/identified needs of the region</li> <li>Be connected to content for practical application in the classroom</li> <li>Where necessary, be the result of collaboration with other ARPDC Designers of Professional Learning to capitalize on the collective wisdom of the entire team.</li> <li>Represent regional perspectives/realities that may be unique to the needs of the educator(s) we serve.</li> <li>Place 'humanity' front and centre in the learning.</li> <li>Be 'Personalized Learning' NOT 'Commercialized Learning'</li> <li>Support continued resource development to enhance asynchronous learning.</li> </ul> </li> </ol>

### FOCUS AREA 3: First Nations, Métis and Inuit Education/Education for Reconciliation/Cultural Understandings

Consortia Goal #	Impact Measures	Strategies
1, 2, 4, 5, 6	<p># of sessions, # of participants, # of Hours of Learning</p> <p><i>Underlying question - "How is the professional learning support we provide impacting teacher practice in the classroom?"</i>) Anecdotal comments from completed evaluations, Statements of impact from participants during follow up conversations with LNES Designers of Professional Learning, Follow-up conversations with Regional Advisory Committee and Advisory Committee members.</p>	<p>Building off of the September 30, 2021 National Day of Truth and Reconciliation - Orange Shirt Day AND Beyond:</p> <ol style="list-style-type: none"> <li>Be responsive to expressed/identified needs of the region</li> <li>Provide opportunities to being a diverse representation (Indigenous and non-Indigenous) of community members together to share in story and experience and to begin the process of building a community that focuses on, and committed to, the Reconciliation Process.</li> <li>Create opportunities for community members to come together to increase their understanding of foundational Cultural Understandings.</li> <li>Actively participating in the Heart of Treaty Six Committee serving the entire LNES Region.</li> <li>Providing session support at jurisdictional, school-based and community based professional learning events.</li> <li>Continue to build relationships with First Nations, Metis and Inuit Elders and Knowledge Keepers with the intent of inviting them into our schools and communities.</li> <li>Working with jurisdictional, school and community leaders to share knowledge around foundational protocols as they relate to First Nations, Metis and Inuit education partners.</li> <li>Fall Equinox Pipe Ceremony and Connecting to the Land.</li> <li>Partner with the Museum of Aboriginal Peoples Arts and Artifacts located on the Portage College Campus in Lac La Biche.</li> <li>Provide First Nations, Metis and Inuit focused professional learning support through our Annual Spring Gathering to be held May 24 - 26, 2022.</li> <li>Continued resource development to support asynchronous learning.</li> </ol>

### FOCUS AREA 4: Numeracy

Definition: Alberta Education defines numeracy as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 6	<p># of sessions, # of participants, # of Hours of Learning</p> <p><i>Underlying question - "How is the professional learning support we provide impacting teacher practice in the classroom?"</i>)</p>	<ol style="list-style-type: none"> <li>Sessions offered to <b>all</b> staff in a school to build NUMERACY understanding and skills.</li> <li>Be responsive to expressed/identified needs of the region</li> <li>Collaborating with ARPDC staff to build and enhance big ideas in numeracy.</li> <li>Accessing the Learn the and Go's to support continued professional learning at the stakeholders convenience and pace.</li> </ol>



	Anecdotal comments from completed evaluations, Statements of impact from participants during follow up conversations with LNES Designers of Professional Learning, Follow-up conversations with Regional Advisory Committee and Advisory Committee members.	5. Continued resource development to support asynchronous learning.
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**FOCUS AREA 5: Mathematics**

Definition: The science of numbers and their operations, interrelations, combinations, generalizations, and abstractions and of space configurations and their structure, measurement, transformations, and generalizations (Algebra, arithmetic, calculus, geometry, and trigonometry are branches of *mathematics*.) Merriam-Webster Dictionary

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 6	# of sessions, # of participants, # of Hours of Learning  <i>Underlying question - "How is the professional learning support we provide impacting teacher practice in the classroom?"</i> Anecdotal comments from completed evaluations, Statements of impact from participants during follow up conversations with LNES Designers of Professional Learning, Follow-up conversations with Regional Advisory Committee and Advisory Committee members.	<ol style="list-style-type: none"> <li>Supporting teachers during their preps to answer essential questions to help teachers move forward. Topics included are assessment, foundational outcomes, routines and building relationships.</li> <li>Supporting principals with follow up of support with students and staff</li> <li>Be responsive to expressed/identified needs of the region</li> <li>Supporting teachers on PD Days, ATA Days and following up support 'post learning'. Follow up with individual teachers or Division levels to impact the whole school.</li> <li>Collaborating with ARPDC staff to build and enhance big ideas in mathematics.</li> <li>Accessing the Learn the and Go's, Choice Boards and Flexible Learning Plans to continue the professional learning at the stakeholders convenience and pace.</li> <li>Collecting feedback from stakeholders and then offering additional support through the best available facilitator (eg. Marian Small, Christine Michalyshen, John Sangiovanni)</li> <li>Continued resource development to support asynchronous learning.</li> </ol>

**FOCUS AREA 6: Assessment (within the realm of Curriculum and Pedagogical Practice)**

Consortia Goal #	Impact Measures	Strategies
1, 2, 4, 6	# of sessions, # of participants, # of Hours of Learning  <i>Underlying question - "How is the professional learning support we provide impacting teacher practice in the classroom?"</i> Anecdotal comments from completed evaluations, Statements of impact from participants during follow up conversations with LNES Designers of Professional Learning, Follow-up conversations with Regional Advisory Committee and Advisory Committee members.	<ol style="list-style-type: none"> <li>Understanding that assessment cannot be addressed outside of subject matter/content areas, conversations will connect all content back to assessment -- it is integral to every aspect of teaching and will be woven into ongoing conversations with educators.</li> <li>Be responsive to expressed/identified needs of the region.</li> </ol>

**FOCUS AREA 7: Instructional Leadership**

Consortia Goal #	Impact Measures	Strategies
1, 3, 4, 5, 6	# of sessions, # of participants, #	1. Be responsive to expressed/identified needs of the region

<p>of Hours of Learning</p> <p><i>Underlying question - "How is the professional learning support we provide impacting teacher practice in the classroom?"</i>)</p> <p>Anecdotal comments from completed evaluations, Statements of impact from participants during follow up conversations with LNES Designers of Professional Learning, Follow-up conversations with Regional Advisory Committee and Advisory Committee members.</p>	<ol style="list-style-type: none"> <li>2. Offering support as 'Thought Partners' to dialogue and plan through vision -&gt; process -&gt; implementation -&gt; evaluation.</li> <li>3. Leveraging Learn and Go library content as an entry point into conversation</li> <li>4. Leveraging Learn and Go library content as a follow-up to conversations supporting education partners' learning.</li> <li>5. As the new K - 6 curriculum moves towards implementation, to provide opportunities for educational leaders to come together to review all subject areas, identify key elements - concepts, guiding questions, objectives and resources. To 'explore, connect and dialogue'. Ideally this will be a coordinated Zone 2 and Zone 3 initiative between the ERLC and LNES.</li> <li>6. Engage with System and School-based leaders as they are available to meet to stay connected to the 'ever-changing' realities facing our education partners and stakeholders.</li> <li>7. Support Zone 2 and Zone 3 ASBA members, both incumbent and newly-elected as they enter into a new term.</li> <li>8. Through the LNES Regional Education Stakeholder Engagement Committee, create opportunity for all stakeholders to provide feedback and direction on regional professional learning needs.</li> </ol>
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### Regional Areas of Focus

#### Communication

Continue to build relationships and engage less active stakeholders and increase engagement of Zone 1 participants in both regional and provincial learning opportunities.

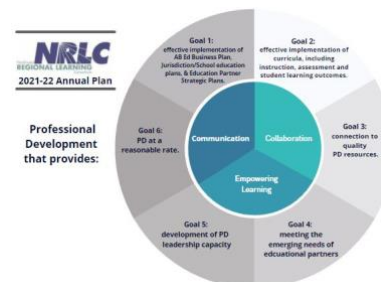
#### Collaboration

While working collaboratively with ARPCD Executive Directors and Learning Facilitators to capitalize on shared provincial learning opportunities and resource development, NRLC will seek to maximize opportunities for Zone 1 partnership and collaboration and increase Zone 1 participation in LO partner subsidy expenditures.

#### Empowering Learning

Staffing Learning Facilitator(s)/Consultant(s) with expertise in Literacy Instruction, Educational Leadership and Indigenous Knowledge to design/deliver quality learning opportunities and resources toward these priority/focus areas, with a targeted focus on online and asynchronous learning resources, including e-courses.

Honor mental health/wellness of participants, during these challenging times of the pandemic, by incorporating strategies and 'tips' to support wellness into all consortia learning facilitator-led sessions.



### How Were These Regional Areas of Focus Identified?

Each year needs assessment meetings are held with school division/authority leadership and stakeholder partners to draw focus to emerging needs and review the 3-Year Education Plan. Additionally, a three-year trend of NRLC's qualitative and impact data is analyzed and reviewed by the Executive Director. These data summaries are shared with the NRLC Regional Stakeholder Advisory Committee (formerly the governance board) for feedback and recommendations. Through this process, regional focus areas are set, and a responsive annual plan is created.

### FOCUS AREA 1: COMMUNICATION

Consortia Goal	Impact Measures	Strategies
1, 3	<ul style="list-style-type: none"> <li>NRLC sessions, Learning Opportunities, and participation data (region and provincial)</li> <li>Record of ED meetings/stakeholder engagements</li> <li>Number of newly engaged partners</li> <li>Number of NRLC Advisory Committee meetings and participants</li> <li>NRLC Website, Newsletter, Social Media data and comparisons</li> <li>Annual Stakeholder's Survey: 1.the Consortium was effective in helping address PD needs in our education plan. 8. Overall, I was satisfied with the services provided by the Consortium 5. The Consortium's coordinating, brokering and/or referral services were effective.</li> <li>LO Reflection Survey 6. How did you find out about this program?</li> </ul>	<p><b>Operational Norms:</b></p> <ul style="list-style-type: none"> <li>Building and sustaining relationships with Zone stakeholders, including holding bi-annual individual conversations with Zone 1 school division/authority administrative teams, attending CASS Zone 1 meetings and provincial CASS Conferences.</li> <li>Connecting, communicating, and responding to the needs of all regional stakeholders including: the French Language Resource Centre (FLRC), Grande Prairie Regional College Education Department, Zone 1 ATA Locals, Mighty Peace Teachers Convention Association</li> <li>Capitalizing on the capacity of NRLC Regional Stakeholder's Advisory, NRLC Literacy Advisory, NRLC Math Advisory, NRLC Inclusive Education Advisory and NRLC First Nation, Metis, and Inuit Advisory Committees.</li> </ul> <p><b>Focused Strategies</b></p> <ul style="list-style-type: none"> <li>Continue to build relationships and engage less active stakeholders including some First Nations School Authorities, independent schools in Zone 1 and assess their professional development needs.</li> <li>Target/Increase engagement of Zone 1 participants in both regional and provincial learning opportunities, inclusive of the design/development of an NRLC Communications &amp; Marketing Plan and improvements to the NRLC website.</li> </ul>

### FOCUS AREA 2: COLLABORATION

1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> <li>NRLC Registration Data, # of regional partnership programming and subsidy funding and # of Learning Hours provided through partnerships.</li> <li>ARPCD Collaborative meetings</li> </ul>	<p><b>Operational Norms:</b></p> <ul style="list-style-type: none"> <li>Identify common regional and/or provincial learning needs that could be met by collaborating with ARPCD and stakeholder partners.</li> </ul>
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- # of provincially open sessions/learning hours hosted by NRLC
- Annual Stakeholder's Survey Ques. 1. The Consortium was effective in helping address PD needs in our education plans. 2. The Consortium was effective in helping us meet emerging PD needs, outside of those identified in our education plans. 4. The Consortium provided good value for the grant dollars they were provided to support implementation of provincial curricula. 7. Consortium services are provided at a reasonable cost.

- Budgeting of implementation funds to maximize 'off set' of participation costs for learning opportunities in each Priority area.

#### **Focused Strategies**

- Work collaboratively with ARPDC Executive Directors and Learning Facilitators to capitalize on shared provincial learning opportunities and resource development.
- Seek and maximize opportunities for Zone 1 partnership and collaboration for each learning opportunity offered to increase Zone 1 participation in LOs and the percentage of total regional stakeholder partner subsidy expenditures of total program expenditures in 2020-21.

### **FOCUS AREA 3: EMPOWER LEARNING**

2, 3, 4, 5

- Regional and Provincial Registration data, inclusive of #sessions data, # of Learning Hours and # & % of Participants
- Priority Area, and focus area registration data # of sessions, learning hours and % of participants for each:
  - Literacy
  - Indigenous. First Nation, Metis & Inuit
  - Leadership
  - French Language
  - Asynchronous Learning & Resources
- NRLC Resources Data - 'hits' to NRLC created websites & resources
- Annual Stakeholder's Survey Questions # 3. PD facilitated effective implementation of provincial curricula. 6. The Consortium contributed to the development of PD leadership capacity.
- Professional Learning Opportunity Reflection Survey Questions 1. This professional learning opportunity: a. contributed to my awareness and/or a deeper understanding of the topic. b. provided opportunities to be engaged in the learning opportunity. c. provided information and/or specific strategies for integration of this learning into my current practice. 2. Indicate one or two ideas from this session that affirm your current practice. 3. Indicate one or two strategies from this session to implement in your future practice.

#### **Operational Norms:**

- Plan, develop, deliver, and broker a wide range of professional learning opportunities to support implementation priorities based on regional needs, using emerging technologies for adults to learn synchronously and asynchronously
- Establish communities of practice
- Collaborate with CASS Zone 1 to understand leadership needs for both CASS members, leaders, and teacher leaders in their respective school divisions/authorities.

#### **Focused Strategies:**

- Design/develop quality learning opportunities and resources, with a targeted focus on online and asynchronous learning resources, including e-courses.
- Staffing Learning Facilitator(s)/Consultant(s) with expertise in Literacy Instruction, Educational Leadership and Indigenous Knowledge to design and deliver quality learning opportunities and resources toward these priority/focus areas.
- Endeavor to directly connect learning opportunities to TQS and LQS standards
- Honor mental health/wellness of participants, during these challenging times of the pandemic, by incorporating strategies and 'tips' to support wellness into all consortia learning facilitator-led sessions.

**Regional Areas of Focus**

Mental Health and Wellness	All Aspects of Literacy	Numeracy & Mathematics
Inclusive Education – Education Assistants	Curriculum and Pedagogy including Assessment Strategies	First Nations, Métis, and Inuit – Indigenous Studies
Instructional Leadership		

**How Were These Regional Areas of Focus Identified?**

Direct conversation with system leaders from every division, individually and collectively via Pre-CASSIX curriculum and inclusive education committees across the region. Regular meetings year-long with regional advisory committees aligned with the priorities. Direct engagement with division and school professional development committees, and conversations with school-based administrators.

**Measures and Strategies**

*FOCUS AREA 1: Mental Health and Wellness*

Consortia Goal #	Impact Measures	Strategies
1, 3, 4, 6	# of Sessions – type and frequency  # of Participants – who and how many  # of Hours of Learning  Appropriate website data – social media data – views, listens, downloads and visits.  Impact feedback – stories of impact– application from attendees, advisory, system and partners	<p><b>Staff</b> – The primary ask of divisions, finding and supporting sessions focused on wellness for staff, exploring skills and strategies educators can use to support their own wellness, time and workload management, meet the demands on their time and improve their sense of satisfaction, control, and efficacy. A focus on Social Emotional Learning has been requested across the region. Sessions, keynotes, book talks, podcasts, Learn and Go material and blog posts woven into the newsletter all seek to meet this goal. Time-shift “rebroadcast” with hosts of our sessions with some sessions offered in the school day, rebroadcast with one of our team hosting the session for live conversation related to the video recording. This practice is being tested in response to wellness concerns and will be applied across all sessions where possible.</p> <p><b>Students</b> – Regional Student leadership, wellness and mentoring series culminating in a regional/provincial live and online conference in May.</p> <p><b>Parents</b> – Parent Council supports – parent evening sessions, supporting their work with their children and providing information for their own well-being.</p>

*FOCUS AREA 2: “All Aspects of ...Literacy”*

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 5, 6	# of Sessions – type and frequency  # of Participants – who and how many  # of Hours of Learning  Appropriate website data – social media data – views, listens, downloads and visits.  Impact feedback – stories of impact– application from attendees, advisory, system and partners	<ol style="list-style-type: none"> <li>Support for regional partners on the “next” steps following the literacy screening tool, levels of intervention and the development of supports.</li> <li>Literacy across the curriculum – Disciplinary Literacy work</li> <li>Assessment in middle and high school English</li> <li>3<sup>rd</sup> Annual Summer Literacy Institute</li> <li>Regular Literacy Advisory meetings</li> <li>French Language Advisory meetings and directed matching work in French literacy.</li> <li>Developing asynchronous materials for teachers to access as individuals or school-based teams (SAPDC team and Regional partners)</li> </ol>

*FOCUS AREA 3: Numeracy and Mathematics*

<b>Consortia Goal #</b>	<b>Impact Measures</b>	<b>Strategies</b>
1, 2, 3, 4, 5, 6	<p># of Sessions – type and frequency</p> <p># of Participants – who and how many</p> <p># of Hours of Learning</p> <p>Appropriate website data – social media data – views, listens, downloads and visits.</p> <p>Impact feedback – stories of impact– application from attendees, advisory, system and partners</p>	<ol style="list-style-type: none"> <li>1. Support for regional partners on the “next” steps following the numeracy screening tool, levels of intervention and the development of supports. Additional work on Mathematic diagnostic assessments, analysis and how to address the gaps training</li> <li>2. K-12 Numeracy across the curriculum work</li> <li>3. Two Focused book studies – Thinking classrooms in Mathematics and Mathematical Mindsets.</li> <li>4. Collaborating on the development regionally of Openers, rich tasks and games in Mathematics</li> <li>5. Exploring a Math Camp for teachers like unto the Summer Literacy Institute</li> <li>6. Develop asynchronous materials for teachers to access as individuals or small team</li> <li>7. s. (SAPDC team and Regional partners)</li> </ol>

*FOCUS AREA 4: Inclusive Education*

<b>Consortia Goal #</b>	<b>Impact Measures</b>	<b>Strategies</b>
1, 2, 3, 4, 5, 6	<p># of Sessions – type and frequency</p> <p># of Participants – who and how many</p> <p># of Hours of Learning</p> <p>Appropriate website data – social media data – views, listens, downloads and visits.</p> <p>Impact feedback – stories of impact– application from attendees, advisory, system and partners</p>	<ol style="list-style-type: none"> <li>1. Supporting sessions at division and school-based learning days particularly focused on support staff, educational assistant capacity building</li> <li>2. Development of asynchronous materials to support teachers, education assistants, outside agency representatives (AHS, behaviour specialists)</li> <li>3. Sessions and supports for parents to build stronger levels of home support for the work and interventions at the school level.</li> </ol>

*FOCUS AREA 5: First Nations, Métis, and Inuit Indigenous Studies*

<b>Consortia Goal #</b>	<b>Impact Measures</b>	<b>Strategies</b>
1, 2, 3, 4, 5, 6	<p># of Sessions – type and frequency</p> <p># of Participants – who and how many</p> <p># of Hours of Learning</p> <p>Appropriate website data – social media data – views, listens, downloads and visits.</p> <p>Impact feedback – stories of impact– application from attendees, advisory, system and partners</p>	<ol style="list-style-type: none"> <li>1. Supporting sessions at division and school based professional learning days.</li> <li>2. Support regional First Nations, Métis and Inuit Elders and leaders in presenting and sharing their knowledge</li> <li>3. Developing resources which may be accessed asynchronously by classroom teachers.</li> <li>4. Building a database of resources that our region has created to reduce duplication and foster greater use across the region.</li> <li>5. Identify and address issues of access (distance, technology, time, understanding, substitute availability etc.) to learning possibly contributing to low participation rates from Kainai and Piikani.</li> </ol>

*FOCUS AREA 6: Curriculum and Pedagogy including Assessment*

<b>Consortia Goal #</b>	<b>Impact Measures</b>	<b>Strategies</b>
1, 2, 3, 4, 5, 6	<p># of Sessions – type and frequency</p> <p># of Participants – who and how many</p> <p># of Hours of Learning</p> <p>Appropriate website data – social media data – views, listens, downloads and visits.</p> <p>Impact feedback – stories of impact– application from attendees, advisory, system and partners</p>	<ol style="list-style-type: none"> <li>1. Working with regional partners on a New Curriculum Resource Development Collaboration Project. System leaders have requested SAPDC lead in facilitating a regional think-tank, working group with representatives k-6 in all subject areas of the new curriculum. Review of curriculum, identification of key elements – concepts, guiding questions, objectives -knowledge and procedural likely to remain and collaborate in the creation of resources shareable in preparation for 2022-23. Plan calls for four full days of meetings all together and support for work between sessions.</li> <li>2. Focus on Formative Assessment capacity building – this remains a key area of focus both for teachers and communication and understanding for parents.</li> <li>3. Presentation to newly elected Board members – request of the ASBA representative on our Regional Advisory Committee</li> </ol>

*FOCUS AREA 7: Instructional Leadership*

<b>Consortia Goal #</b>	<b>Impact Measures</b>	<b>Strategies</b>
1, 2, 3, 4, 5, 6	<p># of Sessions – type and frequency</p> <p># of Participants – who and how many</p> <p># of Hours of Learning</p> <p>Appropriate website data – social media data – views, listens, downloads and visits.</p> <p>Impact feedback – stories of impact– application from attendees, advisory, system and partners</p>	<ol style="list-style-type: none"> <li>1. In response to requests from divisions initiate the formation of a collaborative working and advisory group</li> <li>2. Provide professional learning opportunities for leads as part of each meeting</li> <li>3. Facilitate coaching opportunities that build capacity within divisions and across the region.</li> <li>4. Integrate this priority in the curriculum and pedagogy priority work and curriculum implementation regional projects.</li> </ol>