

The Calgary Regional Consortium (CRC) provides professional learning for the Zone 5 education community, including:

**18** K-12 Public & Charter School Districts and Education Authorities with a combined total of **559** schools

**77**  
Independent Schools

## ***Responsive, Timely, and Accessible Professional Learning***

**3 KEY MINDSETS** and **3 CORE VALUES** guided our work with the educators and partners we serve in the 2021-22 year to ensure *responsive, timely, and accessible professional learning* that supported alignment between their emerging needs, the Business Plan for Education, Jurisdiction/School Education Plans and Education Partner Strategic Plans.

**3 Core Values:** Meaningful Relationships, Innovative Solutions, Shared Responsibility  
**3 Key Mindsets:** Collaborate and Co-create, Support Alignment, Build Capacity in Context

Mindful of the educational landscape in the wake of a global pandemic, **3 PRIMARY STRATEGIES** have shaped our application of the 3 Key Mindsets and 3 Core Values in approaching engagement with our partners this year as it relates to our mandate:

1. **Deliver Responsive Professional Learning that Connects Educators and Enhances Professional Practice.**
2. **Support Purposeful Professional Engagement with Credible Resources.**
3. **Find Innovative Solutions to Offer Accessible Professional Learning**

## ***How We Served the Education Community This Year***

Organised by the 6 Goals for Consortia established by Alberta Education, the following summary provides highlights of our work in the region and province this year.

**Goal 1:** Facilitate professional development, which supports the effective implementation of components of the Alberta Education Business Plan, Jurisdiction and school education plans, and Education Partner Strategic Plans.



**Goal 4:** Deliver professional development based on the identified and emerging needs of educational stakeholders.

Over the course of the 2021-22 year, we met in collaboration **687** times with system and instructional leaders, education partners and ARPDC Executive Directors/Consortia consultants to understand local emerging needs and collaborate on innovative responses including resources, learning opportunities and strategies for implementation. This is an **increase of 159%** (up from 433 times in 2020-21). Frequent purposeful communication and meaningful collaborations with schools and senior leadership in the Zone 5 region resulted in:

**353** learning opportunities provided **directly to and with schools** in our region, this represents a **56% increase** over 2020-21.

**53%** of the in-district work was **co-created and or co-facilitated** with a CRC team member and a district educator.

\$19 100 subsidized by CRC for in-district support with external experts. These sessions supported **12 984 participants**.

**Goal 2:** Facilitate professional development, which supports the effective implementation of curricula, including instruction, assessment, resources and student learner outcomes.

### New Curriculum

2021-22 was the preparation year for the upcoming 2022 September curriculum implementation. Beginning as early as February, 2022, the CRC were engaged in on-going conversations with school authorities about support for the implementation of the new curriculum. In collaboration with regional leaders, CRC developed the **Curriculum Implementation Support Circles Model**. The goals of this model were threefold:

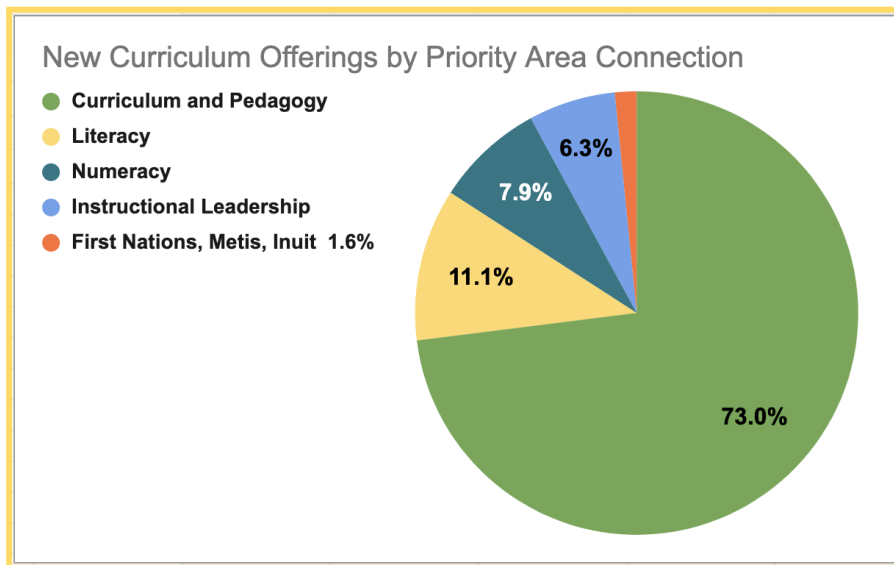
- Support regional leaders in preparing teaching staff for new curriculum with pedagogical approaches that promote deep and transferable understandings for every learner.
- Support instructional leaders in preparing the conditions for successful implementation.
- Promote regional collaboration and shared understandings in relation to the new curriculum.

The Circles model was met with tremendous engagement in Zone 5. Each of our districts have collaborated, and in some cases quite extensively, with the CRC as they move forward with implementation preparation. Additionally, districts are working together to support one another through their collaborative work with the CRC.

In total, related to new curriculum, CRC offered:

<b>63 learning opportunities</b> to support the implementation of the new curriculum.	<b>57</b> of the 63 were offered <b>directly within Zone 5</b> school authorities.	Of the 63 learning opportunities provided, <b>6 were open to the province</b> , with participation from many Zones.
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With each of the new curriculum learning opportunities we provided, we strived to connect the learning back to the Priority Areas:

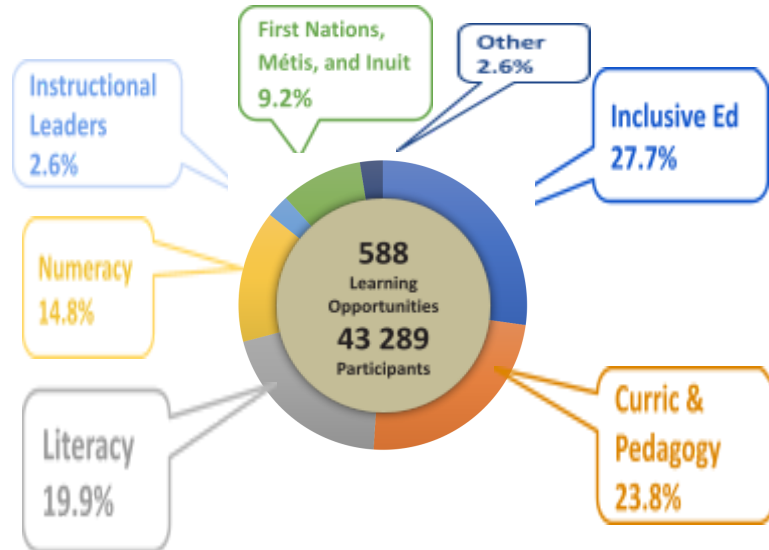


In addition, the [New Curriculum Training Materials for Instructional Leaders](#), created by the CRC and available provincially, were accessed a minimum of **391 times**, benefitting no less than **651 educators**. These numbers are based on self-reported data, and so they provide only an estimate. Resources created can be accessed through the CRC website and the ARPDC website.

## Priority Area Support

In 2021-22, Calgary Regional Consortium addressed multiple Priority Areas for professional learning both provincially and regionally through a dynamic menu of in-district and open registration synchronous and asynchronous learning opportunities.

- 75 430** hours of learning provided, with **71%** Regional and **29%** Provincial learning.
- 95%** of participants said that learning included practical strategies for applying the learning to their practice.
- 92%** of participants said that learning opportunities contributed to their understanding of the topic.



Comparatively, in the 2020-2021 year, the CRC offered 435 learning opportunities to 50 905 participants.



2021-22 values represent a **35% increase** in learning opportunities provided, and **15% decrease** in learning participants.

In this 2021-22 year, which is an anomaly with a 10-month reporting cycle, as opposed to 12-months, we offered more sessions but with 15% fewer participants overall. We believe this is likely due to the increased use of the train-the-trainer model where school or district leaders would attend sessions and then they would be the ones to cascade the learning back to their colleagues.

CRC had 37 cancelled sessions due to low enrolment. The following describes intentional efforts of the CRC team to continue to raise awareness of CRC and to offer relevant programming in flexible and responsive ways.

**Extensive Social Listening and Communications Strategy:** CRC continues to refine and target specific marketing and communications to ensure that programming is responsive to the interests and needs of the education community that we serve, and to bolster awareness of our learning opportunities. CRC currently has:

**10 793** eNews Subscribers

**1 330** Twitter Followers

**560** CRC Facebook Friends

**Flexible Learning Options:** Providing variety in professional learning avenues for the education community has continued to garner success for our team. Asynchronous learning opportunities and eCourses have been popular choices provided by the CRC to the province. For example, the CRC offered **4** eCourses supporting **348** participants across the province.

**AISCA Conference:** For the 4th year running, CRC led provincial support for the annual Association of Independent Schools and Colleges in Alberta (AISCA) Conference. New this year, AISCA requested support for 3 conventions running simultaneously, one online, one in Calgary and one in Edmonton. CRC supported **154** participants in Calgary and **911** participants online.

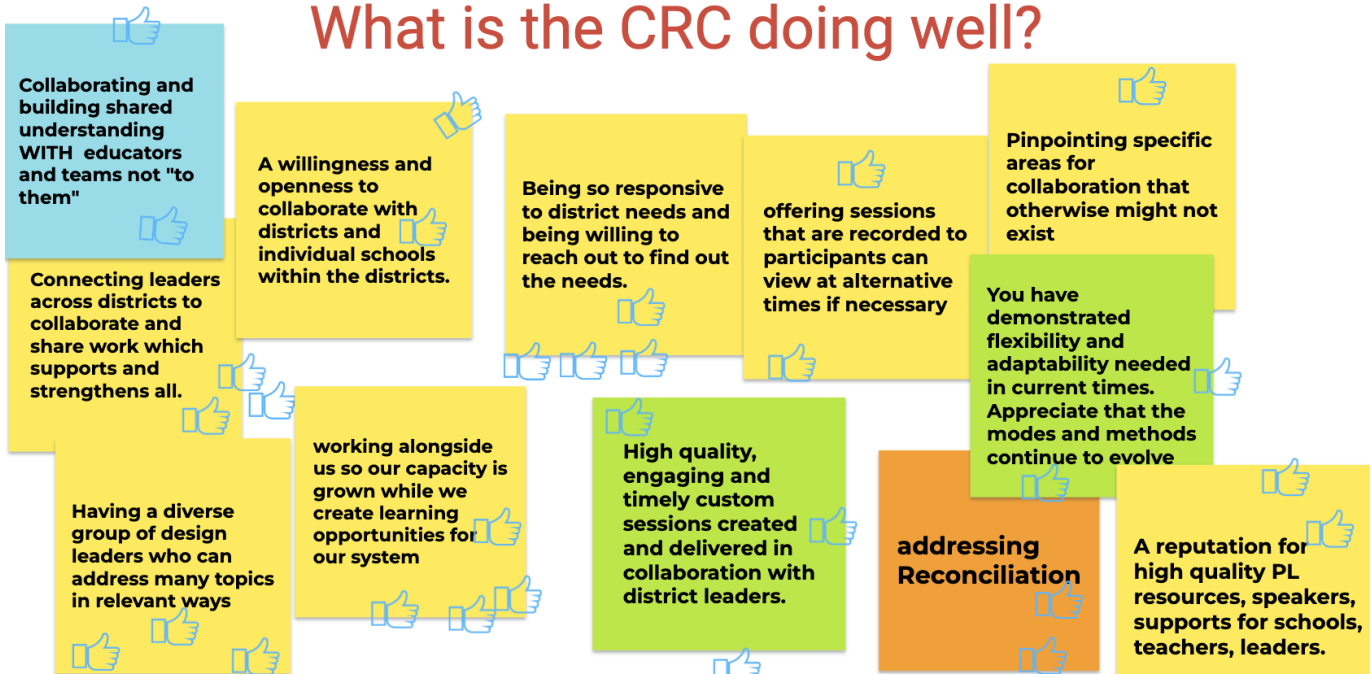
**Alberta Mentoring Partnership Summit:** CRC supported AMP with the 2nd annual Teen Mentoring Summit, **134** participants attended online. The Theme of the Summit was Omanitewak: Giving Them Our Best.

**TAAPCS Conference: Future Focused: Where Instructional Design, Learning Needs and Equity Intersect:** **551** participants online. Three key themes of the conference included: Instruction Design for Flexible Learning, Anti-racism and Equity, and Learning Needs and Addressing Student Variability. The Keynote speakers were Misty Paterson and Sara K Ahmed.

**Layers of Reading Development Series** – as a result of our leadership in working with Michelle Bence and Miriam Ramzy to bring this series to the province, **6 724** educators benefited, this represents a 490% increase from the 1,138 participants last year. The energy around this series continues to be tremendous, and is supporting shared foundational understandings and common approaches to powerful teaching and learning across the province.

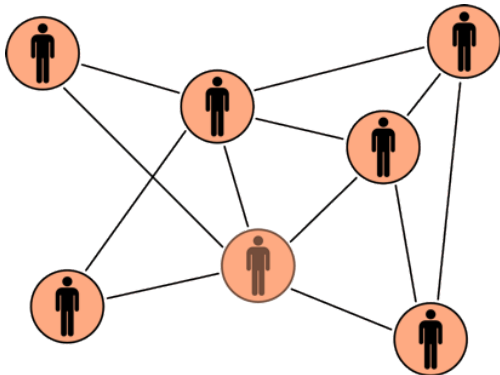
## Responses from Zone 5 Leaders

# What is the CRC doing well?



**Goal 3:** Coordinate, broker, and act as a referral center to assist stakeholders to identify available professional development resources.

Calgary Regional Consortium maintains a large network of education partners and experts in the field to ensure the delivery of high quality professional learning. Partners in our network this year included:



- Alberta Education
- Alberta Health Services
- ARC Foundation
- Association of Independent Schools and Colleges in Alberta (AISCA)
- Alberta School Councils Association (ASCA)
- Canadian Assessment for Learning Network (CAfLN)
- Connect2Learning (C2L)
- Dairy Farmers of Canada
- Mathematics Council of the ATA (MCATA)
- Nelson Publishing
- Pearson Publishing
- Rupertsland Institute
- Scholastic Education
- Skipping Stone
- Solution Tree Education Canada
- Speakers' Spotlight
- TAAPCS
- The Critical Thinking Consortium (TC2)
- University of Calgary

A new approach to supporting instructional leaders this year evolved in the spring with our Math Leadership Drop-ins. This was a model, based on our previous Literacy Trickyies, of bringing together instructional leaders who have math or numeracy as a part of their portfolio across the Zone to brainstorm together about problems of practice, emerging needs, and solutions to challenges. The Math Leadership Drop-in group had a standing regular meeting, with a drop in if you can and want to. The Math Leadership Drop-in, was a new way of thinking about Goal 3, based on the success of our Literacy Trickyies group.

**Goal 5:** Promote and support the development of professional development leadership capacity.

Designers of Professional Learning at the CRC are highly skilled in delivering adult professional learning, frequently attending professional learning themselves to help them advance their in-person and on-line skills. Intentional about supporting the development of professional learning leadership capacity in the region, we collaborate and co-design learning with the leaders we serve whenever possible.

**53%** learning opportunities were co-developed and/or delivered with school or system leaders.

**Goal 6:** Provide educational stakeholders with access to professional development at a reasonable cost.

**89%** of our learning opportunities were offered completely free of cost to participants.

One way that the CRC is creating fiscal efficiency is investing in high quality Designers of Professional Learning who offer the vast majority of our learning opportunities. Whenever our Designers of Professional Learning provide a learning opportunity directly to districts, it is free of cost with the exception of travel and sustenance. Fees

for open registration opportunities on our website are dramatically reduced with this same strategy. Ensuring highly capable staff who can support the breadth of requests we receive, rather than focusing on brokering outside expertise is a model working in our region. The volume of on-going work we have with all of our districts indicates that this is an appreciated model.

### ***Directions for the Year Ahead***

As CRC moves into the 2022-23 school year we will continue to work closely with our zone 5 school authorities and with our provincial consortia colleagues in order to provide a robust selection of high quality learning opportunities. In consultations with our Committee of Regional Partners and with our Zone 5 Think Tank, our 2022-23 CRC annual plan will remain similar to 2022-23 with some small tweaks to emphasize the emerging needs around social emotional learning, and the requested focus on wellness related to students, educators and the greater education community.