

Alberta Regional Professional Development Consortia Mid-Year Reporting Summary 2021-22



Alberta **Regional** Consortia



The following information serves as the 2021-22 Mid-Year report of the operations of the Alberta Regional Professional Development Consortium (ARPDC). The six regional offices and the provincial office serving the needs of the Francophone school divisions work together to support the professional learning of the education community in Alberta. The report includes specific data related to numbers of sessions, participants, hours of learning, collaboration opportunities and resource acquisition. In addition to the quantitative data information the report includes a descriptive summary of provincial and regional activities undertaken in support of professional learning in Alberta.

The 2021-22 school year opened with Covid still significantly impacting the work and only a small number of sessions in the first half of the year being delivered in person. At this writing we continue to explore avenues of work that can meet the needs and best support learners when, where, and how it is best for them. It is an honour to work with our many partners as we strive to meet the objectives and goals of the Alberta Regional Professional Development Consortium (ARPDC).

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By the Numbers

Total Number of Learning Opportunities from September 1, 2021 through December 23, 2021

Table One: Provincial Totals

Total Number of Sessions	Total Number of Participants	Total Number of Learning Hours
956	36 779	108 168

Table Two: Provincial Totals by Priority & Pie Chart



Priority	Total Number of Sessions	Total Number of Participants	Total Number of Learning Hours
Curriculum and Pedagogy	196	8 735	32 534
First Nations, Métis and Inuit	65	1 537	4 526
Inclusive Education	193	9 946	20 175
Instructional Leadership	54	4 723	24 623
Literacy	204	7 842	18 111
Numeracy and Mathematics	154	2 994	5 484
Other	90	1 492	2 610

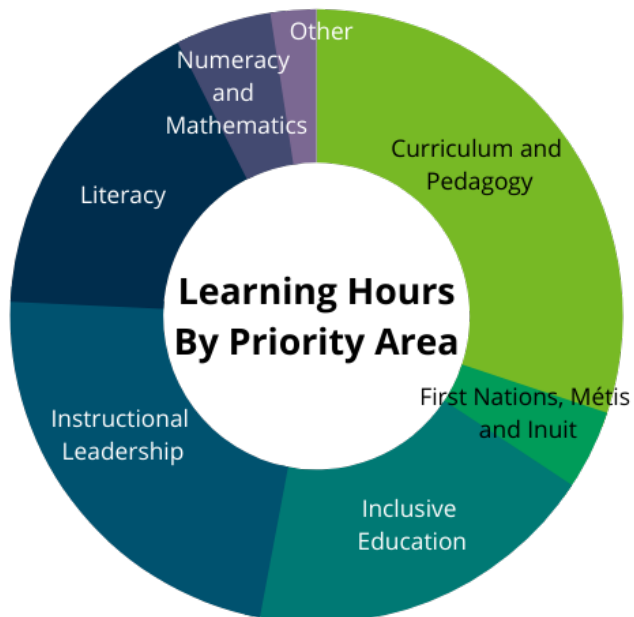


Table 3 – Asynchronous Learning (e-course) work across the province

Total Number of E-courses/sessions	Total Number of Participants	Total Number of Learning Hours
8	694	5 353

ARPDC members are engaged in the development and delivery of e-courses to further support learning opportunities that better fit the schedules of educators. Learning hours reflect estimated completion time for the course.

Table 4 – ARPDC Resource Access Table – Drawing from Tab 5 of the spreadsheet.

The collaboratively developed ARPDC resources include websites (such as [ARPDC Resources](#); [Learn and Go Library](#); [Empowering the Spirit](#); [Creating Pathways of Hope](#); and [L'immersion en Alberta: un programme vivant](#)), YouTube Channels, Podcasts, and social media platforms. These resources allow educators to access valuable content at times that work best for their schedules and provide an avenue for connecting with educators about learning opportunities and resources.

Please note that the data shown in the table below is the most accurate picture we can curate, as different platforms track different elements of reporting analytics. This is a new area of data tracking for us and we look forward to learning how educators are engaging with this type of learning. We are very proud to offer **touch points of connection** to educators through our social media accounts and newsletters.

Resources	Site Hits and Podcast Listens	Followers / Users / Subscribers	Page Views
Websites	75 132	55 415	144 236
YouTube Channels (ARPDC, SAPDC, CPFPP, ERLC)		1 988	
Podcasts (ARPDC, SAPDC, ERLC)	237		
Social Media (Twitter, Facebook, Instagram) and Newsletters		38 499	

Challenges and Opportunities

Regionally and provincially the ARPDC has expanded our collaboration, consultation and communication (see below) in an effort to find every avenue possible to provide professional learning support whenever, wherever possible for all of our education partners. This year we have witnessed challenges in the availability of substitute teachers across the province which is projected to be more significant through

January into the spring. The participation and interest for learning opportunities offered on a Saturday and after school varies a lot across the province. There are a few regions where this is established and a part of the culture. However, many regions have been specifically directed to try and balance learning opportunities during the day (substitute challenges notwithstanding) and after school.

Alberta is experiencing the evident pressures of the extended Covid pandemic. Teacher and system leader fatigue is real. We recognize and acknowledge this and strive to provide opportunities that will have a positive emotional and professional impact on those we serve.

We have embraced these challenges as opportunities to expand collaboration and work closely with our districts to support school and division professional learning days, as well as the targeted enhancement of asynchronous supported learning opportunities and resources across our consortia.

Curriculum Implementation preparation and support and development of Instructional leadership are primary focuses for the balance of the 2021-22 school year and foundational to our work as we collectively prepare for 2022-23.

Consultations and Collaboration

In the work of planning, building, offering and supporting professional learning opportunities and resources, the seven regional offices engage in significant consultation and collaborative conversations with each other and our partners. We want to ensure that we are offering responsive, high quality learning opportunities and resources. When an organization is provincial in nature a representative or representatives are assigned from the regional offices to engage in these conversations on behalf of all Consortia partners.

Regionally this consultation and collaboration work occurs at two levels with Executive Directors most often working directly with school authority leads and Executive Directors and members of the consultant teams in each office (Learning Facilitators, Designers of Learning, Consultants) meeting with priority focus groups, school and system leads to identify and best meet the needs identified.



By the Goals and Objectives

Goal 1- Facilitated 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

All Executive Directors (EDs) have reviewed the Alberta Education Business Plan to identify professional learning opportunities to support achieving the AEBP. This is reflected in the diversity of professional learning opportunities across the priority areas (See Table 2). Additionally, EDs have reviewed jurisdictional three year plans and have engaged in **1157 collaboration opportunities** so far this year, further informing the work, regionally and provincially. Alignment of regional needs have been leveraged to develop provincial offerings. A simple example of this would be Level B Assessment Training, where we avoided duplication of session offering and reduced fees for participants. EDs are engaged in ongoing collaboration with Dr. Gloria Antifaiff to streamline year planning and reporting that allows for efficient, effective planning and support to all partners.

Goal 2 - Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment and student learning outcomes

ARPDH hosts an annual retreat for all consultants in September. Again this year, our retreat was virtual; however, that did not limit the opportunity for collaborative discussions and planning. Ongoing collaboration centered around priority areas ensures alignment in provincial offerings, as well as the opportunity to bring emerging needs to the provincial table. As a direct result of these consultations, regional offices combine and share expertise to facilitate a monthly math drop-in session, large-scale targeted learning opportunities such as the Assessment Conference (hosted primarily by ERLC), and the TAAPCS Conference (led by CRC, supported by consultants across the province) for charter schools.

With limited provincial scale curriculum testing we have worked to support pockets of curriculum exploration and planning regionally and shared the findings of that work and those approaches provincially in our ED and Consultant priority area meetings.

In response to regional needs shared at both the Literacy and Numeracy meetings, ARPDH is currently developing a provincial site of resources for K-3 interventions, supporting educators' work related to unfinished learning as a result of COVID-19. This work directly supports school authorities' engagement with the government's recent funding for identified gaps as a result of the global pandemic.

Goal 3 - Coordinate, broker and act as a referral centre to assist partners to identify available professional development resources.

Time and resources are dedicated to the development of multi-modal resources platforms that provide access to learning prompts, lesson and unit material, articles, recordings, recommended readings, playlists and libraries in support of a wide range of topics and priorities. One example of this is the ongoing development of the [ARPDH Learn and Go Library](#). Other ongoing work can be found on our various regional and provincial websites, podcasts, YouTube channels, and social media.

ARPDG has engaged in revisions to our regional office registration website, allowing learners to see offerings from across the province or just their region. Improved search features and alignment of site structures across the regions, creates a better user experience.

ARPDG works with partners such as AISCA, ASCA, CASS, TAAPCS, and events such as the Rural Education Symposium, to support their provincial learning opportunities, both in organization of the opportunity and facilitating the technology as well as providing or brokering the presentations. A similar level of work is undertaken at the rural level with these partners and in support of regional, division or multi-division professional learning opportunities.

Goal 4 - Deliver professional development based on the identified and emerging needs of educational partners.

As unmarked graves were discovered throughout Canada this spring and into the summer, an emergent need for additional learning related to residential schools became very apparent. Approached by Alberta Education representatives responsible for First Nations, Métis and Inuit work ARPDG was asked to add to the available resources with a focus on these emergent learnings. In light of this request ARPDG developed resources and learning opportunities through Orange Shirt Day/National Day for Truth and Reconciliation Conditional Grant Funding.

Alignment of regional needs have been leveraged to develop provincial offerings. In addition to the specific examples of this highlighted above in Goals 2 (Intervention Planning) and 3 (AISCA conference), ARPDG mindfully plans and schedules sessions that support regional/provincial needs, avoiding overlap and building upon other similar learning opportunities in the province. The intent of this approach is to provide multiple entry-points into the learning from introductory through advanced levels. This model is applied in individual learning opportunities as well as the development of conferences and asynchronously accessed learning resources.

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

ARPDG, regionally and provincially, works to support enhanced understanding of the leadership standards, instructional coaching focused on developing instructional leadership capacity at the division, authority and school level. We have worked to facilitate learning in partnership with CASS in both the Summer and Fall CASS conferences, and in each of our regions with several regions establishing instructional leadership advisories or think-tanks engaged in planning for and participating in learning opportunities.

Goal 6 - Provide educational partners with access to professional development at a reasonable cost.

Consortia work with regional and provincial partners to leverage funding as a multiplier providing greater access to presentations for school, division, regional and provincial learning opportunities at the best possible cost and resource management. Collaboration across regions through ED and Consultant conversations results in less duplication of offerings particularly evidenced in the online session environment. Learning opportunities offered in multiple modalities and variety of times further support reasonable cost when staff time and capacity are considered in addition to dollars.

Provincial Initiatives in 2021-22

Drawing upon the information from the extensive consultation and collaboration process discussed above, the Executive Directors and consultant teams of the seven offices identify provincial and regional areas of focus. Each year we determine to collectively maintain or initiate new initiatives designed to support needs identified as provincial in nature. The numbers (Participants and Learning Hours) for these sessions, where applicable, are included in the provincial totals indicated above. What follows is a brief description of each of these undertakings:

ARPDC received Conditional Grant Funding from Alberta Education to support learning for students and educators related to the **National Day for Truth and Reconciliation**. The grant is aimed at providing educational experiences for educators and students alike that build understanding of the history and legacy of residential schools in the context of Treaties 6, 7, 8 as well as the Metis and Inuit peoples living in what we now call the province of Alberta.

As a result of this funding, [classroom lesson plans, talking circle guides](#), as well as [educational videos and Orange Shirt Day pre-recorded ceremonies and teachings from Elders](#) were provided and accessed over 5500 times in the month of September, 2021 by educators across the province to provide student learning experiences.

Additionally, 496 hours of live professional learning were provided on this topic in the month of September, in addition to the 242 people who accessed the asynchronous learning provided on the [Empowering the Spirit Website](#) through the September PD Playlist. These PD playlists continue to be created and well accessed monthly, in addition the creation of a Collaborative Community with 174 registrants across the province. **Resources and opportunities are provided in both French and English.**

ARPDC was an important partner supporting professional learning opportunities for French Immersion and Francophone teachers at **ACPI's (Canadian Association of Immersion Professionals) Annual Conference**, December 2-4th 2021. This was the first time offering this national event in an online format. There were over 500 attendees and 39 sessions for the live event. Registration and access to all of the archived conference sessions is ongoing until January 31, 2022. ARPDC supported [sessions](#) and an online [exhibitor's booth](#) under the banner of our biannual conference *Le Symposium des Rocheuses*.

Official Languages Education Program (OLEP) Grant work continued across the province as ARPDC hired a consultant to serve across the province, engaged in regional work, and has undertaken to establish a second French Language Summer Institute for August of 2022.

Immersion française Ressources Gr. M-9

ARPDC continues to support and expand the offerings on the [provincial website](#) created last year. This site had over 7000 hits and over 15 000 page views from September 1 through to the end of December. Teachers may still submit lessons, units and activities and ARPDC continues to update links and resources.

[Learn and Go Website](#) features one or two page quick learning opportunities, one teaching pondering point, two ways to apply the learning in your practice and three ways to go deeper in the learning. Learn and Go documents are developed for all priorities and at the request of regional and provincial partners.

[K-3 Interventions Literacy and Numeracy website](#) is under development in response to the Alberta Education grant funding for impacts on student learning due to Covid. Resources for teachers and other

educators tasked with intervention teaching for literacy and numeracy are being crafted and shared on the site.

ARPDPC provided support **The Association of Alberta Public Charter Schools (TAAPCS) Conference**. Collaborating and co-designing this conference with the TAAPCS Conference Planning Committee, the conference provided learning for 551 members with this day of learning in the Fall.

Regional Office Mid-Year Summaries

The balance of our report provides some insight into the work of each of our Regional offices. These sections speak to the regional session work, support of division, school, and partner learning, resource development, enhancement and support provided from September 1, 2020 through December 23, 2021.

Calgary Regional Consortium (CRC)

The team at the Calgary Regional Consortium continues to apply 3 Core Values and 3 Key Mindsets to the work that we do:

3 CORE VALUES

- Meaningful Relationships
- Innovative Solutions
- Shared Responsibility

3 KEY MINDSETS

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

As we collaborate with partners in our region and across the province, these Values and Mindsets shape the ways in which we engage with our work. Below is a summary of our work to date in the 2021-22 year.

Professional Learning Opportunities: Overview and Analysis

Overview:

Priority Area	LO's	Participants	Learning Hours
Curriculum and Pedagogy	38	3448	3853.5
First Nations, Métis and Inuit	13	351	1395.25
Inclusive Education	51	2228	4222.75
Instructional Leadership	2	42	58.5
Literacy	38	2411	4445.5
Numeracy & Mathematics	41	1098	1437.25
Other	10	403	482.25
TOTALS	193	9981	15895

Highlights from the Fall

88 L.O.'s
directly in districts
(46%)

5 = Orange Shirt Day
5 = Fee For Service
Contracts

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

94% of participants said that learning included practical strategies for applying the learning to their practice.

15,895 hours of learning were provided; **80%** regional opportunities, and **20%** provincial learning.

43% of our regional learning opportunities were opened to the province for registration as well.

Brief Analysis:

Inclusive Education is an area of high demand for our region this year, with 26% of our learning opportunities (51/193) falling under that Priority Area. Many of these learning opportunities focus on student wellness strategies, or differentiation strategies to support teachers in working with the wide array of student readiness currently being experienced in classrooms as a result of the pandemic.

Numeracy and Math, Literacy, and Curriculum and Pedagogy follow closely behind Inclusive Education in popularity. Topics of the learning opportunities we've provided in these areas include supports for exploring draft curriculum and for interpreting / designing interventions based on standardized assessment data among others.

46% of the total learning opportunities we've provided this year have been offered directly within a school authority. These include co-designing and delivering system learning days, working with a school or group of schools toward a specific learning goal, or subsidizing a requested expert in a particular area of interest.

The CRC has provided ARPDC leadership for two partner organization conferences to date this year including:

Partner	Learning Opportunity	Participants
The Association of Alberta Public Charter Schools (TAAPCS)	<i>Future Focused: Where Instructional Design, Learning Needs and Equity Intersect Conference</i>	551
Alberta Mentoring Partnership (AMP)	<i>Alberta Mentoring Partnership Summit 2021: Supporting Adolescent Mental Health Through Strengthening Webs of Support</i>	134

The CRC also provides leadership of the Orange Shirt Day/National Day For Truth and Reconciliation Conditional Grant provided to the ARPDC by Alberta Education. As a result of this conditional grant funding, [classroom lesson plans, talking circle guides](#), as well as [educational videos and Orange Shirt Day pre-recorded ceremonies and teachings from Elders](#) were provided and accessed over 5500 times in the month of September, 2021 by educators across the province to provide student learning experiences.

Additionally, 496 hours of live professional learning were provided on this topic in the month of September, in addition to the 242 people who accessed the asynchronous learning provided on the [Empowering the Spirit Website](#) through the September PD Playlist.

Areas of Focus

Partners in the Zone 5 region supported the identification of three Areas of Focus for the 2021-22 year. As outlined in our Annual Plan, these areas of focus were determined in response to identified partner needs and each partner had a voice in the formulation of these foci.

Below, the Areas of Focus are listed with brief updates about how each focus is contributing to overall success in 2021-22.

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

Goal #	Impact Measures	Results
1, 4	<p># collaborative meetings with partners</p> <p>Testimony and feedback from Think Tank members in various Priority Areas and the Committee of Regional Partners</p>	<p>CRC staff engaged in 270 meetings with Regional and Provincial Partners to understand emerging needs, collaborate, co-create learning together in Priority Areas. Many of these learning opportunities reflect student needs as we continue to navigate the pandemic. The learning opportunities resulting from these collaborations are included in the table above.</p> <p>On January 13, 2022, CRC held both our Zone 5 Leadership Think Tank and Committee of Regional Partners Meetings. Members of these two meeting groups are district and partner leaders from across the Zone. We engaged both groups in a Jamboard activity to understand what we were doing well, and where members would like to see us grow or strengthen our work. Summarizing these Jamboards, strengths and areas for growth identified include:</p>

What is the CRC doing well?

- Collaborating and building shared understanding WITH educators and teams not “to them.”(x1)
- Connecting leaders across districts to collaborate and share work which supports and strengthens all. (x3)
- A willingness and openness to collaborate with districts and individual schools within the districts. (x3)
- Being so responsive to district needs and being willing to reach out to find out the needs. (x5)
- Offering sessions that are recorded so participants can view at alternative times if necessary. (x2)
- You have demonstrated flexibility and adaptability needed in current times. Appreciate that the modes and methods continue to evolve.(x1)
- Pinpointing specific areas for collaboration that otherwise might not exist.(x1)
- Reputation for high quality PL resources, speakers, supports for schools, teachers, leaders. (x3)
- Addressing reconciliation. (x2)
- High quality, engaging and timely custom sessions created and delivered in collaboration with district leaders. (x2)
- Working alongside us so our capacity is grown while we create learning opportunities for our systems. (x5)
- Having a diverse group of design leaders who can address many topics in relevant ways.(x1)

Where would you like to see us grow or strengthen?

- Encouraging sessions in/about multiple languages.

3	# district LO's that were subsidized & # learning hours / participants in those LO's	Included in the table above, the CRC subsidized 5 learning opportunities for districts in our Zone with requested experts in their respective fields including Carla Cameron, Garfield Gini-Newman, Sue Somerville, Jane Gallacher, and Lorrie Morales. These subsidized sessions supported 520 hours of learning for 190 educators in the region.
5	# sessions co-planned with districts & # learning hours / participants in those LO's	Collaboration and co-creation of in-district learning opportunities with system or school based leaders is at the heart of the work that we do. Of the 88 learning opportunities offered within school authorities, 58% of them were developed and delivered hand in hand with staff from the district itself.

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.*

Goal #	Impact Measures	Results
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1, 4, 2	<p>Launch of a revamped website.</p> <p>New website data re: unique and return clicks, downloads and/or views. (year end)</p> <p>Creation of a 3 year integrated marketing and communications plan.</p>	<p>The CRC is currently in the process of redesigning our website. This work is being done in partnership with four other ARPDC offices. We all sit with the same web host, and hope to realize fiscal efficiencies by working together through the redesign process.</p> <p>CRC goals for this website redesign include:</p> <ul style="list-style-type: none"> • Create a "PD On Demand" space to provide easy access to some of our locally developed learning opportunities like the PD Playlists we've created over the past 4 years • Improve ease of use and access • Communicate clearly about the broad spectrum of supports we are able to provide <p>We are currently in the process of creating our 3 year plan. This is being done in tandem with our website redesign to maximize opportunity for alignment.</p>
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FOCUS AREA 3: Learning for the whole of the Education Community, with increased opportunities for parents, EAs, pre-service teachers and other education partners to support student success.

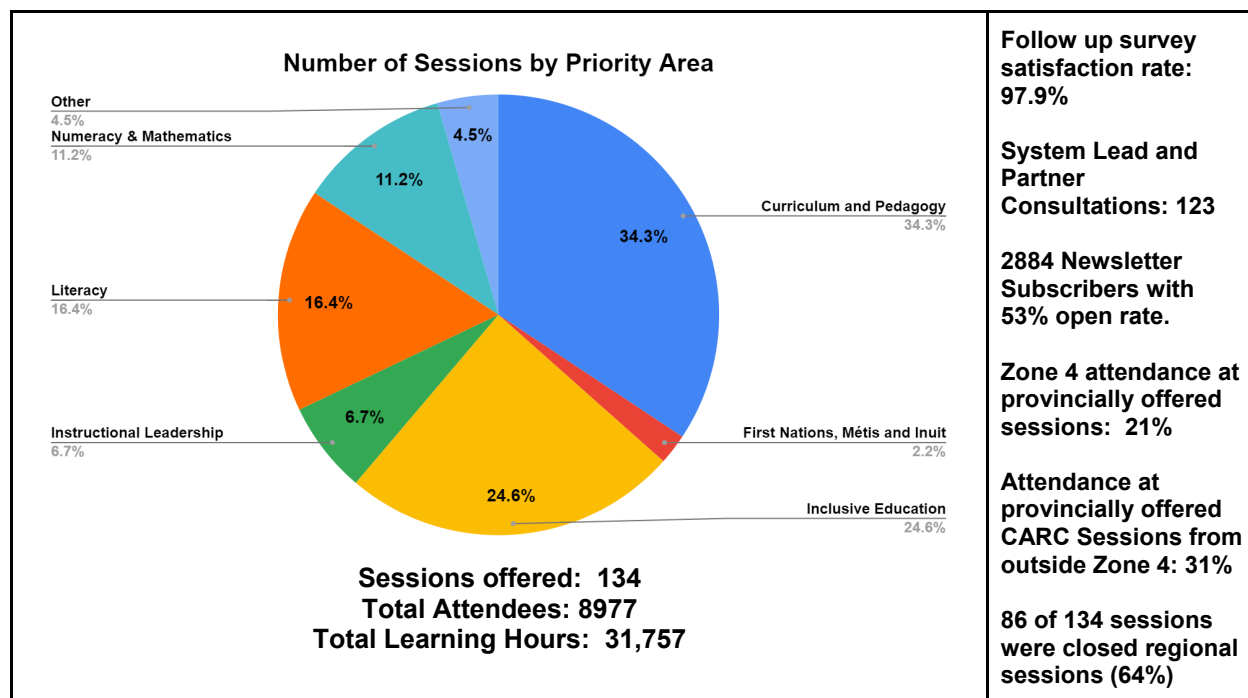
Goal #	Impact Measures	Results
1	# sessions designed for non-certificated staff with districts & # learning hours / participants in those LO's.	<p>Our Supporting Students in Grades 4-9 Math as an Educational Assistant series was designed as a program for educational assistants at one of our regional Charter Schools. To broaden the conversation, we opened this opportunity up for open registration across the province. 26 participants benefited from this learning, and are included in the totals above.</p> <p>Currently, we have 10 learning opportunities open for provincial registration that include Executive Assistants as an appropriate audience.</p>
2	% of attendees for open registration LOs who are non-certificated individuals.	We are in the process of being able to collect this information accurately as we revamp our website, and look forward to reporting this percentage at year end.
6	<p>Implementation of a student discount code.</p> <p>Creation of cost free learning opportunities for parents.</p>	<p>Upon return from Winter Break, the CRC implemented a discount mechanism for pre-service teachers on our website, which provides them with a 25% cost reduction on most of our learning opportunities. The Executive Director met with post-secondary contacts from our region early in January to share this opportunity. Leaders from each group have agreed to circulate a student communication on our behalf. We look forward to sharing the result of this effort in our final report.</p> <p>To date, 4 free-of-cost learning opportunities <i>for parents</i> have provided 434 participants with 714.5 hours of learning in the 2021-22 year.</p>

Next Steps

In the January Zone 5 Leadership Think Tank, regional system leaders were asked to share their most urgent professional learning needs for Instructional Leaders, Teachers and Educational Assistants. We will be planning for the spring based on this feedback. We look forward to providing leadership in partnership with ERLC for the annual AISCA conference in February.



Central Alberta Regional Consortium (CARC)



Goal 1	The Executive Director has reviewed Jurisdictional 3-year education plans and the Alberta Education Business Plan for 2021/22. CARC Executive Director and CARC Consultants meet with jurisdictions, planning committees, and advisory committees 3 - 7 times per year to provide direction with program planning. from the emerging needs. (CARC 2021/22 Annual Plan Focus Area 1)
Goal 2	Throughout the first segment of the year, CARC consultants have provided supports to jurisdictions piloting the K-6 Draft Curriculum, to Zone 4 jurisdictions work with K-3 interventions in literacy and numeracy, supported ARPDC in the development of K-3 intervention resources. CARC consultants have also provided pedagogical supports for teachers who have identified learning gaps and when students have been learning from home. (CARC 2021/22 Annual Plan Focus Area 1)
Goal 3	CARC has provided supports to the following partners and their annual learning events: Centre for Child Psychology - Children's Mental Health Conference (Nov 2021), Alberta Rural Education Symposium (March 2022), Jigsaw Learning - Collaborative Response Symposium (May 2022), 10 Peaks Innovation (May 2022). CARC also helped plan and support the first Red Deer Pow Wow (October 2021) with 5584 participants over 3 days! (CARC 2021/22 Annual Plan Focus Area 3)
Goal 4	Specific needs that have emerged this year include: supports for K-3 teachers in conjunction with the K-3 Interventions grant specific to literacy and numeracy, need for additional resources for the Zone 4 First Nations, Metis and Inuit Curriculum Kits. additional supports for classroom inclusive education students specific to identified diagnosis. CARC is in the planning process for two Central Alberta Support Staff Conferences in February and March 2022. CARC is in the planning process of two events for Bachelor of Education students at Red Deer Polytechnic - Indigenous Perspectives Conference (April 2022), Middle Years Teachers Symposium (Spring 2022). Finally, a Culture Camp has been planned over 2 days in June 2022 for both Red Deer Jurisdictions and Red Deer Polytechnic. (CARC 2021/22 Annual Plan Focus Area 1)
Goal 5	CARC supported Zone 4 jurisdictions with start-up days in August 2021. Dr. Greg Wells

	provided a day with three school jurisdictions. In addition, supports were provided for a district leadership retreat, and additional district day presenters were planned for two other jurisdictions. A total of 3 jurisdictions partnered with CARC to develop and implement Future School Leaders programs. One jurisdiction partnered with CARC in the implementation of a NEW Teacher Development program. Discussions have begun for building leadership capacity with the NEW Curriculum, specifically for central office and school leaders. (CARC 2021/22 Annual Plan Focus Area 3)
Goal 6	Continued emphasis has been placed on low cost flexible learning opportunities. These include reduced pricing for series, partnerships with jurisdictions to allow for no cost to participants, 50% discounts for Bachelor of Education students and no charge to participants including covering substitute costs in all learning opportunities for French Immersion teachers. (CARC 2021/22 Annual Plan Focus Area 2)

First Nations Metis and Inuit

CARC continues to communicate with First Nations Education Authorities in Zone 4 and provide professional learning opportunities to staff at their schools. In addition, to build foundational knowledge within Zone 4, planned for the development of additional resources for the Zone 4 First Nations, Metis and Inuit Curriculum Kits, is supporting Red Deer Polytechnic in planning their Indigenous Perspectives Conference (April 2022) and supporting the planning of a Culture Camp over 2 days in June 2022 for both Red Deer Jurisdictions and Red Deer Polytechnic.

CARC helped plan and support the first Red Deer Pow Wow (October 2021) with 5584 participants over 3 days and a total of 55 830 hours,
*these numbers are not included in CARC/ARPDG Totals

Challenges and Opportunities

It is important to note that registration levels for non-regional sessions have been low and in many cases have either re-scheduled or cancelled. This again is a result of COVID-19 levels where teacher's priorities are for planning and making instructional adjustments. Alberta is not immune to the evident pressures of the extended Covid experience. Teacher and system leader fatigue is real, and while we acknowledge those stressors we work to provide opportunities designed to be deposits in the emotional and professional bank accounts of those we serve.

This year we again have witnessed challenges in substitute availability which is projected to be more significant through January into the spring.

We have embraced these challenges as opportunities to expand collaboration on school and division professional learning days, as well as the targeted enhancement of asynchronous supported learning opportunities across our consortia.

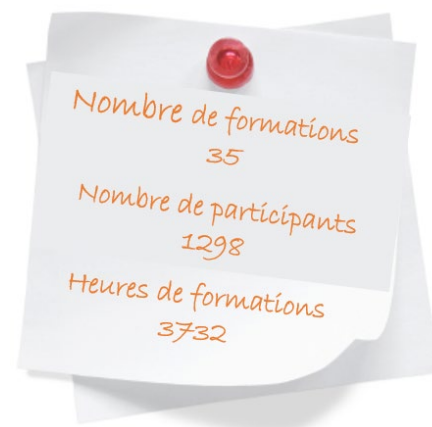
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Central Alberta Regional Consortium
Working Together: Making a Difference
Promoting student achievement and school improvement through professional development.

Consortium provincial francophone (CPFPP)

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 nous continuons à poursuivre une programmation au virtuel. Malgré le manque de contacts face à face avec notre communauté, nous sommes reconnaissants des avantages que le mode virtuel nous offre. Pour nos formations, il nous est plus facile et moins onéreux de faire appel à des experts de toutes les régions du Canada et nous permet d'organiser avec ces experts des suivis et des séries de formations ; ce qui ne serait pas aussi facilement possible autrement. Nous avons aussi découvert des ressources exceptionnelles en éducation francophone.

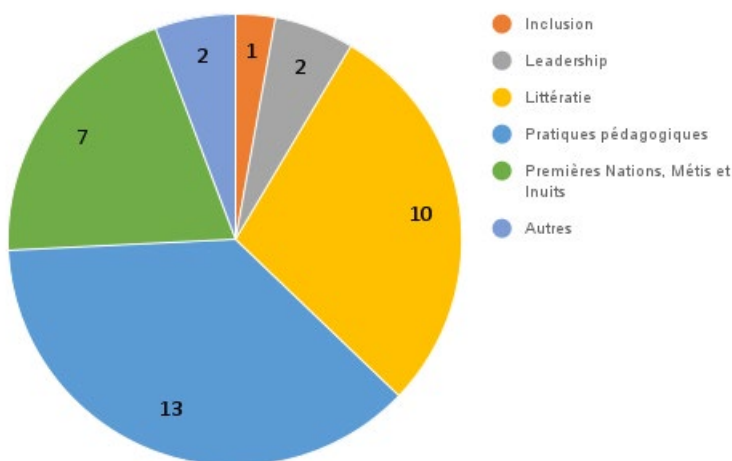


Nous sommes fiers des activités du CPFPP entre les mois de septembre et décembre 2021. Pendant cette période nous avons offert un total de 35 formations, dont 17 qui étaient accessibles à nos partenaires en immersion et du Campus St Jean. Nous avons établi un menu de formations et de ressources sous le thème de [Faire rayonner nos élèves.](#) Le tout est organisé selon trois domaines qui encadrent les 6 priorités

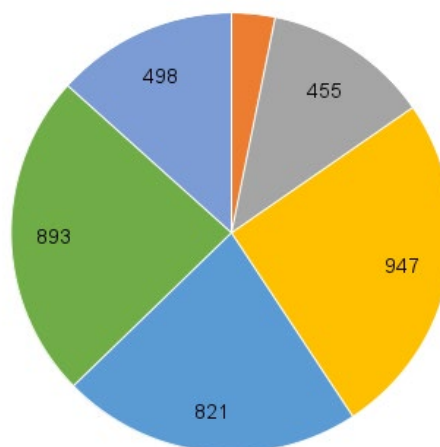
(Inclusion, Leadership, Littératie, Pratiques pédagogiques, Premières Nations, Métis et Inuits) des Consortiums :

[La différenciation pédagogique - L'éducation à la réconciliation - L'évaluation/rétroaction.](#)

Nombre de formations



Heures totales de formations



Domaines prioritaires :

C'est le domaine de l'[éducation pour la réconciliation](#) et le projet du Chandail orange qui ont fait l'objet de beaucoup de nos efforts en début de l'année scolaire. Nous avons lancé la version française du site Empowering the Spirit [Valoriser l'esprit](#) et rendu les premières activités et ressources en français disponibles pour le projet : [Journée du chandail orange](#). Il y a eu un total de 7 formations, en plus d'une cohorte pour le Cours en ligne - *Tisser les liens*. Un beau projet de création de ressources pour les formations : [Exercice des couvertures](#) et des [15 enseignements du Tipi](#) à été possible grâce à un renouvellement du partenariat avec nos chers partenaires Ekti Margaret Cardinal et David McConnell. Nous avons capté sur vidéo une présentation avec eux et des étudiants des écoles Michaëlle Jean et Alexandre Taché du CSCN en novembre. Ces vidéos seront la base du développement de ressources asynchrones à venir !

Les sujets explorés sous ***la différenciation pédagogique*** incluent l'apprentissage collaboratif, les troubles d'apprentissage, la gestion des comportements, la francisation, les stratégies d'enseignement et les pratiques en éducation inclusive. Il y a eu un total de 15 formations présentées par nos consultants et des experts de partout au Canada. Nous accédons aux ressources et formations d'organisation provenant de l'Ontario et du Québec telles que ***Communication Jeunesse*** et ***l'Institut des troubles d'apprentissage***. Nous avons appuyé l'organisation de plusieurs journées pédagogiques de nos conseils scolaires. La conférencière ***Phyllis Dalley*** a exploré la question de la résilience linguistique avec la communauté du CSNO. Des séries sur l'enseignement explicite de la littératie avec ***Marilyn Baillargeon*** et la gestion des comportements avec ***Nancy Gaudreau*** se déroulent au FrancoSud. La première de deux cohortes d'enseignants a été lancée pour la série ***Pratiques gagnantes et pédagogie 3.0*** avec Stéphane Côté.

En début d'année scolaire nous avons organisé plusieurs consultations avec nos conseils sur ***l'évaluation*** et les outils de dépistage. Le projet provincial ***Comment faire rayonner nos élèves - Une série sur l'évaluation*** sera lancée en février 2022. Deux groupes seront invités à parler de l'évaluation avec Sylvie Gazeilles et leurs collègues de partout en province. Sous la direction de ***Dr Sylvie Gazeilles***, les sujets explorés pour lancer ce projet incluent les apprentissages essentiels, les évaluations repères et diagnostiques et comment planifier pour ne laisser aucun élève en arrière.

Autres domaines :

Petite enfance

En partenariat avec nos conseils scolaires, nous avons organisé des formations et des blocs d'accompagnements avec Emmanuelle Sow en petite enfance du Centre Collégial de l'Alberta.

Leadership - Directions

En partenariat avec le CÉDÉFA (Conseil des directions des écoles francophones de l'Alberta) une série de formations - Le Coach à 360 pour les directions et directions adjointes des écoles francophones avec Marius Bourgeois de ***EscouadeÉDU***.

Bien-être - Parents

Deux formations pour parents avec Joël Monzée : Enfance et émotions le 21 octobre: 151 inscriptions et Adolescence et émotions le 27 octobre: 94 inscriptions.

Immersion

Partenariat dans le congrès national de l'ACPI du 2 au 4 décembre. Nous avons appuyé un volet de formations sous la bannière du Symposium des Rocheuses. 5 formations et 72 participants pendant la diffusion synchrone (les enregistrements sont disponibles pendant 30 jours.)

Ressources



Edmonton Regional Learning Consortium

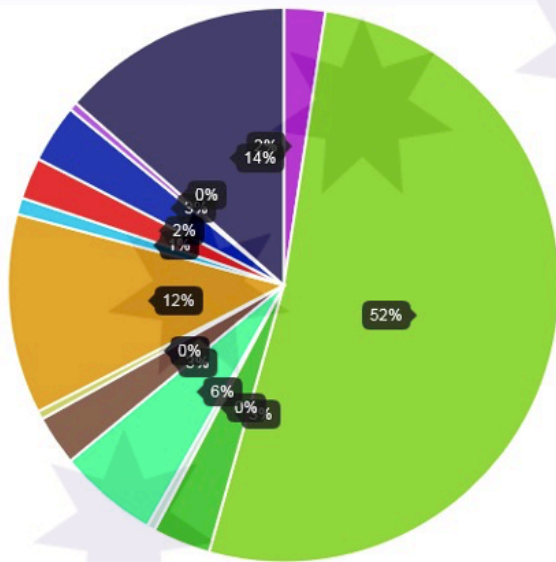
"Excellence in supporting Adult Learning for Students' Sake!"

- 223 Total Sessions
- 7,885 Participants
- 17,926 Learning Hours

- 112 Division Days
- 111 Open Sessions

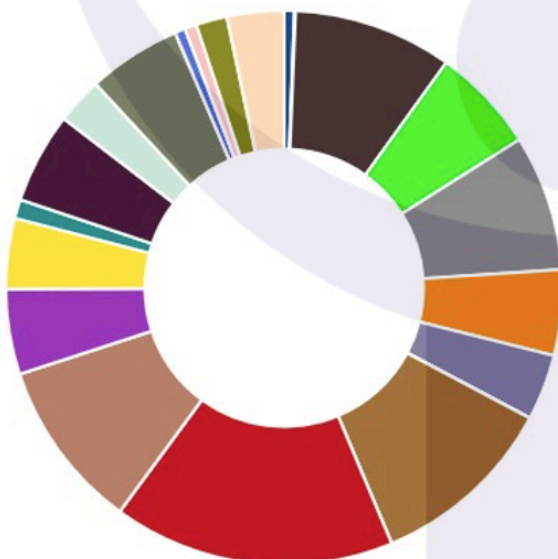
453 collaborative planning meetings with partners

~ Sessions by Focus ~



Focus	Percentage	Total Sessions
Assessment	2.31%	5
District Days	49.54%	107
English Language Learners	3.24%	7
First Nations, Métis and Inuit	0.46%	1
French	5.56%	12
Inclusive Education	2.78%	6
Leadership	0.46%	1
Literacy / English Language Arts	11.11%	24
Mathematics / Numeracy	0.93%	2
Mental Health	2.31%	5
New & Future Curriculum	3.24%	7
Parents	0.46%	1
Technology Integration	12.96%	28

~ Sessions by Participants ~



JURISDICTION	ATTENDING
Aspen View School Division	34
Band School - ERLC	4
Black Gold School Division	534
Edmonton Catholic Separate School Division	353
Edmonton School Division	435
Elk Island Catholic Separate School Division	218
Elk Island School Division	210
ERLC Facilitator/Moderator/Consultant	1
Evergreen Catholic Separate School Division	626
Fort McMurray Roman Catholic Separate School Division	946
Fort McMurray School Division	570
Grande Yellowhead School Division	279
Greater St. Albert Roman Catholic Separate School Division	237
Living Waters Catholic Separate School Division	63
Northern Gateway School Division	270
Parkland School Division	152
Pembina Hills School Division	314
Private School - ERLC	32
St. Albert School Division	36
St. Thomas Aquinas Roman Catholic Separate School Division	104
Sturgeon School Division	188
Sub-totals	5606

96%

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

97%

of participants said that their learning opportunities provided opportunities to be engaged in the learning opportunity.

97%

of participants said that their learning opportunities provided information/strategies for integration into their current practice.

1



Purposefully Support the Alberta Education Ministry Business Plan and implementation of Government initiatives:

All of the work of the ERLC is designed to connect to and enhance the achievement of the following Business Plan Outcomes, primarily through working directly with school Authorities, Schools, Teachers and Partner Organizations:

Outcome 1 - Alberta's students are successful

- 1.1 Implement New Curriculum
- 1.2 Reform Provincial Assessment
- 1.3 Modernize Provincial Student Assessment

Outcome 2 – First Nations, Metis and Inuit Students in Alberta are successful

- 2.1 Strengthen education programs
- 2.3 Work with education partners to enhance First Nations, Metis and Inuit Students' educational outcomes

Outcome 3 – Alberta has excellent teachers, school leaders and school authority leaders

- 3.2 Support the development of the teaching workforce in areas of demand and need
- 3.3 Enhance the level of subject matter expertise in the teacher workforce

Outcome 4 - Support Choice within the Education System

2



Supporting School Authorities in attaining Business plan goals:

- Over four months from September 1 through December 23 ERLC provided:
 - 112 School Division Requested sessions
 - 111 Open sessions
 - Total of 223 learning opportunities
 - 7,885 participants
 - 17,226 learning hours
- ERLC provided collaboratively planned requested support to all 18 School Divisions in the ERLC Region as well as to Private, Charter and Band Authorities
- 453 collaborative meetings in receiving direction and collaboratively planning Learning Opportunities
- Over 150 more sessions already planned and scheduled for January – June.
- Supported Leadership Capacity Building through requested sessions and through Collaborative Learning Communities in nine curriculum areas.
- Provide specific sessions on K-3 Interventions, Assessments and ongoing programming supporting government initiatives in this area
- Hosted a world class three-day Assessment Conference - Leading the Conversation: The Pedagogy of Assessment with 389 registrants
- Experienced a rise in satisfaction survey results about the learning opportunities:
 - From 95% to 96% - contributed to their understanding of the topic
 - From 96-97% - provided opportunities to be engaged in the learning
 - From 93-97% - provided information/strategies for integration into their current practice.
- Continues to be engaged at multiple levels and in multiple conversations with Division Leaders regarding positioning for readiness and successful Curriculum Implementation

3

Highlights of Note:

- Ongoing leadership in the area of Assessment
- MILE Project – Partnership with the U of A in the Math Interactive Learning Experience – A Math Intervention Program. Created a Website and Training Program and are now moving forward to informing and training trainers.
- Technology in Schools – partnership with the U of A that sees ERLC provide professional learning opportunities in educational technology that can be applied to graduate course credit. In its second year now.
- Educational Leadership partnership with the U of A that sees ERLC provide professional learning opportunities in the area of Educational Leadership that can be applied to graduate course credit. Information meetings have been held with Charter Schools, Private Schools and Rural/Urban School Authorities. Courses can lead to LQS certification and be applied a Graduate Diploma and a Masters Degree at the U of A.
- ERLC has enhanced its partnership with Hapara in working to provide elements of a Learning Management System incorporating Alberta curriculum, curriculum resources, Instructional Resources, Parent engagement etc., to assist in addressing the management of learning in a manner that enhances equity and supports teachers, students and parents.
- ERLC continues its partnership with C2L in Enhancing Classroom Assessment Practices and an understanding of current and future assessment practices in Alberta.
- ERLC is providing Leadership in supporting the ASCA conference in April of 2022
- ERLC is providing leadership support for the AISCA Edmonton Teachers Conference in February of 2022
- ERLC continues to lead the implementation of the deliverables for a grant from OSARS aimed at enhancing approaches to addressing student attendance concerns.

4

Current and Innovative:

- The current ERLC Staff consists of 13 Professional Learning Leads all of whom are qualified to teach at the University Level and 6 who currently continue to do so. This expertise has been noted and lauded by Division Contacts and leaders.
- All ERLC staff are trained in principals of Adult Learning and review and apply new learning annually.
- All ERLC staff are credible experts with a foundation of current research, evidence based practices and have deep roots in the Alberta context.

ERLC Summary

ERLC is continuously focused on excellence in Professional Learning Support and continuous improvement in all elements of our mandate.

As we look to the second half of the school year, we are focused on ensuring we meet the needs identified by Alberta Education, our School Systems, Teachers and Partners. We are also strategically planning to support curriculum implementation with a coherent and integrated approach. Our 2021-2022 plan continues to build on the foundation of the Ministerial Order on Student Learning, connecting the new curriculum to assessment, pedagogy and resources throughout a coordinated implementation process. A multi-levelled plan that includes initiating communications and information resources for broad awareness, curriculum and essential outcomes in digital format, the development of leadership capacity in a facilitated networking approach, grade and subject level cohorts and a website with grade and subject level supports are elements of this plan.

We continuously monitor our data and consult with system leads and Partners, and increase our ability to maintain and enhance our capacity to impact student learning experiences and achievement.

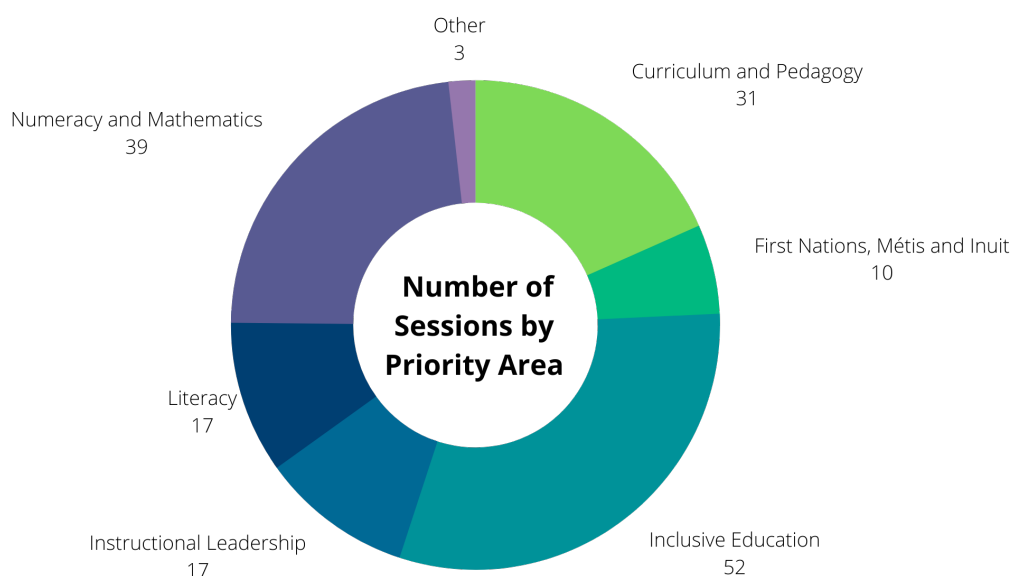
"It is only through raising expectations and striving for excellence that our children can reach their full potential"

Brad Henry

Learning Network Educational Services (LNES)

The Learning Network Educational Services is privileged to provide professional learning support to five Alberta school authorities, two Saskatchewan school authorities, and seven First Nations educational authorities. As opportunities are identified, we also provide support, in partnership with the Francophone Consortium (CPFPP) to Conseil Scolaire Centre-Est.

With our Core Values (Relationship, Collaboration, and Maximizing Opportunity) at the forefront of our work, we are proud to report that from September 1, 2021 to December 23, 2021, we offered 170 sessions in response to the needs identified in the Three-Year Education Plans, and our ongoing conversations with system, school, and instructional leaders, which supported all six of our priority areas. Of the 170 sessions, **55 sessions were related to mental health and wellness.**



Total Number of Sessions

170

Total Number of Session Participants

2936

Total Hours of Learning

7419

Consultations and Conversations with System and School Leaders

79

LNES was proud to support several professional learning days with Lakeland Catholic Schools, Northern Lights Public Schools, Buffalo Trail Public Schools, and East Central Catholic Schools. We provided 79 learning opportunities over the course of four days. This accounted for over 50% of the total sessions offered.

21 of our 170 sessions (12%) were open to provincial participation, leveraging expertise and budgeting simultaneously. In these open sessions, 51% of participants came from outside of our region. 229 learners from our region attended provincial offerings from the other consortia offices.

Of the 170 sessions scheduled this fall, 21 were cancelled or postponed due to unsustainable registration numbers. This reflects the ongoing themes in conversations we are having with our stakeholders – constraints on time, limited substitute teachers, and minimal energy for professional learning outside of district or ATA learning days. With that said, our Designers of Professional Learning continue to be busy, meeting teachers ‘where they are at’ (and when they can), in elbow-to-elbow work to improve their teaching practices.

Our regional needs have led to provincial collaboration opportunities. Our Designers of Professional Learning have been involved in a number of resource development projects – including Learn and Go Library content and Literacy and Numeracy Intervention support (to be released early Spring 2022). We have also worked alongside consultants from other consortia offices to support math instruction and middle school readers. These opportunities provide valuable capacity building within our region and throughout the province.

We will continue to serve our region to the best of our ability, keeping in mind the ongoing challenges with COVID-19 for everyone. We anticipate and look forward to an increased demand for curriculum implementation support and opportunities for conversation amongst stakeholders within our region throughout the coming months.



Northern Regional Learning Consortium (NRLC)

Communication & Collaboration

Strong relationships and continuous collaboration with Zone 1 stakeholders and ARPDC colleagues remain foundational to meeting the evolving regional and provincial needs. NRLC has held,

69 consultations with System Instructional Leaders & Advisory Committees

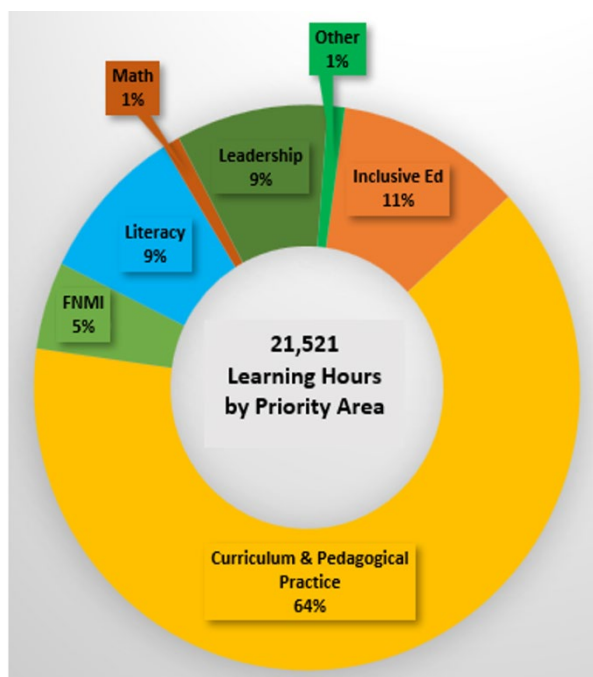
37 consultation/collaboration with ARPDC EDs & Consultants

Empowering Learning

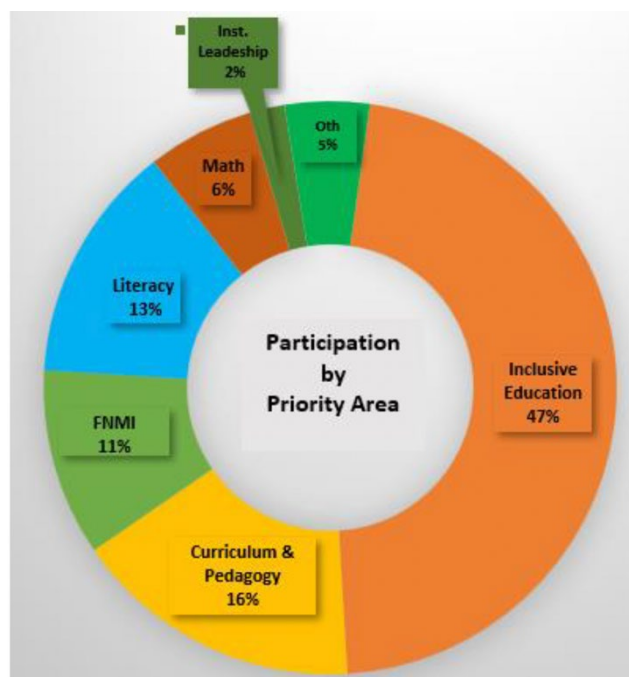
**NRLC DELIVERED
21,521 LEARNING HOURS,
over 124 LEARNING
OPPORTUNITIES,
to 3518 PARTICIPANTS**

76% of LO, 88% Hours, directly for Zone 1 Regional Partners,

89% of Participants were Zone 1, Regional Participants,
with 11% Guests from other Consortia around the province.



**7 French Learning Opportunities,
50 Learning Hours to 33 participants**



**3 Asynchronous Learning Opportunities
and 5 New Asynchronous Resources**

98% Satisfaction that Learning Opportunities contributed to a deeper understanding of the topic.

94% Satisfaction that LOs provided information/strategies for integration into my current practice.

NRLC Regional Partnerships

Serving the emerging needs of our zone is our number one priority and NRLC is proud that 48% of our learning opportunities, to date, have been in partnerships with Zone 1 regional stakeholders. Additionally, we have facilitated 15 Regional Priority Area Advisory meetings as a part of 69 Regional consultations this fall. These collaborations are critical in addressing the needs of our zone in a timely fashion and have received excellent feedback from our partners. We are also thrilled to have been able to engage the Driftpile First Nation school authority as one of our learning opportunities partners this fall; bringing us to engagement with 6 of our 8 First Nation School Authorities in Zone 1.

Highlighting Learning Opportunities

At Mid-Year, NRLC has hosted 124 Learning Opportunities, 97% Synchronous, 3% Asynchronous, including 21,521 hours to 3518 participants. These statistics show an increase which is more than triple in all areas from this time last year. Our highest participation rates are in learning opportunities related to Inclusive Education including opportunities such as: Collaborative Response 101, Shelly Moore w/CRC, Supporting Educational Assistants, AAC devices, FVSD IE day with Jigsaw and in Curriculum and Pedagogy, including supports for Curriculum Pilot in Math/ELA to FVSD.

NRLC' contracted literacy consultant has offered 1194 learning hours, including K-3 intervention sessions and resources in support of AB Ed's grants to school divisions in this area. Additionally, NRLC has subcontracted a math consultant from our sister consortia, CARC, and has offered 12,648 learning hours and multiple resources with this consultant in support of both the AB Ed Curriculum pilot and K-3 intervention grants.

While each of our learning opportunities continue to focus on the explicit needs of our region 30 of our 124 sessions have been open to registration of participants across the province with the remaining 94 learning opportunities specifically serving the unique needs and requests of NRLC' individual school divisions, NRLC' Priority Area Advisory Committees and NRLC' regional stakeholder groups totaling, **18854 hours of regional learning** and including learning opportunities such as: GPATA#13 Fall PD Day, Grande Prairie Regional College Pre-Service Teacher Fall PD Day, Heggerty Literacy Training and individual school division literacy supports.

NRLC maintains consistent engagement for our First Nation, Metis and Inuit learning opportunities that currently make up 10% of our total programs, including Conversational Cree, the annual Mamawhitowin Conference and Land Based Learning – A Season of Experience series offered in partnership with KTCEA.

Highlighting Resources

In response to the emerging needs of our regional stakeholders NRLC invested in increased delivery of asynchronous learning including 5 New Asynchronous Learning Resources, one K-6 Literacy eCourse and four K-3 Math Intervention Learning Guides. Each includes a pre-recorded video instruction as well as resource supports for classroom teachers to integrate into their classrooms. In addition, NRLC offers thanks to the Grande Prairie Public School Division for the collaboration and sharing of resources for K-3 Math Intervention 'Classroom Pull Out' resources designed for implementation by Educational Assistants. We have created a video to support these resources, which are available to teachers and Educational Assistants across the province. NRLC also continues to sponsor the C2L, [12 Quick Fixes to Teaching and Assessing](#) free for each teacher in the zone, with your coupon code from NRLC.

In addition to our new resources, we have also updated our [Infusing Indigenous Learning into K-6 Curriculum](#) website to include a page dedicated to Land Based Learning. The page includes videos and learning guides to support teacher and student learning. Additional resources will be added to the website as the accompanying live, synchronous learning opportunity [Land Based Learning - A Season of Experiences](#) continues.

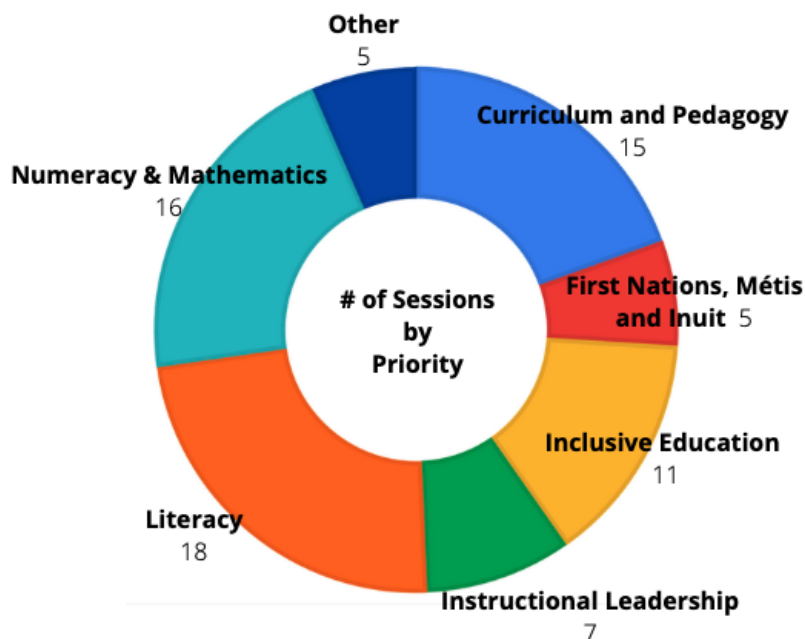
Moving Forward

NRLC is available to serve any professional learning needs that arise for our individual teachers, schools, divisions/authorities, as well as our parent and stakeholder partners at a moment's notice. Coming up this winter we are extending our learning opportunities to support **parents**, with a session on Persons with Developmental Disabilities as well as **educational assistants and administrative staff**, with the Northern Alberta Educational Assistants and Support Staff Conference.

Thank you to all our participants thus far in 2021-22. NRLC looks forward to our work together for the remainder of the program year as we partner in support of "Adult Learning for Students' Sake".

Southern Alberta Professional Development Consortium (SAPDC)

SAPDC provides regional professional learning support and opportunities to 10 School Divisions, 2 First Nations Education Authorities, and a small number of Private schools. Over the course of September 1, 2021 through December 23, 2021 we offered a total of 77 Sessions of which 65 were specific and available within our region.



SAPDC focuses our work on the primary objectives of supporting learning regionally whether it be direct work with our regional partners, brokering sessions for regional needs open to the province or directing our regional partners to learning opportunities hosted by our ARPDC partners. The session distribution by topic aligns with our identified focus points for the year and the emerging topics identified by our regional partners. SAPDC contributes to the development of resources in support of provincial learning including online materials available anytime and place to support learning.

Region focused work has been driven as a direct result of the consultation/collaboration process in the region. We maintain advisory groups in each of the categories above having created an Instructional Leadership advisory this fall at the direct request of our school divisions and their lead teachers in October. The advisory groups further serve to meet Goal 5 developing leadership capacity throughout the region.

Numeracy, Literacy and Curriculum & Pedagogy, and Inclusive Education focused sessions dominate the work both in sessions presented and facilitated by our SAPDC and ARPDC partner consultants as well as sessions for which we have sought out presenters who are leaders in their area either across the province or across North America.

Total Number of Sessions

77
65 Regional

Total Number of Participants

2,176
1,767 Regional

Total Hours of Learning

9,881
8,616 Regional Hours

Conversations and Consultations with System and School Leaders

98

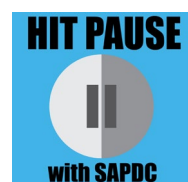
To this end we opened 12 of our 77 learning opportunities to participants from around the province. In each instance the learning was aligned with a regional focus but not directly tied to a specific school or division/regional closed learning opportunity. The table below indicates attendance from outside our region at sessions we hosted as well as SAPDC region individuals who attended sessions hosted by our ARPDC partner consortium offices. SAPDC regularly monitors the offerings of all offices and in our collaborative conversations where it is most cost effective directed region members to sessions offered outside of the region rather than hosting a similar session. One particular example this year was Level B Assessment training where ERLC, and CARC had sessions scheduled open to the province. High profile national and international presenters such as Kelly Gallagher for example may also be hosted by one office.

Table: Regional Representation in Sessions Open to the Province

12 Sessions	CARC	CRC	CPFPP	ERLC	LNES	NRLC	Other
SAPDC Hosted (280 from SAPDC)	15	21	0	49	19	10	23
SAPDC at Total 460	93	212	7	131	5	12	

We have engaged in significant conversations focused on best ways to support educators and systems in the region. To this end we have initiated the “**Hosted-rebroadcast**” model of our learning opportunities in order that sessions may be available in the school day for those able to access substitute teachers or appropriate coverage but rebroadcast with a live host (sometimes simply offered twice in the same day with the same presenter) after school for those who are unable to be out of class. Over the 2020-21 school year the majority of sessions regionally and across the province that were not on School or Division PD days were offered from 4:00 - 5:30 pm. Teachers and leaders communicated that this was appreciated but also served to stack an additional time commitment burden that needed to be addressed. The reactions to the **Hosted-rebroadcast** has been very favourable.

Podcasts, YouTube, Twitter, Asynchronous courses and Materials continue to be an area of development and exploration. Limited only by the time to record and develop the material this provides educators and leaders with access to information when they can, where they can and how they can access and apply the material to their needs. The SAPDC lead, ARPDC [LearnandGo website](#) is another such example.



SAPDC has a two-pronged focus as the work relates to First Nations, Métis and Inuit studies and Education Authority support. While we hosted 5 sessions with a focus in this area we are still falling short on our aspirations as it relates to directly supporting Kainai and Piikani Education Authority educators. We recognize Covid has played a strong role in this but continue to seek ways to improve in this area.

Looking Ahead

The world pandemic has had, and continues to have a big impact on our work and the way we support our districts. Educator fatigue and stress levels continue to rise. A priority area for our support will continue to be in the areas of Social-Emotional Learning and Mental Health and Wellness for Teachers. Concern continues for divisions, large and small, around substitute teacher availability. We will continue to offer learning opportunities in the hours after school, on scheduled division/authority professional learning days, and have been investing in the creation of additional asynchronous learning opportunities and resources. ARPDC staff continue to be committed to finding ways that allow divisions, teachers, and our stakeholders to access learning opportunities and resources whenever and however they can.

More specifically, regional and provincial support for K-3 Mathematics and Literacy Interventions continue to be in demand across the province. [ARPDC Intervention Supports Website](#) will be a part of provincial response and regional consortia are working with school divisions/authorities and teachers to ensure that they have access and support in this work.

In addition to the work that we do on a daily basis in service to our regions and the province, ARPDC will continue to explore and leverage our evolving relationship with CASS, including our role in curriculum implementation. This includes partnership with our regions to enhance the support and resources for implementation, regionally and provincially.

Final Words

ARPDC has been very successful offering access to virtual learning opportunities and resources over the past 20 months. Although we look forward to returning to face-to-face learning opportunities in the future, we are grateful for the provincial reach and collaborative nature of the work we have developed. This modality has also offered us an unprecedented access to expertise from all over the globe. We are confident that the design and execution of professional learning in the province, and throughout the world, will be forever changed by the experiences and learnings of the pandemic.

The logo for ARPDC, featuring the letters 'ARPDC' in a bold, green, sans-serif font.

Alberta Regional Professional Development Consortia