

Further to the ARPCD Governance and Operations Manual, the Regional Consortia are guided by six goals of implementation which will have varying levels of application throughout the year. The following provides a summary of activities dedicated to the achievement of **goals 1, 2, & 6** during September as they apply to the timing of this report.

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 and their teams are in the process of reviewing regional 3 Year Education Plans and consulting with system leaders through various regional committees.
- ARPCD staff have been coming together regularly over the month to discuss identified and emerging regional needs & to explore provincial offerings across common needs.

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

The nature of our open registration sessions has changed this year as a result of the on-going Pandemic. Because of the **online nature of the work** this year:

1. Many 'open registration' sessions are provincial in nature. This has provided some exciting opportunities to imagine how we support our regions. We are able to offer unique solutions to support the contextualisation of the work in ways we have not considered before. Two examples of this include:
 - **“anchor session” model** - a well known speaker with provincial appeal like [Kelly Gallagher](#), provides opportunity for in-between sessions with this featured “anchor speaker” where we offer regional follow up sessions to further discuss the ideas in terms of local contexts.
 - **breakout model** - in the work that we are doing to support implementation of the Alberta Mentoring Partnership (AMP) Teen Mentoring in Schools, we are bringing people together in two large cohorts (North and South). They are able to learn together about ideas as a large group, and then breakout into groups based on other contextual considerations (like rural vs urban settings) for breakout discussions in the sessions.
2. In this current year, we are collaborating in new ways to provide more options that respond to the unique time challenges educators are facing. Initiatives include:
 - a. Building Bridges [Facebook](#) and [Zoom Communities](#) Project (167 registered for Zoom meetings, and 2,265 members in Facebook Communities)
 - b. **1-2-3 Learn N’ Go** sessions building from **James Clear’s Atomic Habits** Facilitators are building 1-2-3 Learn N’ Go learning opportunities 1. **Description**/Blog/Podcast/Book Talk, **2 Tasks** or Ideas for Implementation and **3 Resources** / References / Links / Videos / Playlists to take the learning deeper.
 - c. **Office hours** The intent is to have ARPCD Designers of Professional Learning available to meet with teachers at their convenience. These conversations will take place outside of the traditional school day and will include late afternoons and early evenings and be by appointment only. This is currently being piloted by the Literacy Group with the potential for expanding to all other priority focused ARPCD Groups.
3. Total September ARPCD learning opportunities: **167 sessions and 2,782 registrants**

Goal 3: Coordinate, broker and act as a referral centre to assist partners to identify available professional development resources. *Not reporting this month*

Goal 4: Deliver professional development based on the identified and emerging needs of educational partners. *Not reporting this month*

Goal 5: Promote and support the development of professional development leadership capacity. *Not reporting this month*

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

- Continued High Level of satisfaction expressed by participants and stakeholders



NRLC REPORT TO CASS BOARD OF DIRECTORS September 2020

<p>Goal 1:</p> <ul style="list-style-type: none"> • Development of 2020-21 Curriculum Implementation Plan, based on Jurisdiction/School Authority needs and requests made during individual division and school authority meetings in May/June 2020. However, this is a 'living' working document as needs have and are changing with the evolution of the COVID-19 pandemic and school re-entry plans. • Promoted a session for parents/school councils with Kim Barthel - Sending our Children back to School: What does that mean during the Pandemic?. Event was cancelled due to low registration of 1 participant.
<p>Goal 2:</p> <ul style="list-style-type: none"> • In September, NRLC hosted 5 Regional learning opportunities for Zone 1 with 27 participants, including 1 cancelled session. • In September, NRLC hosted 3 Provincial Opportunity training sessions for ARPDC staff, with 33 participants. • To date, NRLC has 24 learning opportunities open for registration, with a total 79 participants. • ED, hosted and participated in several ARPDC provincial wide meetings with ARPDC consultants in each of the identified priority areas. Each meeting focused on support for facilitating sessions as well as building resources for asynchronous learning supports for teachers.
<p>Goal 3:</p> <ul style="list-style-type: none"> • 'Touched base' with assistant superintendents, curriculum leaders, and PD leaders at school divisions/authorities by zoom, phone and/or email to offer PD support for school school reentry as well as kick-off days.
<p>Goal 4:</p> <ul style="list-style-type: none"> • Currently engaged in two partnership programs: <ul style="list-style-type: none"> ○ NRLC/ KTCEA -Curriculum Mapping/Prioritizing with Infusion of Indigenous Knowledge for Gr. 1-6. ○ NRLC/PWPSD - RW Zahara School, Building Educational Equity
<p>Goal 5:</p> <ul style="list-style-type: none"> • Attendance at CASS Zone 1 Meeting • Promotion and delivery of <i>Leading in the Midst of Uncertainty</i> series with Kim Barthel.
<p>Goal 6:</p> <ul style="list-style-type: none"> • Currently offering virtual programming with a participant cost ranging from \$10.00-\$35.00 a session. Subsidizing session costs from implementation funding.



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This September 2020 summary is indicative of the professional learning support being provided by the L.N.E.S. Team and is highlighting Goals 1, 2 & 4, while work is ongoing in the achievement of outcomes for all six ARPDC Goals.

Goal 1: Implementation of Professional Development in support of Education and Strategic Plans

The review of the 3 year education plans, for all 5 Alberta School Authorities, was completed in mid August and conversations with School Authority Leaders are ongoing. Considering Re-entry Plans and the ongoing adjustments that System Leaders have been engaged in, our team is purposely 'staying out of the way' and engaging in support conversations, at the convenience of our jurisdictional contacts. Early indicators of areas of need include: assessment, wellness and engagement in an online environment.

Goal 2: Facilitating Professional Development

As teachers make the adjustment to having students back in classrooms, online or a hybrid of both, we remain cognizant of the demand on their time and continue to look for ways in which to balance availability with opportunity. Much of our professional learning support is occurring outside of the instructional day and targeted on specific areas of need. School-based leaders are just now beginning to reach out to our Designers of Professional Learning re: engaging them to support them and their educational staff. This support is being designed for delivery in an online format and will continue in this model for the foreseeable future. We are also privileged to be working with all 5 Alberta School Authorities, through their A.T.A. Professional Development Committees, to support their respective professional learning days occurring in October and November as well as upcoming Support Staff Conference in mid-October.

Goal 4 :

Ongoing conversations with School Authority Curriculum Leaders as they begin to shift their focus to long term professional learning needs and development. Many of our System Leaders have multiple portfolios and accompanying responsibilities impacting their availability to meet. Some of our Band Authority Schools have delayed start up to October 15. There is growing concern about the long term impacts of these decisions.



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Goal 1:

1. Reviewed Ab Ed Business Plan and all 18 School Division 3 year annual plans identifying alignment and trends and Ab Ed Priority Areas for 2020 - 2022 as a basis for planning
2. Host District Contact meetings, priority area CLCs, and engage for program delivery
3. Scheduled 22 open sessions and 16 District Days at regional level with 598 total registrants
4. 119 open sessions sessions posted and 73 district days scheduled so far for the year

Goal 2: F

1. Ab Ed - Ministerial Order, Curriculum Implementation, ongoing connections and support work. Specific fact sheet, Learning Guide and Session Presentations as a foundation for forthcoming curriculum implementation (Combined ARPDC work)
2. Purposeful planning of Open registration sessions to support Alberta Curriculum, Pedagogy, Assessment and teaching practices that impact student outcomes

Goal 3:

1. French Immersion Action Committee - Addressing supports for French Immersion Teachers
2. Partner with U of A, Canadian Parents for French, CASS, ASCA, other local, provincial, national and international providers
3. Over 130 Professional Learning Contractors - 95% Local expertise
4. Ongoing service to school divisions through procurement of services to meet their needs
5. OLEP, OSARS, C2L, Solution Tree, Learning Forward, etc.

Goal 4:

1. Ab Ed - Ministerial Order, Curriculum Implementation, ongoing connections and support work.
2. District Day Professional Learning requested by Systems or schools:16, Online Assessment, Learning Coaches, Early years Numeracy, Instructional Leadership, French Immersion Resources, Numeracy Pedagogy, Instructional Technology, etc.

Goal 5:

1. District contact and CLC meetings, sharing networks, partnerships, focused projects
2. Specific focus on addressing needs and leading professional learning in various role responsibilities
3. Attendance at CASS Zone meetings and ongoing work with system Central Office and District leaders
4. Initiation of an inaugural ERLC Stakeholder Advisory Committee as per new governance model

Goal 6:

1. Continued High Level of satisfaction expressed by participants and stakeholders



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CARC REPORT TO CASS BOARD OF DIRECTORS

September 2020

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A review of the 3 year education plans was completed for Zone 4. Intended visits with district leaders in late August/September have been postponed considering re-entry Plans and the ongoing adjustments that System Leaders have been engaged in locally. CARC has continued to offer support and have followed through in planning regional/provincial webinars and direct consultant supports. Early indicators of areas of need include: wellness, inclusive education, continued support for students learning at home.

Online Sessions: 6
Regional Consultant Sessions: 1 (11 participants)
Attendees: 198
Cancelled Sessions: 0

CARC continues to sit on the Alberta Rural Education Symposium. During the September meeting, it was decided by the committee to cancel the March 2021 event and begin planning for March 2022.

The CARC regional stakeholder committee (formally members from the CARC Board) are in the process of identifying members and scheduling a meeting.

Zone 4 CASS Curriculum Leads are meeting on October 2 to discuss identified and emerging needs of jurisdictions. Individual district team leads will have upcoming meetings as well as implementation priority advisory committees.

Currently all online learning opportunities (Webinars) have been scheduled between 4:00-6:00 pm and are designed in series to support long term professional development. The CARC Consultant has been scheduling online supports for schools or individual teachers, and in a few cases offering face-to-face supports.

Attendance at the CASS Zone 4 meeting will take place and seek input in this area.

All French Immersion sessions will be offered at no-cost supported from both the implementation grant and the OLEP grant.

Unless a presenter has a high cost, all sessions are being offered at a \$20 cost or discounted if registering for a series.



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The following provides a summary of CRC activities in the month of September dedicated to the achievement of goals 2 & 4. While there is much happening in all Goal areas, these highlight the ways in which we've focused our energy at this time to best respond to regional needs.

Goal 2:

NON-REGISTERED PROGRAMS: Much of the work we do in our region are learning opportunities co-created hand in hand with school or system leadership, custom designed to support the achievement of their 3 Year Education plans in the context of the Priority Areas. This work is underway with many of our schools already. As an example, we will have our first in a [3 part learning experience](#) with Exshaw school later this week. This is a continuation of work initiated in the Spring taking a deep dive into the Layers of Reading Development and develop a common literacy plan with all teachers in the school.

eNEWS: our [monthly eNews communication](#) strives for a value add approach. In addition to sharing upcoming learning opportunities we feature timely resources, articles, or teaching ideas to support the general work of teachers. This month, 9,586 people received our eNews; 2,445 opened it - not surprising given the taxed schedules of teachers at this time. One of our articles featured NewLearnAlberta.ca's new [Student Learning Hub](#). This article had 317 clicks.

Goal 4:

UNDERSTANDING EMERGING REGIONAL NEEDS: our team has been out in the field much of this month connecting with Zone 5 school authorities to understand professional learning priorities and needs as we support school re-entry. Emerging trends that we are building supports for at this time include:

- *Student engagement* with physical distancing and other safety measures in place
- *Assessment* - support in gauging where students are with their understanding given the varied student experiences in the Spring
- *Differentiation & Universal Design for Learning*
- *Teaching online* - either full time or having some blended possibilities for students

VIRTUAL PD DAYS: The COVID 19 Pandemic imposes a unique constraint to the design of District Professional Learning Days. In response, CRC is offering comprehensive support to Zone 5 school authorities in moving their district days to a virtual format, including registration services; online session hosting; co-creation of learning sessions with their district leads; and support for securing keynote speakers.

- The first of these Virtual PD Days was completed over Sept 24th and 25th, with Foothills School Division.
 - In partnership with their District office staff and The Critical Thinking Consortium (TC2), CRC was able to provide *36 learning sessions* over the course of these 2 days, serving *434 educators*.
 - The days were themed as a Design Camp. Garfield Gini-Newman (TC2) offered a Learning Launch to introduce the guiding question for the day. Participants then chose their design focus from a selection including Indigenous Learning, Numeracy, Literacy, Inclusive Education, Nurturing Student Wellness, Design Thinking within a Career Context, or Empowered Learning. Participants walked away with meaningful instructional design approaches based on their selection of 'camp' themes.
 - FSD was very pleased with the outcome of this collaboration. View a feedback email from their Director of Staff Development, Cynthia Glaicar, [here](#).

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Goal 1: From March through to the present CASSIX Curriculum leads initiated first weekly then bi-weekly meetings that SAPDC Ex Director attended to stay current with Covid-19 adjustments and supports required for staff. We have had our initial Regional Advisory Committee meeting with representatives from U of L, Medicine Hat College, CASS, ASBA, and ASCA in attendance, ASBOA sent regrets - all parties shared opportunities for professional learning moving forward.

Goal 2: SAPDC has met with each of our Advisory groups; Regional Advisory Committee, Numeracy, Literacy, First Nations Métis and Inuit, Early Learning, ESL, CASSIX Inclusive Ed, CASSIX Curriculum, and both convention boards during the month of September to discuss needs, learning opportunities and challenges in supporting professional learning.

Goal 3: Significant increase in direct work supporting school division professional development days recognizing that these days, this year, present the single largest opportunity for focused presentations which often can be coordinated through zoom to include more than one division.

Goal 4: Partner jurisdictions have indicated a need for readily accessible support, and targeted support on wellness, mental health issues in a few centers in the region. At least one specific jurisdiction session completed or initiated in each of our partner jurisdictions this month in addition to the provincial online sessions.

Goal 5: Developed and led a school through the Find Your Why - Mission, Vision, Values and Goals exercise supporting individual and collective leadership development.

Goal 6: The direct work of SAPDC learning facilitators is provided to CASSIX region divisions and partners at no cost to schools, divisions, or partners.



Conformément au manuel de gouvernance et d'opérations de ARPDC, les consortiums régionaux sont guidés par six objectifs de mise en œuvre qui auront des niveaux d'application variables tout au long de l'année. Les paragraphes suivants présentent un résumé mensuel des activités consacrées à la réalisation de ces objectifs, tels qu'ils s'appliquent au moment de la rédaction du présent rapport.

Objectif 1 : Faciliter le perfectionnement professionnel qui appuie la mise en œuvre efficace du Plan d'Action du ministère de l'Éducation en Alberta, des plans des autorités scolaires francophones et des plans des conseils d'écoles francophones.

- développement et traduction du guide d'apprentissage pour le nouvel arrêté ministériel
- processus de consultation avec les Conseils scolaires francophones et nos partenaires (Campus St Jean, Centre francophone d'éducation à distance, ATA, NCTCA)

Objectif 2 : Organiser un perfectionnement professionnel qui appuie la mise en œuvre efficace de programmes d'études y compris la pédagogie, l'évaluation et les résultats attendus de l'apprentissage de l'élève

- trois séries de webinaires ont débuté au mois de septembre avec les conférenciers qui ont présenté au Symposium virtuel des Rocheuses - Thierry Karsenti, Steve Masson et David Bouchard.
- Appui pour participants francophones dans les 3 webinaires provinciaux pour la reconception du secondaire (MFWHSR)
- Session d'introduction et début d'une série pour l'Approche Collaborative

total - 6 webinaires avec 120 participants d'inscrits

Objectif 3 : Coordonner et rendre accessible les ressources de perfectionnement professionnel aux intervenants

- Projets de traduction et vérification en cours : Empowering the Spirit (site web); A Design Thinking Toolkit - Creating Pathways of Hope;
- Projet - Microformations sur l'enseignement avec Campus St Jean

Objectif 4 : Offrir un perfectionnement professionnel basé sur les besoins identifiés et naissants des intervenants en éducation francophone.

- préparation et partage de [Nos offres de formations](#)
- formation sur les stratégies d'intervention de crises
- appui pour la journée pédagogique du CSNO
- accompagnements personnalisés et consultations - besoins techno pédagogiques (8)

Objectif 6 : Offrir l'accès à des modalités de perfectionnement professionnel à prix raisonnables et abordables.

- les webinaires offerts aux participants des conseils scolaires francophones et/ou avec nos partenaires ARPDC (sous les fonds PLOE) n'ont aucun frais d'inscriptions.