

Our Team

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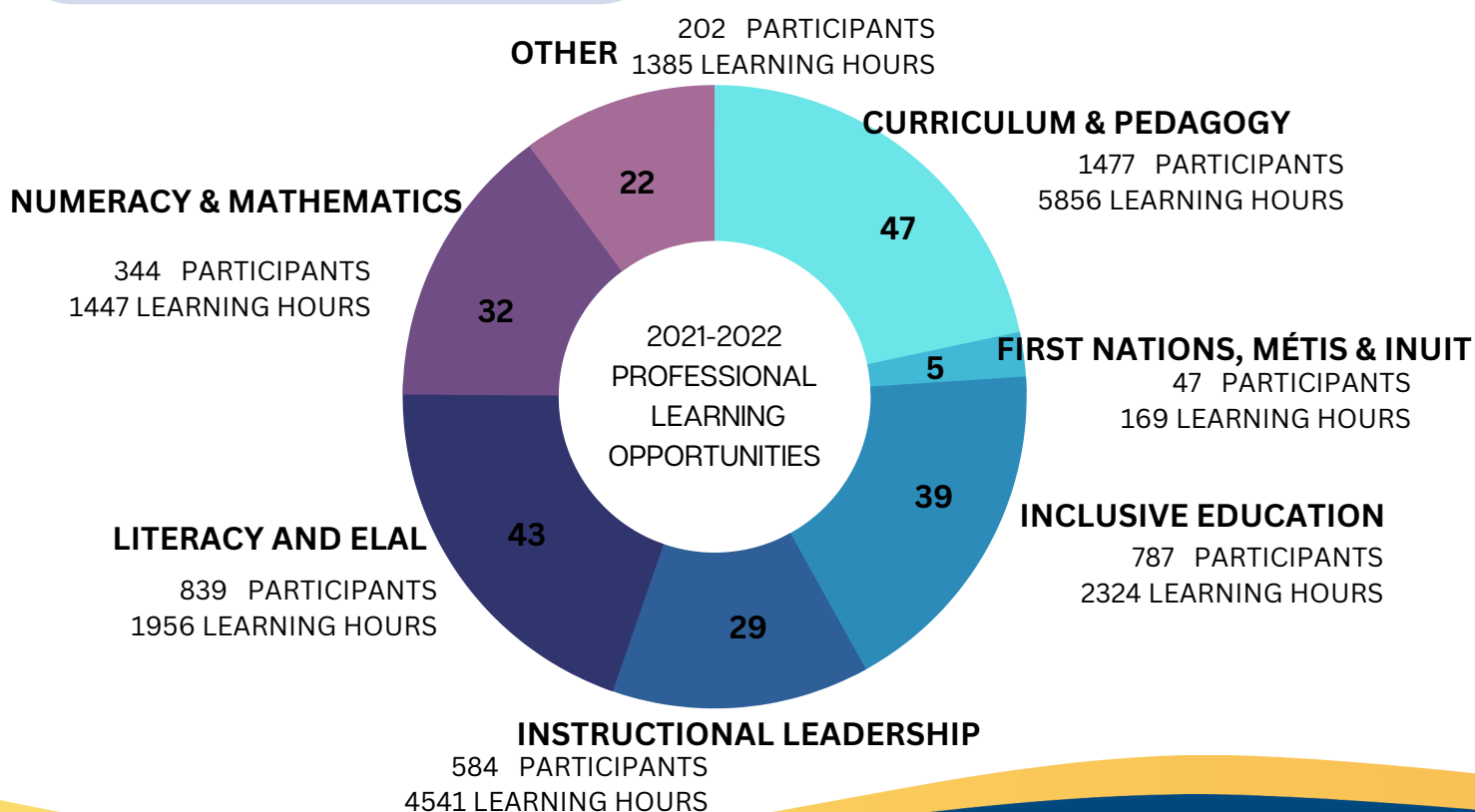
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144 Learning Opportunities to
4290 Participants for a Total of
17678 Learning Hours

43 Provincial Learning
Opportunities

101 Regional Learning
Opportunities





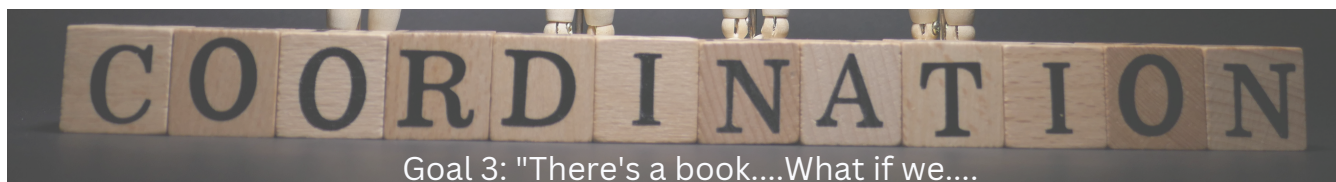
The Southern Alberta Professional Development Consortium is honoured to support 10 Public School Divisions across southern Alberta: Livingstone Range, Lethbridge Public, Holy Spirit, Horizon, Palliser, Grasslands, Prairie Rose, Medicine Hat Public, Medicine Hat Catholic and Westwind and First Nations School authorities serving Kainai and Piikani. The 2021-2022 report year had participation from 100% of the Divisions and Band Authorities. As with the 2020-2021 school year, no direct work occurred with Kainai and Piikani due to Covid concerns.

Collaboration - Goal 1

Collaboration and consultation are fundamental to our work across the region and inform our session work regionally and provincially. **In 2021-22 our total number of consultations reported is 182**, down from last year's just over 200 conversations though similar in number when considering the adjustment for this year in the reporting period. Our consultations include conversations with system and school leaders, subject or focus area advisory committees, and partner organizations in the region and province. The SAPDC service region aligns with the CASSIX region, and we are blessed to have an excellent working relationship with Division and school administration. We review Division 3-year plans, we gather and share a common regional calendar, and as part of the CASSIX zone meetings, participate four or five times a year (depending on the CASSIX Summer Conference format) in regional focus meetings around all aspects of the curriculum and inclusive education-related professional learning.



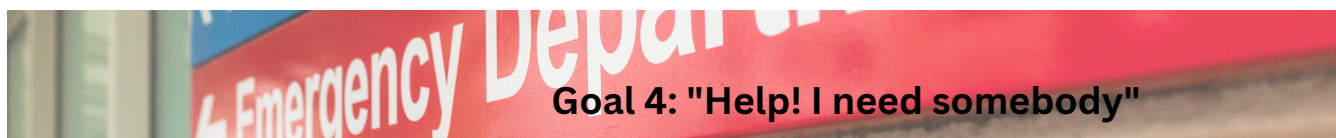
2021-2022 continued to be impacted by Covid, creating challenges with substitute availability deeply impacting our rural divisions. In support of draft curriculum work, in consultation with system leads, we created a regional curriculum implementation series populated by representatives from 8 of our ten school divisions designed to build capacity where participants could return to their schools and divisions, replicate the work and process of the group, lead the piloting work and prepare their schools and divisions for implementation. While 8 of ten participated the work of those in the collaborative was made available to all ten and remains available to inform implementation as other subjects come on stream.



Perhaps the most important goal in our region is the work of goal 3, coordinate, broker, and act as a referral centre in supporting the identified needs of the region. In addition to developing and offering sessions or serving as a conversation facilitator.

We work closely with the division and school leads to populate division and school-based professional learning days with sessions led by our team, sessions supported by other ARPDC consultants and contracting presenters outside of ARPDC when appropriate. As part of this work and the aforementioned common regional calendar, we work to provide sessions that be simultaneously accessed by multiple divisions or recorded and accessed in a rebroadcast facilitated session.

In supporting literacy across the region, we procured a regional license at a substantially reduced rate for school divisions to a package of asynchronous learning packages, videos and handouts that supported k-6 work in learning to read. Five divisions availed themselves of this opportunity; one took it a step further, bringing the resource creator to present virtually for a division day and providing a session for parents across the region. Every CASSIX session includes a presentation on one or two new books for the professional library or in support of one or more of the TQS/LQS objectives.



What do you need? How can I help? Meeting the emergency/emergent needs of our regional partners is a responsibility we take most seriously. When system leaders indicated that student engagement, sense of belonging, and mental wellness was interfering with the learning process in the school, we established a series of four sessions and a culminating conference, "Student Leadership, Mentorship and Wellness," with sessions directly for students AND those who lead and mentor them. The concluding full-day conference had 255 students and teachers in attendance, with sessions presented by students, teachers, and SAPDC staff with a common keynote. The Alberta Summer Literacy Institute, now in its 3rd year, the French Immersion Resource Website project, and the Learn N'Go library are all examples of SAPDC and ARPDC responses to emergent needs.



Our capacity to learn is limited by our will and the support provided. One specific emergent need was a request from divisions to expand instructional leadership development and capacity in the region. To that end in 2021-22 we established a regional instructional leadership advisory, developed and offered a series of sessions, and planned a provincial online symposium. The symposium was postponed due to concerns about the lack of substitutes and low registration. This work continues in 2022-23.



Goal 6



SAPDC is well known across the entire region for providing support through our own presentations, securing presenters, and developing and sharing our resources at little or no cost whenever possible to our partners across the region. If there is a way to make a learning opportunity happen we are committed to finding it and funding it to every extent possible.

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Curriculum and Pedagogy	44	47	4145	1477	20177	5856
First Nations, Métis, Inuit	8	5	811	47	1477	169
Inclusive Education	24	39	4378	787	13542	2324
Instructional Leadership	6	29	151	584	683	4541
Literacy	46	43	1631	839	4954	1956
Numeracy & Mathematics	26	32	492	344	1711	1447
Other	0	22	0	202	0	1385

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - Aug 30 2020-21	154	11400	42544
Sept 1 - June 30 2021-22	217	4280	17628

By the Numbers Year to Year

Total sessions increased, participants and hours decreased as a one time brokered learning opportunity in the assessment portion of Curriculum and Pedagogy was initiated and reported in 20-21 while participants could completed the work through June of 2022. This accounts for the largest variance.

Session attendance was most successful when tied with division and school professional learning as discussed above. The most significant impact on attendance was the lack of substitutes compounded by a level of fatigue as teachers were less willing to engage in professional learning in the 4:30 - 5:30 window in the wake of COVID. Sessions offered and attended met the needs of the region, whenever possible as indicated above sessions were opened to the province.

In the End We Move Forward....

The team at SAPDC is proud to be members of ARPDC and honoured to work with our partners across the south and support educators and those involved in education across Alberta. We anticipate issues related to the mental health and wellness within the education community remaining a significant focus in 2022-23 and beyond. Clearly, all aspects of curriculum and pedagogy will dominate our work and find ways to put resources and learning opportunities in place for education partners when and where they are able to engage in the work.

SAPDC embraces the learning found in Tiny Habits by BJ Fogg, the Maui Habit "Today is going to be a great day" as a member of Team Awesome. On behalf of our team it's my honour to share this report. Cheers,

Dr. Rick Gilson - Executive Director.