



Annual Report 2014-2015

Northwest Regional Learning Consortium

Submitted to Alberta Education

Northwest Regional Learning Consortium is one of seven regional consortia in Alberta established to support regional professional development needs in an ongoing, coordinated and cost effective manner.



Fall International Harvester Clairmont, AB 2015

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Cover Photo: Muskoseepi Park Bridge to Pioneer Museum

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Appendices

- A. NRLC 2014-2015 Audited Financial Statements
- B. ARPDC 2014-2015 Provincial Professional Development
- C. NRLC 2014-2015 Regional Plan to Support Curriculum Redesign Summary Report
- D. First Nations, Métis, Inuit Provincial Professional Learning Project Summary Report
- E. Mathematics Implementation Project Summary Report
- F. ARPDC 30 Day Professional Learning Evaluation

ALBERTA EDUCATION VISION STATEMENT

"The best Kindergarten to Grade 12 education system in the world."



ARPDC BELIEFS ABOUT CURRICULUM IMPLEMENTATION

ARPDC (Alberta Regional Professional Development Consortia) is comprised of seven regional consortia across the province of Alberta, including:

- Northwest Regional Learning Consortium (NRLC)
- Learning Network Educational Services (LN)
- Edmonton Regional Learning Consortium (ERLC)
- Central Alberta Regional Consortium (CARC)
- Calgary Regional Consortium (CRC)
- Consortium provincial francophone pour le perfectionnement professionnel (CPFPP)
- Southern Alberta PD Consortium (SAPDC)

Overarching Understanding

Effective curriculum implementation leads to a change in practice that enhances student learning.

Our pillars

- Effective Collaboration(process)
- Effective Practice (content)
- Effective Adult learning (context)

Enduring Understandings

We have come to understand:

- Effective curriculum implementation is a shared responsibility for all stakeholders.
- Effective curriculum implementation is developmental and contextual.
- Effective curriculum implementation must be systemic, systematically planned and sustained.
- Collaboration leads to deeper understanding and shared commitment.
- PD is interactive, continuous and reflective.
- Effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for all stakeholders.

Essential Questions

- What does shared responsibility of all stakeholders look like?
- What are the measures of effective implementation?
- What strategies lead to change in professional practice for enhanced student learning?
- How do you address the developmental and contextual variables of communities to achieve effective implementation?
- What does meaningful and purposeful stakeholder collaboration look like?

ACCOUNTABILITY STATEMENT

The Northwest Regional Learning Consortium Annual Report for the 2014-2015 year was prepared under the direction of the Management Team of the Northwest Regional Learning Consortium and in accordance with the reporting requirements provided by Alberta Education; with financial guidance and oversight by the NRLC agent board, Grande Prairie Public School District #2357.

The results of this report are used, to the best of NRLC's ability, to advocate for quality professional development; and from the point of view of the service provider to work with its partners to develop, implement and assess professional development programs and comprehensive plans that support learning for students' sake. The 2014-15 Annual Financial Statement is submitted as Appendix A to this report.

Dr. Jean Reston

Board Chair

Karen Egge

Executive Director

MESSAGE FROM THE MANAGEMENT TEAM CHAIR

NRLC is an organization constituted to bring professional development to the teachers, administrators, parents and others in Zone 1. The work of NLRC staff is guided by priorities of the Alberta Ministry of Education, and taking into consideration the local contexts and emerging needs. All players in Zone 1 are governed by the desire to ensure that needs are identified and then addressed through high quality professional development offerings, delivered locally either through face-to-face opportunities, or through technology mediated communications. From this report, the reader can see the number of interactions, as well as the anecdotal evidence for the effectiveness and usefulness of the learning offered.

Collaborations between NLRC and Zone 1 school jurisdictions have evolved into a delivery process that brings professional development to an ever increasing number of teachers, while remaining cost effective. Close cooperation with other ARPDC members in the province further enhanced opportunities by creating economies of scale that allow for top quality programs. Collaborations throughout the Zone, facilitated by NRLC, are productive because the school jurisdictions' practices have similar foundations. Construction of understanding for the changes anticipated in education is facilitated by NLRC bringing people together for knowledge that will ultimately improve learning experience for students.

NLRC's Executive Director, Karen Egge, along with Executive Assistant and Systems Coordinator Tammie Diesel, and Administrative Assistant Jennifer Labrecque work diligently to provide exceptional service to the constituents of Zone 1. The NRLC staff are to be congratulated on their continued successful efforts to provide a highly effective product. The Management Board of NLRC is grateful for the service of these dedicated employees.

Submitted by

Dr. Jean Reston, Board Chair

MESSAGE FROM THE EXECUTIVE DIRECTOR

The 2014-2015 Annual report identifies and celebrates an outstanding year of collaborative professional learning with our School Authorities. We have continued to work through a year of 'continued transition' with changes in Ministers of Education and Alberta Education staff, a hold on Education Ministry initiatives; followed by a change of Government Leadership. I am proud of the continued investment and focus on what is needed to keep our schools places of learning for everyone whether that be students, parents, teachers, support staff, principals, or administrators. Our NRLC Management Team, advisory groups, consultants/presenters, and office staff are dedicated to having a vital, essential role in designing and promoting learning that goes deeper, builds local capacity and leverages promising teacher practice for student learning.

Our mandate holds us responsible for delivering comprehensive, collaboratively developed, accessible and effective professional learning for educators in the context of shared responsibility. When we look forward to successful implementation of the competencies of the Ministerial Order (001/2013), we must continue to focus on the results 'What do students need to know and be able to do?'. That leads to the question: 'What do educators need to know and be able to do to ensure students successfully meet their objectives?'. And concludes with: 'What professional development is necessary in order to support the development of knowledge and skills educators need in order to produce the desired results for students?'. We continue to accept this challenge to guide our work through the context of Northern School Authorities realities, through effective professional learning design and innovation supports and recognizing that 'job-embedded' means "at school, everyone's job is to learn".

I thank the NRLC staff and Management team for the continued focus on responsive service and efficient use of resources available to us. I value the dialogue and planning with District Leadership groups and the relationship that is built with each of you. We recognize that our work continues to change and we will continue to learn and grow together. We are starting to have the conversation about teacher professional learning in the future. Subsequently, do we need fundamentally different questions about what better teaching means and how to achieve it? I believe the work we do together makes a difference as we celebrate "Partners in Adult Learning for Students' Sake".

Submitted by: Karen Egge, Executive Director



Fall Coverage 2015

NRLC TEAM INTRODUCTIONS

The Northwest Regional Learning Consortium is governed by educational stakeholders and is represented by the following associations:

Board of Directors

Jen Clevette Alberta Teachers' Association (Peace Wapiti SD)
Wendy Kelm Alberta School Boards Association (Peace Wapiti SD)
Judy Peppler Association of School Business Officials of Alberta (Peace River SD)
Ray Sylvester..... Alberta Teachers' Association (Grande Prairie Public SD)
Mark Yurick..... Alberta Teachers' Association
Nick Radujko College of Alberta School Superintendents (Grande Prairie Public SD)
Jean Reston (Chair)..... Teacher Education North, GPRC
Heidi Dempsey..... Alberta Education, Education Manager School Improvement
No Representative Alberta School Councils' Association

Staff and Consultants

Karen Egge Executive Director
Tammie Diesel Systems Coordinator/Executive Assistant
Jennifer Labrecque Administrative Assistant
Wanda Dechant Mathematics/Distributed Learning Technician
Solange Lalonde..... FNMI Professional Learning Facilitator
Geri Lorway..... Mathematics Curriculum Consultant

Stakeholder Survey Comment

★ *I want to thank Karen and the NRLC team for the fantastic job that they do in supporting our jurisdiction with our professional learning needs! The reality in the north is that we are continually building capacity with both new and existing employees (bold emphasis added by report writer). It is often a challenge to provide all that is needed but with the support of the consortium, our job is made much easier. Thank you for being so responsive to our needs and for the efficient and timely manner that those needs are met. Your efforts are very much appreciated!*

Mission

Northwest Regional Learning Consortium (NRLC) provides quality professional development that is responsive to its learning community members' needs as they work to enhance student learning.

Vision

The NRLC serves as a catalyst to inspire and enhance active adult engagement in the overall learning process that in turn supports, enriches and improves student learning. The essential work of the Consortium is aligned with provincial priorities, regional needs, and district and school goals so that sustainable, meaningful learning opportunities are available to its learning community members. The Consortium promotes learning and learning connections for the diverse community of adults who share the responsibility for student learning.

Regional Context

In the 2014-2015 school year, NRLC operated with one Executive Director and two administrative support positions. Additionally, Wanda Dechant as part time (.2 fte) High School Mathematics/Educational Technology Consultant; Solange Lalonde as full time Provincial First Nations, Métis, and Inuit Professional Learning Facilitator; and Geri Lorway was contracted as a part time Math Curriculum Consultant. NRLC connected with five Advisory Committees, eight Regional Planning Teams, as well as with numerous contacts from the nine school jurisdictions and regional private and band schools.

- The NRLC region includes nine school districts as well as a number of band, private and charter schools in a large geographical area covering the northern half of Alberta.
- The combination of rural and urban schools makes for a multiplicity of teaching assignments and professional development needs. There are many small schools, multi grade configurations and staff teaching multiple subjects in the smaller schools, thus creating challenges for teachers who deal with 'competing priorities' with new curricula and the need for on-going learning with limited access to professional development dollars and time. Availability and cost for substitute teachers and competing priorities for PD remain a challenge for teachers and districts.
- Distance and scattered locations within the region provides a challenge in providing professional development learning opportunities for teachers within the region. As a result, NRLC continues to provide programming wherever feasible. We use a variety of locations, thereby reducing travel time for participants to attend sessions. It is hoped that Distributed Learning strategies will enhance delivery options.
- Three jurisdictions with almost half of all of the teachers are located within one small urban center (Grande Prairie) served by this consortium. These same jurisdictions also serve 45% of all students in the Zone.
- A number of jurisdictions have a high percentage of First Nations, Métis, and Inuit students; some jurisdictions also include Colony and Francophone students.
- A number of on-going initiatives (i.e. zone advisory committees, curriculum coordinator meetings, individual and joint planning meetings with districts) across the region provide opportunities for working together and designing plans that can complement and enrich teacher learning.

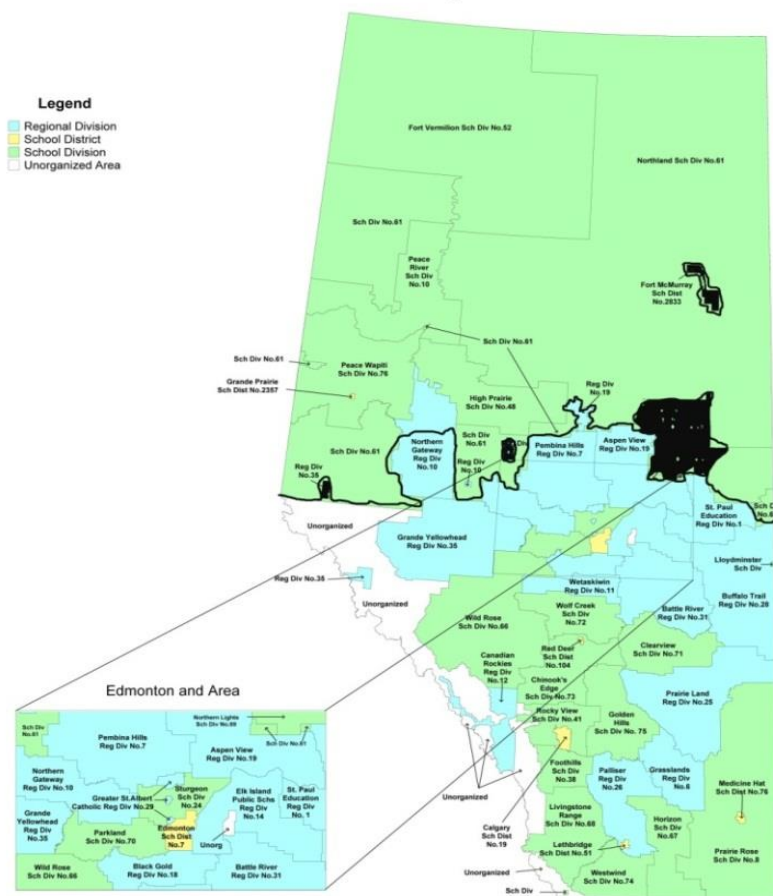
NRLC Zone 1 Boundary Map: Service area is indicated above the black line (generally) in the upper portion of the province.

Zone 1 Jurisdictions

- ★ Grande Prairie Public School District
- ★ Grande Prairie & District Catholic Schools
- ★ High Prairie School Division
- ★ Holy Family Catholic Regional Division
- ★ Northern Gateway Regional Div (west portion)
- ★ Peace River School Division
- ★ Peace Wapiti School Division
- ★ Fort Vermilion School Division
- ★ Northland School Division
- ★ Private, Charter, Federal and Métis Schools

Alberta Public School Districts, School Divisions and Regional Divisions

Legend
 Regional Division
 School District
 School Division
 Unorganized Area



Prepared by: Information Services
 Alberta Education

September 2005

Zone 1* Students Teachers

32,072 2,077

*not including West NGRD,
 Francophone, some Federal and
 Charter as they are included in
 other provincial counts

Over the past few years, our consortium work and planning has been fine tuned in response to building our knowledge of effective professional development design and meeting the expectations of Alberta Education and School Jurisdiction Business Plans. This past year, with the continued focus on student learning, we have worked closely with several key regional planning teams as well as provincial teams to develop those snapshots of effective student learning.

Information provided to ARPDC Executive Directors by Alberta Education Lead Managers and Directors was utilized in the development of program implementation plans and supports. Conversations and planning meetings provincially and regionally have enabled NRLC to develop plans to coordinate with and complement the work of school districts in the region effectively with resources provided through conditional and pilot grants and sharing of regional expertise and lessons learned.

In the 2014-2015 year the Curriculum Coordinator meeting had extended time and invitations for dialogue on awareness of Curriculum Design and other initiatives. Our thanks to the Alberta Education team that participated across the province.

It should be noted that NRLC staff and consultants including Karen Egge, and Geri Lorway often have individual meetings to refine professional development programs and or design specific sessions based on their requests. We search for ways to be most cost effective and the combination of some grant dollars from the annual implementation grant and from district resources continue to make professional development accessible and job-embedded.

NRLC 2014/15 Regional Plan to Support Curriculum Redesign Summary

The 2014-15 Curriculum Redesign Grant (Appendix C) provided the base of our operations in developing and delivering the learning activities for our Zone 1 school jurisdictions and educators. Highlights of this work and outcomes are included in this report; along with particular notes of our expanding partner projects. A primary portion of the grant deliverables is focused on Curriculum support, Inclusive Education, Literacy, Numeracy, and Mathematics. This work is summarized in the attached report, as well as in the data of this report. Plans are underway with local district planning and partnership for the 2015-2016 school year as well.

Regional PD Collaboration Projects

The 2014-2015 school year was our sixth year of co-planning and collaboration with local school districts to coordinate common professional development days as an opportunity for embedded PD that creates professional learning communities across the districts. Highlighting district initiatives and similar work plans, these sessions are most often created as a cohort learning environment to create lasting results and connections. These programs are open to all Zone 1 teachers and support staff and are regularly subscribed to by those districts within a 250km radius. In the 2014-15 year, approximately 5700 participants took part in the planned sessions.

Stakeholder Survey Comment

★ *I know we access Geri Lorway through the Consortium and her PD has been invaluable to my school in particular. I know that many of my colleagues access PD through sessions offered by the consortium. I myself attended a photography session. These sessions would normally be impossible for us to attend because of traveling distance and time to other major centers.*

Consortia Partnerships

Alberta Regional Professional Development Consortia

The ARPDC are dedicated to promoting student learning and achievement; school improvement; and parental engagement in the educational process through the provision of effective professional development services, at the local, regional and provincial levels.

Alberta Education

Alberta Education is the provincial government department responsible for the delivery of education programs and services for people of all ages. It works with parents, educators, business and industry to create opportunities for Albertans to learn throughout their lives.

Stakeholder Survey Comments

- ★ *I appreciate the effort the consortium staff puts into thinking outside the box to meet our needs.*
- ★ *Really appreciated the opportunities provided by the Consortium and opportunities to partner. Would like to see PD opportunities for our principals especially in the area of instructional leadership.*
- ★ *I am learning all the time about ways in which the NRLC can help our division offer PD. They are incredibly helpful and effective.*



Dunvegan Bridge, Dunvegan Provincial Park, AB 2015

NRLC Advisory Committees

To ensure the needs of school districts, charter, private and band schools are met, Northwest Regional Learning Consortium collaborates by forming advisory committees which represent stakeholder groups. Advisory committees address the following Alberta Regional Professional Development Consortia goals:

- ✓ Facilitate professional development which supports the effective implementation of the Alberta Education Business Plan and jurisdictional and school council education plans.
- ✓ Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment and student learning outcomes.
- ✓ Promote and support the development of professional development leadership capacity.
- ✓ Deliver professional development based on the identified and emerging needs of education stakeholders.

• Curriculum Coordinators

Sheldon Rowe, Superintendent.....	Peace Wapiti School Division
Mark Davidson, Deputy Superintendent.....	Peace Wapiti School Division
Bob Stewart, Deputy Superintendent	Peace Wapiti School Division
Paul Bennett, Superintendent.....	Peace River School Division
Carol Fedoruk, Deputy Superintendent	Peace River School Division
Carol Ann MacDonald, Superintendent	Grande Prairie Public School District
Nick Radujko, Assistant Superintendent, Curriculum Services	Grande Prairie Public School District
Karl Germann, Superintendent	Grande Prairie & District Catholic Schools
Jessie Shirley, Assistant Superintendent of Teaching & Learning	Grande Prairie & District Catholic Schools
Betty Turpin, Superintendent.....	Holy Family Catholic Regional Division
Cora Ostermeier, Assistant Superintendent	Holy Family Catholic Regional Division
Kathryn Kirby, Assistant Superintendent of Inclusive Education	Ft Vermilion School Division
Mike McMann, Assistant Superintendent of Teaching and Learning	Ft Vermilion School Division
Margaret Hartman, Deputy Superintendent.....	High Prairie School Division
Evan Dearden, Assistant Superintendent of Curriculum.....	High Prairie School Division
Donna Barrett, Superintendent.....	Northland School Division
Don Tessier, Associate Superintendent.....	Northland School Division

• First Nations, Métis, and Inuit Advisory

Mike McMann	Fort Vermilion School Division
Bob Stewart	Peace Wapiti School Division
Carol Fedoruk	Peace River School Division
Carol Lemay	Living Waters Catholic Schools
Caron Jones	Peace River South
Cheryl Sheldon.....	Lesser Slave Lake Indian Regional Council
Chester Auger	Bigstone Cree Nation
Darrell Willier	Peace Wapiti School Division
Delores Pruden-Barrie	Northland School Division
Evan Dearden	High Prairie School Division
Gladys Cardinal.....	Treaty 8 First Nations of Alberta
James Robinson	Grande Prairie Public School District
Jessie Shirley	Grande Prairie & District Catholic Schools
Margaret Hartman.....	High Prairie School Division
Maureen Chernipeski	Northland School Division

Patrick LoyerAlberta Teachers' Association
 Pauline Ruel-WyantGrande Prairie & District Catholic Schools
 Sandra SkareAlberta Education
 Shannon DunfieldGrande Prairie Public School District
 Sherrie BuchnerNorthland School Division
 Terry Lynn Cook.....Northland School Division
 Trevor MitchellLiving Waters Catholic Schools
 Valerie NormanHoly Family Catholic Regional Division
 Victor Dikaitis.....Kee Tas Kee Now Tribal Council -Northland School Division

- **French Language Advisory Committee**

The *French Language Resource* Centre representing thirteen partners including seven school boards:

Grande Prairie Public School Division
 Peace Wapiti School Division
 Grande Prairie Catholic and District School Division
 Peace River School Division
 Conseil scolaire du Nord-Ouest
 Holy Family Catholic Regional Division
 High Prairie School Division
 Académie of Nancy-Metz

NRLC Collaborative Projects 2014 - 2015

	Learning Opportunities	Session Total	Registrations
Collaborative Inquiry Assessment Project (GPPSD/PWSD/ATA/AAC)	1	1	54
Fort Vermilion ATA PD Day	11	16	240
Fort Vermilion Inclusive Ed EA Day	20	27	160
French Language Resource Centre	16	31	263
Grande Prairie Public School District	11	19	1813
Grande Prairie Public School District (NVC)	9	13	165
Greater Peace ATA PD Day	5	10	919
Holy Family Catholic Regional Division (RTI)	13	15	456
Peace River School Division (Reading Wed.)	3	12	374
Peace Wapiti School Division	31	87	1293

Regional Collaborative Learning Teams

Nine Regional Planning Teams collaborated to encourage and maintain professional learning projects and relationships across the region. Some of these projects and teams have been established for a number of years, based on branching out from district and advisory committee work.

Early Learning Collaborative Project

- Elizabeth Bell..... Northern Alberta Family Literacy Regional Network
- Marilyn Boisvert..... Supports to Early Learning and Child Care Programs
- Holly Handfield..... NW Alberta Early Child Development Mapping (ECMap) Project
- Tanice Harms South Peace Area Rural Kids Early Development
- Chantel Napier Grande Prairie Catholic & District Schools

Fort Vermilion School Division & ATA Council

- Kathryn Kirby
- Michael McMann

Grande Prairie Public School District

- Nick Radujko
- Angela DesBarres
- James Robinson
- Shannon Dunfield
- Chris Farquharson

Greater Peace ATA

- Wanda Laurin
- Kathy Gall
- Dave Cambridge

Mighty Peace Teacher Convention

- Jen Clevette
- Julie Gummesen

Holy Family Catholic School Division

- Betty Turpin
- Jim Taplin
- Cora Ostermeier

Northland School Division

- Donna Barrett
- Don Tessier

Peace River School Division

- Carol Fedoruk
- Janet Wallentiny
- Janet Mayer

Peace Wapiti School Division

- Bob Stewart
- Sheldon Rowe
- Heather Putio
- Mark Davidson

The Northwest Regional Learning Consortium recognizes Carol Fedoruk, Deputy Superintendent for Peace River School Division; and honors our long standing relationship with and respect for her work within the education field in Northern Alberta. Carol lived her whole life in the Fairview, Alberta area as a student, teacher, principal, and curriculum coordinator. Her calm attentive focus on education made a lifelong difference for students and teachers in her care. Her passing in September of 2015 has certainly impacted the entire Zone One, and we add our sincere appreciation of her influence over the term of this annual report.

Curricular Areas of Focus for 2014-2015

In response to Needs Assessments, regional conversations and prioritization at the NRLC regional Curriculum Coordinators meetings, NRLC focused on the following curricular areas:

1. **Inclusive Education (including ESL, Early Learning, and Leadership Capacity Education):** working with Alberta Education and school districts collaboratively to support provincial and regional initiatives and provide appropriate learning opportunities designed to address needs identified by our jurisdictions, our Regional Learning Teams and our Advisory Committees.
2. **Mathematics / Numeracy:** includes supports for continued implementation at all grade levels, with particular focus on high school mathematics including Math demo classes with James Tanton (PHD, Princeton)
3. **Assessment:** includes supports based on district requests to focus on administrators and learning coaches; co-planned district days focused on working with outcomes-based reporting at both the Grade 4-6 and Grade 9-12 levels.
4. **Literacy Support:** focusing on cross-curricular literacy, NRLC designed learning opportunities to support teachers in core subjects, grades K- 12, to enhance student literacy, critical thinking, problem solving, promoting ownership and becoming critical readers and writers, not only in Language Arts/ English, but also in Social Studies, Math and Science.
5. **First Nations, Métis, and Inuit:** continued work with sharing and collaboration of best practice and emerging strategies; support for the annual First Nations, Métis, and Inuit Education Conference through direct involvement of district representation from northern Alberta as members of our First Nations, Métis, and Inuit Advisory Committee.

Inclusive Education (including ESL, Early Learning, and Leadership Capacity Education) Highlights

~ supported under the Curriculum Redesign Grant Priority~

Greater Peace Local #13 ATA PD Day Project

Featuring: Colleen DeVeyrac, Tom Schimmer, Marvin Hackman and Memorese Walter

NRLC, continued a very active role in developing and providing PD sessions at the one day event hosted by ATA Greater Peace Local in Peace River. Over these eight (8) years, our role has expanded with NRLC sourcing the majority of the speakers for the PD event, processing contracts and descriptors, advertising on our website, taking the registrations, providing online evaluations, and providing a summary of the session results. All of this is provided to the small committee which works very hard to put on a quality event with six (6) learning opportunities for 350 teachers from Holy Family Catholic Regional Division and Peace River School Division.

Fort Vermilion Local #77 ATA PD Day Project

Featuring: Keynote style speakers Dr. Robin Fogarty and Lori Oczkus

Working from the example with Greater Peace, the FV Local requested NRLC support in developing their September 2014 PD day for teachers. NRLC staff supported the work of the district team with securing international and local speakers, processing contracts and descriptors, advertising on our website, providing online evaluations, and providing a summary of the session results. An engaging “Creating Learners” day for this northern community of educators with 40 sessions and more than 200 teachers from Ft Vermilion School Division.

Fort Vermilion School District “Focus on Inclusion” Every Student Matters October 14, 2014

This outstanding day of 30 sessions brought teachers and educational assistants together to build their capacity to meet the needs of diverse learners NRLC staff supported this learning day through securing speakers, contracts, advertising, registration and evaluations and follow-up. Access on a local level is critical for this northern community and neighboring schools.

Holy Family Catholic Regional Division partnered with NRLC to host Cara Shores through their division wide Response to Intervention initiative, with seven (7) delivery dates, 19 sessions, and 234 district staff. This was the third year of this initiative.

Peace Wapiti School Division partnered with the NRLC to plan and deliver the two-day district PD plan for Educational Assistants and Support Staff. This plan featured Self-Regulation, Roles and Responsibilities of an EA, Inclusive Classroom practices, as well as digital and tech related programming over the two district days. With seven (7) sessions available over the two district PD days, over 150 staff participated. Both of these projects laid the groundwork for continued collaboration in the 2015-16 planning.

Zone One Education Assistant Conference

In 2014-15 NRLC partnered with the Grande Prairie Public School District to plan and host a full two-day EA and Support Staff conference; attended by over 243 educators and five jurisdictions from Northern Alberta. Hosted in the new Charles Spencer High School, Dr Robin Gibb delivered a keynote address on early brain development. Sessions featuring Self-Regulation, FNMI Student Support, Inclusive Ed practices, digital support, and Roles & Responsibilities were well attended over the two days. 2015-16 planning was well underway at the end of June 2015.

Literacy Highlights

~ supported under the Curriculum Redesign Grant Priority~

2015 Reading Wednesdays & Reading Thursdays

Working with the Peace River School Division, NRLC hosted a series of literacy opportunities featuring Dr. Coranne Johnson through online webinars moderated by NRLC staff. Over the five (5) dates, more than 100 participants took part, many taking the recordings back to class for further review and application to practice. This was a continuation and expansion of the previous year work.

2015 Vulnerable Readers Mini Summit

Building on the initiative from Calgary Regional Consortium, NRLC collaborated on the Classroom Interventions for Vulnerable Readers with Dr Janet Mort and team. Facilitators over this two-day event included literacy leaders and authorities Ann George, Lori Jamison, Dr. Janet Mort, Shannon Demeulemeester, Dr. Miriam Trehearne, Debbie Diller, and Carla Sulz delivering 16 large keynotes and smaller working sessions delivered to 216 participants over the two days in Grande Prairie.

Literacy Summit Participant Survey Comments

★ *I thank you for your excellent presentation. I was excited to hear about the result of your data and how it made such a positive impact on your students. I am a Reading Recovery/Literacy Support teacher and my colleagues and I are planning to meet with our administration to see how we can implement our own “emergency room” for the grade one students at our school. You have inspired us and we thank you for that.*

Additional Collaborative Projects

As another facet of our work, we provide Executive Director oversight with the Mighty Peace Teachers Convention Board. We help provide the context for new curriculum updates, ideas for speakers and sponsorship of specific programs such as Mathematics, First Nation, Métis and Inuit curriculum support, and we partner with the French Language Resource Center to bring in speakers to support French language learning.

First Nations, Métis, and Inuit Learning Highlights

~ supported under the Curriculum Redesign Grant Priority~

One First Nations, Métis, Inuit Advisory Committee meeting was held and learning opportunities were offered in Grande Prairie. This Advisory Committee also provided the base of a working conference committee, with additional district support of staff and time to meet (four planning meetings plus time to connect with speakers) and provide hosting during the conference.

An FNMI Cohort was formed and three learning opportunities were held which included:

- *PeopleScan & Studies of the Boreal Forest and Painting Landscapes*
- *The Fourth R Training: Grade 7-9*
- *The Fourth R Training: Healthy Relationships Plus Training*

Additional learning opportunities included:

- *Indigenous Awareness for Teachers: Registration*
- *Indigenous Awareness for Administrators: CANCELLED*
- *Empowering the Spirit: Supporting Literacy Learning for First Nations, Métis, and Inuit Students*
- *Treaties and the Teacher*
- *Aboriginal Literacy and Parenting Skills (A-LAPS): Train the Facilitator Workshop*
- *Spring Gathering: FNMI Provincial Pilot- Calgary*
- *Mâmâwîhtowin 2014 Conference*

First Nations, Métis, and Inuit Education Conference

The NRLC organized and hosted the 8th Annual Mâmâwihtowin “Coming Together” First Nations, Métis, and Inuit Educators Conference. This was held in Grande Prairie with participants provincially and from BC, with 226 participants attending for the two days. The theme of this 2015 conference was Wâhkôhtowin (All My Relations) and featured a panel, keynotes and breakout sessions to engage and empower all educators who came together to work toward the success of all students. Well respected speakers and facilitators such as Dr. Sean Lessard and the Alberta Education FNMI Branch provided support through a panel presentation, workshops, keynote and cultural entertainment. The work of our organizing committee, with reps from Zone 1 school districts and other partners, provided for a successful eighth annual event. NRLC is pleased to have the capacity to develop and deliver such essential conferences as this, and continue the work towards the success of all students.



Nose Creek Metis Settlement Nose Creek, AB 2015

SAMPLE RESPONSES from *First Nations, Métis, and Inuit* sessions

An aspect of this learning opportunity that made it meaningful is:

- ✓ You don't find a lot of workshops that are cultural focused/sensitive and this was great.
- ✓ The chance to talk with others related to the topics presented, movement with a goal in mind.
- ✓ I believe that this program will make a difference and it's research based.
- ✓ I liked the plethora of materials that was available - provided lots of new media
- ✓ Strengthened/enhanced my knowledge of facilitating parent sessions.
- ✓ Connecting with others in discussions. Modeling of beliefs and ideas.

One thing I require to further support my professional learning on this topic is:

- ✓ Facilitation of "sensitive topics" – skills, learning opportunity.
- ✓ Maybe names of aboriginal leaders/people who would come into classrooms to talk about our topic today.
- ✓ Testimonies from FNMI students, how do they find it in the schools, etc.
- ✓ I think the district should invest in developing some class sets of resources that teachers/support/admin may use to implement into classroom in clear, thought provoking units.
- ✓ I also agree with a workshop participant that FNMI is not one stereotype of one culture, while I identify as FN I do not live a fully traditional life and this type of presentation that groups all FNMI as the same can make me feel not FN because I don't fit the description - how would this make a student/child feel???
- ✓ Just continued support from head office.

SAMPLE RESPONSES from *Professional Learning Reflection Survey (30 days following Learning Opportunity)*

How has this learning opportunity influenced your leadership or teaching practice?

- ✓ I wanted to gain familiarity with the Alberta perspective on FNMI education and it has assisted me.
- ✓ In many respects the conference was confirmatory with respect to my own teaching practice. I am an FNMI Teacher Coach and my experiences at the conference lead me to believe I am on the right track where mentoring my peers is concerned.
- ✓ I am using an FNMI perspective to assist me with developing Literacy lessons for coaching teachers.
- ✓ This learning has given me a doorway to bring more FNMI education into the classroom.
- ✓ It has given me insight to incorporating culture and traditions within my literacy program, as well as showing me that these resources can be used in cross curricular activities.
- ✓ There seems to be a limited amount of FMNI resources, and the, "FMNI Seed-Kit," has saved much work for teachers by gathering these books/outlining lessons. Thank you!
- ✓ As I am not a teacher, but a school librarian, it has made me more aware of words, such as using indigenous rather than aboriginal. Many older books are inaccurate and must be removed from our library.
- ✓ This training has enabled me to be more mindful of working with people who have low literacy skills and how to be creative in meeting their needs. It also helped me think about different ways of bringing the aboriginal culture into the LAPS program.

SAMPLE RESPONSES from *Literacy sessions*

An aspect of this learning opportunity that made it meaningful is:

- ✓ Lots of discussion! Also enjoyed having the opportunity to collaborate and work with others and share ideas.
- ✓ Being involved and getting the chance to experience it firsthand.
- ✓ The amount of strategies that I was able to get from the presentation.
- ✓ It can be applied to a variety of subject areas, from humanities to math/science, because all of these use literacy.
- ✓ Interactive, engaging. Lots of opportunities to discuss learning with table partners.

Gave me immediate ideas, strategies to implement in classroom and compliments my education philosophy.

One thing I require to further support my professional learning on this topic is:

- ✓ Continued information as benchmarks come into being.
- ✓ Time to collaborate with those in attendance, as we do not teach at the same school. A follow up session would be great
- ✓ Time to implement, try it out then revisit
- ✓ More Reading Thursdays :) Seriously, I feel like this is truly moving me in the right direction.
- ✓ Ability and training in the French equivalent

SAMPLE RESPONSES from *Professional Learning Reflection Survey (30 days following Learning Opportunity)*

How has this learning opportunity influenced your leadership or teaching practice?

- ✓ This is integral to what I do to help teachers teach reading. I would say if any generalist teacher could only do one professional development activity, it should be Reading Wednesday's and then later the follow up Reading Thursdays.
- ✓ It has given me a deeper understanding of how to plan a comprehensive language arts program. It has also given me ideas about how to structure in dependent literacy activities for students.
- ✓ I am much better at determining the instructional match for all of my students and being able to target the interventions that each of them may need.
- ✓ It increased my ability to share the five elements of reading with all teachers with additional ideas and resources presented that are useful.
- ✓ It was great to learn how differently children read at various levels and how we can help each child learn at each level as well. I didn't realize how important Phonemic Awareness was.

SAMPLE RESPONSES from *Mathematics and Numeracy* sessions

An aspect of this learning opportunity that made it meaningful is:

- ✓ All the tools provided to help us use and build resources. The wisdom and knowledge shared.
- ✓ Hands on opportunities and practical/useful tools to take back to my class and use. Variety of experience that the other facilitators brought.
- ✓ Practical and meaningful strategies to use in the classroom that connect directly to Alberta POS outcomes. Different grade level facilitators provided diverse perspectives
- ✓ Practical insight for easily implementable strategies.
- ✓ Discusses aspects that are current and will improve teaching drastically.
- ✓ Good, immediately useable activities and reasoning behind it.
- ✓ The importance of getting kids to know how to think critically and problem solve.

One thing I require to further support my professional learning on this topic is:

- ✓ I would like further opportunities to work on projects with students, share student work, and discuss vocabulary and literacy in mathematics problem solving and to link this into the competencies.
- ✓ More of this type of pd. There is so much to learn about the new curriculum but very little I've learnt up to now provided me with concrete examples of what to teach and how. I can really use this! Thanks!
- ✓ Continued specific/grade level focused ideas. Please note they did an amazing job covering K-6, but of course one's own grade level is ideal.
- ✓ Continue to use the website to encourage activities to motivate others as well as myself.
- ✓ More correlation between outcomes and planning. Strategies on how to take outcomes and see flow so that I don't teach isolated outcomes seamlessly. Eg One illustration of how to cover all (or many of) unit outcomes that can be transferred to any math example.
- ✓ There is still a lot of confusion regarding the assessment of the numeracy performance task. The rubric is not very user friendly and doesn't match-up well with the assessment.
- ✓ Just more of the same thing. I appreciate her sharing her ideas/resources on Dropbox.

SAMPLE RESPONSES from *Professional Learning Reflection Survey (30 days following Learning Opportunity)*

How has this learning opportunity influenced your leadership or teaching practice?

- ✓ This experience has kept me thinking of new ways to teach topics. This was an exciting idea to have a thread through concepts to assist students with some consistency
- ✓ I was able to make connections with other teachers and work on projects and collaborate on lessons. This really helped push my teaching.
- ✓ I feel I have a better understanding of the resources available to me regarding the competencies and a MUCH deeper understanding of Math and how the competencies are exposed through the study of Math.
- ✓ Gives me an opportunity to think about my teaching practice. When you are in the classroom you only have time for doing. This pd has helped make my "doing" better.
- ✓ Explicitly teaching students how to learn and focus more on the front matter of my curriculum (which covers a great deal of the competencies)
- ✓ Conversations gave me opportunity to think about how students learn and whether they are truly aware of their own learning. Does it just happen without students being aware? How closely are students in control of their learning? What is the likelihood learning will take place without active engagement?

Mathematics Curriculum Support

Through the 2014-2015 Mathematics Curriculum Redesign Summary (Appendix E), Geri Lorway, NRLC Mathematics Curriculum Consultant, provides an outline of the math curriculum support for continual growth as well as successes this past year including: *Junior High and Senior High Learning Days* with Dr. James Tanton; *Elementary Workshops: Connecting Literacy-Numeracy Competencies in Center Activities*; and *Connecting Literacy-Numeracy Competencies to Instruction and Assessment* in 14 presentations at the Mighty Peace Teacher Convention. Geri continues to embed the constructs of Curriculum design and actualize teacher practice through the revised Alberta Program of Studies and the Curricular Competencies in the 2013 Ministerial order in all her work with Learning Cohorts, Administrators, teachers and parents. More information and artifacts from this work is available on the NRLCThink101 blog at <https://nrlcthink101math.wordpress.com/> *"Enacting this curriculum requires teachers to learn to engage students in complex reasoning through authentic tasks and contexts, to find ways to connect students to the content through mathematical reasoning, despite having never experienced it themselves."* Ball, 2014

SAMPLE RESPONSES from Curriculum Redesign sessions

An aspect of this learning opportunity that made it meaningful is:

- ✓ I was able to interact with other teachers in my grade level from across the division
- ✓ The big ideas of education are always inspiring. They apply in all grades and in all subjects and in life itself.
- ✓ Really engaged in the types of activities being promoted. Good modeling of creative critical learning. Inspiring ideas couples with practical tools.
- ✓ This session was presented in a fashion that it gave me new tools that I could immediately put into my classroom.
- ✓ Extremely useful ways of thinking about Math & Science. Treat suggestions to engage students learning in classrooms.
- ✓ I appreciate the fact that this presentation was applicable and relevant to all subject areas and grade levels. I also liked that there was more than one presenter and different topics within the days plan. The variety kept the day fresh and engaging.

One thing I require to further support my professional learning on this topic is:

- ✓ At least one PD session in our Zone per year in keeping with Inspiring Education!!
- ✓ Learning how to effectively implement these changes into my classroom.
- ✓ How to inform and support staff moving forward.
- ✓ Support within my school – Team
- ✓ Time at school with colleagues to develop our school's ideas and direction we could like to take...
- ✓ This was really rewarding PD. More strategy exemplars and the ability to try them out and reflect with feedback from cohorts.
- ✓ Our group has decided to try to network with each other to share our ongoing work and to build on our work together.

SAMPLE RESPONSES from Professional Learning Reflection Survey (30 days following Learning Opportunity)

How has this learning opportunity influenced your leadership or teaching practice?

- ✓ I have informed others of the links / relationship so that their school gain momentum in redesigning the curriculum and making the necessary mind shifts
- ✓ It has given me a resource and direction to follow in regards to targeted critical thinking activities.
- ✓ Made me more aware of the Inspiring Education Documents and how it will impact the education of students and teachers.
- ✓ It really gave me a clear idea of the links between inspiring education the MO, curriculum redesign and how the competencies could look like in a lesson plan

SAMPLE RESPONSES from *Assessment* sessions

An aspect of this learning opportunity that made it meaningful is:

- ✓ I am striving for a balance between formative and summative assessment within the classes that I teach.
- ✓ I was able to reflect on previous understandings and compare them to new learning
- ✓ Understanding what really impacts student learning.
- ✓ Having it available in the North. What a great opportunity. I felt it was an "overview" of what visible learning is...now I would like to go deeper. More of the "How to"
- ✓ Accurate data that demonstrates what makes a difference and what can make a difference impacting student learning
- ✓ This session made me re-think my formative and summative assessment strategies (modify, delete or include new feedback/instructional strategies).

One thing I require to further support my professional learning on this topic is:

- ✓ Still thinking about the collaborative process for marking. Will be looking at AAC materials and support further.
- ✓ Collaborate to create and learn new formative assessments. Time to prepare and align all assessments.
- ✓ To spend time with my staff discussing their thoughts so I might implement any changes efficiently.
- ✓ Time to make greater sense of what it means and a greater understanding of the research itself.
- ✓ How to monitor impact. How to get teachers to monitor impact. How to have those tough conversations
- ✓ More info on how to apply this to diploma courses due to the high stakes

SAMPLE RESPONSES from *Professional Learning Reflection Survey (30 days following Learning Opportunity)*

How has this learning opportunity influenced your leadership or teaching practice?

- ✓ I've been focusing more on critical thinking skills and challenges.
- ✓ I'm trying to get students to think much deeper than simply basic knowledge.
- ✓ I have become more thoughtful about my assessment practice; both how I deliver it and what I want it to tell me.
- ✓ Great influence, I use the concepts that are incorporated in AIM as much as I can. The students love this practice, it really works.
- ✓ We were not able to discuss the results of the SLA's due to the results not being sent. Therefore we were unable to collaborate on the subject matter that we thought we would have in front of us.

SAMPLE RESPONSES from *Inclusive Education* sessions

An aspect of this learning opportunity that made it meaningful is:

- ✓ I found I am not only able to utilize this at my schools but also at home with our children and my husband, as odd as that may sound!
- ✓ Relevant & easily applicable strategies to calm students who get angry. Access to resources.
- ✓ Any student can use it and no one will know, won't be labeled as they are when a teacher has to specifically read to them
- ✓ I can see a lot of low self confidence in our students and it is beneficial to see how we can boost their self-concept
- ✓ How parallel tasks can be used in the class i.e. social studies
- ✓ The true definition of inclusion and clarification of our role in the learning environment and the helpful resources
- ✓ Discussion of how to make inclusion more practical and real in our schools

One thing I require to further support my professional learning on this topic is:

- ✓ Further trainings related to this area of special needs kids
- ✓ More ideas on ways to encourage reading & comprehension strategies
- ✓ Frequent refreshers and time during the school year to review with co-workers
- ✓ To download and use some of the apps from the devices session.
- ✓ A deeper look into behavior. How do we go beyond the basics in terms of discipline and implement consistent positive behavior measures into our schools?
- ✓ Time. Over the next few weeks, I will aim to implement some of the visual strategies in my classroom.

SAMPLE RESPONSES from *Professional Learning Reflection Survey (30 days following Learning Opportunity)*

How has this learning opportunity influenced your leadership or teaching practice?

- ✓ It provided me with a better understanding of gifted assessment, the limitations of assessment as well as some strategies to find better ways at accurately assessing students.
- ✓ It has had a huge impact on my leadership and teaching practices both at home and at school. I have a child with ADHD and I work with students with various complex needs, so I learned a variety of movement breaks, strategies to teach them and help them be more successful.

Identified Regional Needs for 2014-2015

The **Northwest Regional Learning Consortium Regional Plan to Support Curriculum Redesign 2014-2015** was developed and the following priorities were identified:

- *Curriculum Redesign and Competencies (primary focus of the 2013 - 2014 Grant)*
- *Moving Forward with High School Redesign*
- *First Nation, Metis and Inuit Student Success*
- *Additional Professional Learning Sessions*
 - *Literacy*
 - *Mathematics / Numeracy*
 - *Career and Technology Foundations*
 - *English as a Second Language*
 - *Inclusive Practices*
 - *Student Learning Assessment (SLA) for Grade 3*
 - *Other: Fine Arts, Science, Social Studies, Technology & Innovation, Wellness*

Northwest Regional Learning Consortium plans learning opportunities based on advice from our region including feedback from advisory committees, district curriculum coordinators, regional planning teams, session participants, the NRLC Management Team, and other education stakeholders. We strive to collaborate with as many groups as possible to support “adult learning for students’ sake”.

Programs are developed to meet identified regional needs. The following emerging needs for 2014 - 2015 were identified by districts within Zone 1:

- **Mathematics/Numeracy** – this is a high priority focus area, with ongoing curriculum clarifications, adjustments and supports for all teachers. Our regional teacher/coach cohort group continues to deepen their knowledge and skills to bring more local capacity to the districts.
- **Inclusive Education** – we continue to work with school jurisdictions to develop inclusive environments and provide specific Professional learning promising practices and deeper knowledge of specific diagnosis that impact our classrooms. Direct learning supports for Educational Assistants saw a big increase in requests and planned supports.
- **First Nation Métis and Inuit student success** is embedded in all our Zone School Education plans. The goal is to have this focus in all our presentations so that is modeled and lived every day.
- **Assessment** – includes supports based on district requests to focus on administrators and learning coaches; co-planned district days Working with Student Learning Assessments is a high priority.
- **Literacy Support** – supporting teachers in core subjects, grade k-12 to enhance student literacy, critical thinking, and problem solving.

The Northwest Regional Learning Consortium provided PD opportunities in the following areas which were covered under the Curriculum Redesign grant. These sessions demonstrate NRLC's ability to meet the diverse regional needs of all stakeholders.

Note: The Official Languages in Education Program (OLEP) grant is used for French programming.

Focus	Number of Learning Opportunities	Number of Sessions Planned	Number of Sessions Cancelled	Number of Participants
Assessment	12	19	1	1277
Career & Technology Foundations & Career & Technology Studies	9	23	8	53
Curriculum Redesign (includes High School Redesign, Technology & Innovation, Literacy & Numeracy)	24	157	30	4,459
First Nations, Métis, Inuit	8	29	1	579
French	17	31	12	263
Inclusive Education	25	123	3	3,670
Mathematics	13	29	7	862
Other (Leadership, Fine Arts, Science, Social Studies, Technology & Innovation, Wellness)	12	26	5	408
	120	437	67	11,604

SAMPLE RESPONSES from *French* sessions

An aspect of this learning opportunity that made it meaningful is:

- ✓ The pronunciation of sounds that I was not aware of and the great resource of the binder all ready to go was very helpful.
- ✓ Was a good revision of ideas that I can use in my class with my students in the area of phonemic awareness.
- ✓ I was provided with tools that I begin using immediately. It gave me an opportunity to reflect on my teaching practices.
- ✓ the CEFR can help my students be more metacognizant of their learning. Focused on confidence rather than perfection in student learning.
- ✓ Le temps avec mes collègues! Le temps de planifie les brits communs pour l'année avec les enseignants de notre école et de même Grade
- ✓ Très bonnes stratégies pour la salle de classe.
- ✓ Je pourrais connecter/parler avec les autres enseignantes en immersion. Je ne me sens plus seule!!

One thing I require to further support my professional learning on this topic is:

- ✓ More examples of what it looks like in practice in classrooms. If I do not have an orthopedagogue in my division, how am I going to have a lesson with 4 students? What will the other students be doing?
- ✓ To see lesson planning in action. To follow someone who teaches FSL through PBL and how they facilitate this learning.

- ✓ It would be AWESOME to have admin, EA, librarians, and other teachers in the know of the AIM gestures - a brief lesson on some key words - and reasoning - so that the whole SCHOOL is involved and in the know - with our PreK; K and Grade 1 kiddos within our school (basically 30% of the school population!).
- ✓ Plus de temps de regarder les ressources, En-ligne les temps de voyager a G.P. regarder les ressources.
- ✓ Acces a des exemples a l'oral, l'ecrit (surtout) pour mes eleves.

SAMPLE RESPONSES from *Professional Learning Reflection Survey (30 days following Learning Opportunity)*

How has this learning opportunity influenced your leadership or teaching practice?

- ✓ I have used Aims in my classroom every day since I took the workshop. It was fantastic and super useful.
- ✓ Being able to collaborate with other French Immersion Teachers allowed me to try new things, do a book study and discuss things that worked, didn't, what I would change next time etc..
- ✓ This has greatly enriched my teaching practice, by meeting with another French Immersion teacher, we were able to collaborate, share, discuss therefore strengthening our maternelle program
- ✓ I now have a computer link as a resource. I try to use more actions.



Virginia Bluebells

REGIONAL PD STATISTICS & PARTICIPATION RATES

The NRLC planned four hundred thirty-seven (437) regional professional development sessions through our Consortium in 2014-15 hosted primarily in Grande Prairie and Peace River, with some sessions in High Prairie and High Level. These locations have proven to be the most readily and easily accessible by participants across our geographical area. We continue to develop and participate in innovative steps to provide delivery of PD via online means, including ARPDC initiatives such as Adobe connect Webinars, Learning Portal curriculum resources, Community of Practices, Wikis, Distributive learning opportunities continue to develop regionally and provincially; as do well-trained and able facilitators.

NRLC continues a trend of consistently planning, developing, and implementing a greater number of learning opportunities, based on identified zone needs and Alberta Education priorities; with fewer cancellations over the past five years due primarily to a more collaborative approach to planning. These learning opportunities continue to be flexible in meeting needs such as delivering to smaller groups, delivering as class support, and delivering online to team groups or community of practices. Many of these opportunities continue on the emphasis of building into long term learning plans and cohorts, as one program is delivered over two or three dates. The chart below provides a summary of programs by subject area that indicate the variety of ongoing professional learning opportunities offered through this past year. This is an overall summary of programming, the majority of which flows through the Curriculum Redesign Implementation Grant (Appendix C).

Participation Rates 2014-2015

Alberta Regional Professional Development Consortia (ARPDC)

In order to be consistent in determining participation rates among consortia, ARPDC has developed a PD counting model. The guidelines used by the seven consortia are:

- Half day, full day or partial day sessions count as one day (The time to organize a full day or half day session is the same.)
- Each day of a series counts as one day of PD. Participant numbers are counted for each day.
- Conference over multiple days: each day counts as a day of PD, regardless of the number of contracts and presenters.
- Conference with multiple sessions in one day still counts as one day.
- Webinars are conducted as “one day” due to the time to train facilitators, moderate sessions, develop conversation guides and post archives.

The NRLC further has developed a counting system that more accurately reflects the number of deliveries as a session total within one learning opportunity cohort.

PD PROGRAMS & PARTICIPANTS

	2010-11	2011-12	2012-13	2013-14	2014-15
Participants	7,921	9,092	12,547	12,180	11,604
Programs Planned	506	436	395	480	437

Five-year comparison of attendance by Zone 1 jurisdictions in NRLC PD. Note that some jurisdiction schools are served by other ARPDC consortia and will appear in those reports. Attendance is influenced by distance and location within the region, weather, travel, and transportation which affects access to some communities. To alleviate these restricting influences there is an increase in use of online delivery methods such as Adobe Connect webinar; as well as access to the online learning resources on the [ARPDC Learning Portal](#).

For this chart we have included the MPTC sessions and participants as the norm in previous reports.

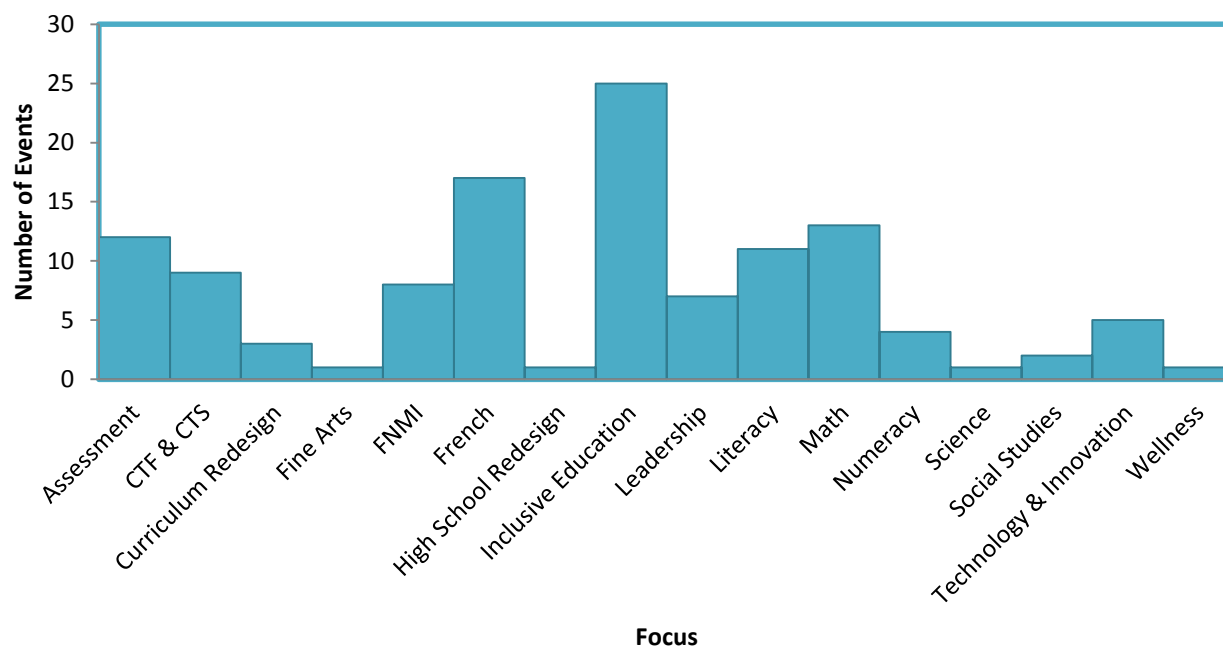
Meetings have been included in these totals as most are related to programming and will include presentations to the group. Example: FNMI Advisory, Curriculum Coordinators meeting.

**ZONE ONE REGIONAL
LEARNING OPPORTUNITIES**

2014 - 2015

ZONE ONE REGIONAL LEARNING OPPORTUNITIES 2014 - 2015	# of Learning Opportunities	Number of Participants		
		Face to Face / In Person	Attending via Technology	Total Participants
Learning Opportunities				
Meetings/Advisory Groups	30	337	36	373
PD Learning Opportunities	120	11,604		11,604
Technology Mediated Learning Opportunities				
Synchronous	# of Learning Opportunities	Number of Sites	Total Number of Participants	
NRLC Webinars / Videoconferences/Online Platforms	43		394	
Collaborative District Partnerships				
	Number of Learning Opportunities	Number of Sessions	Number of Participants	
Peace Wapiti School District	31	87	1293	
Grande Prairie School District	11	19	1813	
Fort Vermilion ATA PD Day	31	43	400	
Greater Peace ATA PD Day	5	10	919	
Peace River School Division	3	12	374	
Holy Family Catholic Regional Divis	13	15	456	
French Language Resource Centre	16	31	263	
Collaborative Inquiry Assessment Project (GPPSD/PWSD/ATA/AAC)	1	1	54	

Number of NRLC Learning Opportunities by Theme 2014-15



SAMPLE RESPONSES from *Technology & Innovation* sessions

An aspect of this learning opportunity that made it meaningful is:

- ✓ Learning about what other schools are doing with technology was fascinating. Got some great apps and learned why they are good. Excellent session. The one on assessment was mostly review but was still excellent. Great speakers. Kept us engaged
- ✓ Anything that engages and motivates students is worth exploring.
- ✓ The entire session was run through a gamification format. Really showed how students can be learning about a concept without realizing they are learning until they go back to reflect...
- ✓ I was given many lesson ideas that are actually feasible to implement in a variety of subjects
- ✓ It connected to recent PD on evaluation – ways to incorporate formative assessment in a variety of ways

One thing I require to further support my professional learning on this topic is:

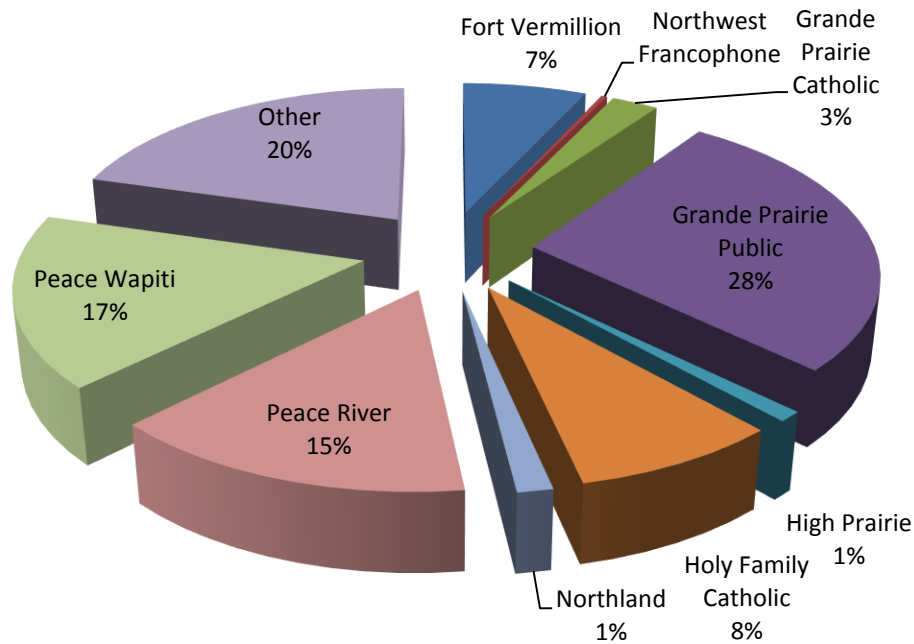
- ✓ Dealing with inappropriate use of technology in the classroom
- ✓ Being able to have continued support throughout the school year with these apps and new apps.
- ✓ For me, it seemed to be a lot of information in one day. Was slightly confused as sometimes I fell behind.

SAMPLE RESPONSES from *Professional Learning Reflection Survey (30 days following Learning Opportunity)*

How has this learning opportunity influenced your leadership or teaching practice?

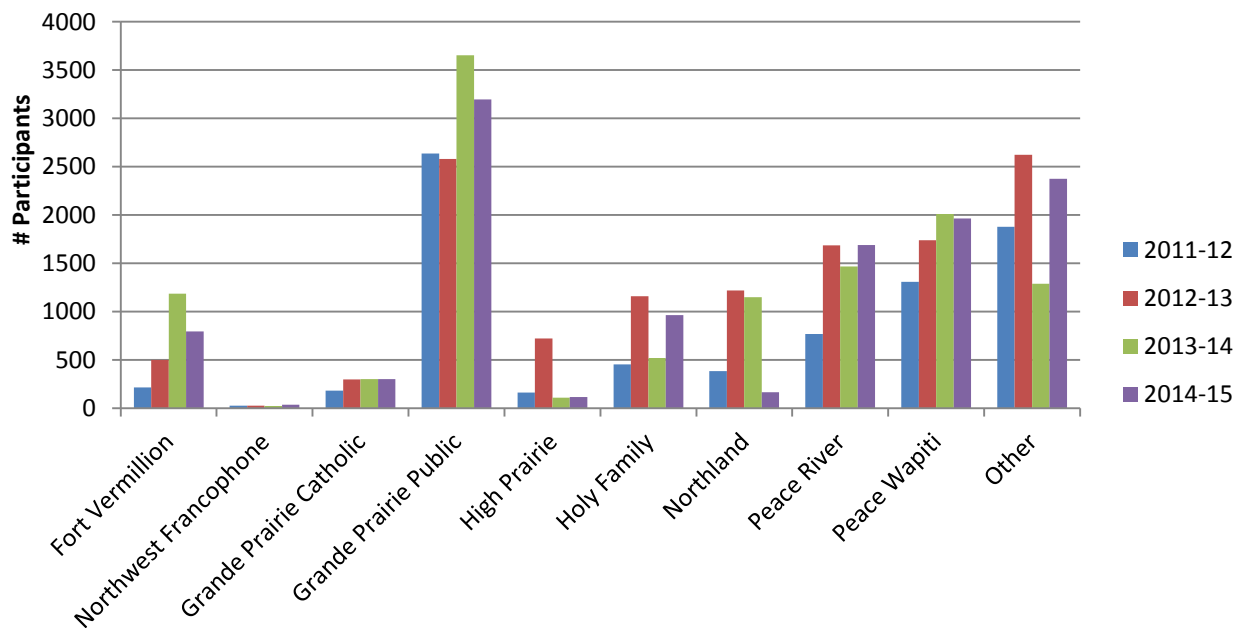
- ✓ It was great to be taught from a very practiced professional teacher, just in observation I learned tons. Have done the content before but he made it more real than ever before.
- ✓ It is important to keep up with new technology!
- ✓ I gained the knowledge, experience, and confidence to add some activities using technology into my regular classroom teaching.

NRLC Learning Opportunities Participation Rates by Division 2014-15



- *Other* includes registrants from outside of Zone 1 (provincial)
- Band Schools' attendance is reflected within the participant's school jurisdiction

Attendance by Jurisdiction



★ Other includes Federal, Band, Private, Charter, and ARPDC participants

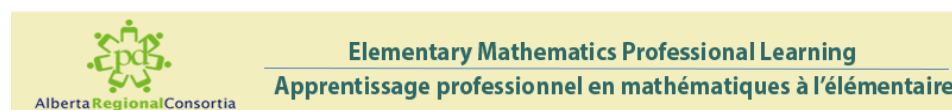
First Nations, Métis, and Inuit Provincial Professional Learning Project 2014-2015

Northwest Regional Learning Consortium Executive Director, Karen Egge, served as the Alberta Regional Professional Development Consortia (ARPDC) lead for the **First Nations, Métis, and Inuit Provincial Professional Learning Project** in the 2014-2015 year. This project has created the opportunity to bring the Inspiring Education vision into action through Learning to Be, Learning to Know, Learning to Do and Learning to Live Together. The Pilot Districts are working through the process and tools developed to support district and teacher learning plans. The interest and capacity continues to grow as the Districts share their journey. The [ARPDC FNMI Moodle](http://learning.arpdc.ab.ca/) site <http://learning.arpdc.ab.ca/> provides a focus for teachers to use and build on line resources.

The Provincial First Nations, Métis, and Inuit Professional Learning Facilitator lead the project work in designing and facilitating professional learning opportunities for five pilot school authorities. For an overview of this learning project including what has happened in the second year of field testing, and what is planned for the final year of implementation, please see Appendix D.

Number of pilot authorities.....	7
Number of pilot authorities meetings.....	59
Number of education partner meetings	33
Number of resource development and project lead meetings.....	56
Number of courses on learning portal	96
72,000 page views and 3538 hits on online resource	
http://fnmied.blogspot.ca/	

Elementary Mathematics Professional Learning Project 2015-2017



The Alberta Regional Professional Development Consortium have accepted a

grant support Elementary Mathematics Professional Learning. Northwest Regional Learning Consortia Executive Director Karen Egge will lead the work with co-leads Madeleine Lemire and Gerry Varty over the next two years. The purpose of this project is to work with a variety of other partners, including the Alberta Teachers' Association (ATA), the Alberta Assessment consortium (AAC), as well as post-secondary professors to:

- Develop and deliver six comprehensive learning modules, each to support teachers in the effective implementation of the current Alberta Kindergarten to Grade 9 Mathematics Program of Studies.
- Teachers will have access to learning opportunities (scheduled or just-in-time, face-face, module-based or technology-mediated with materials archived past June 2017).
- The core goals this project aims to provide include:
 - Skills in Assessing Mathematical Content
 - How Learners Interact with Pedagogy
 - Pedagogy Content Knowledge
- Woven into these modules will be building teacher capacity for their selection and use of resources and Teacher-parent communication promising practices.

The work is well underway with the first "Insight into Equality" webinar and learning guide offered November, 2015 "Making Additive and Multiplicative Thinking Accessible to all" is planned for January, 2016 with Assessment planned for February, 2016 and Instructional Practice in March, 2016. Visit <http://learning.arpdc.ab.ca> to stay informed and use the on-line resources.

NRLC's Ongoing Needs Assessments and Stakeholder Surveys

An ongoing needs assessment is carried out throughout the year through NRLC's evaluation process. The program evaluation forms are reviewed constantly and programs are developed to meet those needs.

These evaluation forms answer the following questions:

- What is the quality of the presenter?
- Has the presenter met the learning goals of the session?
- How well did the session meet the needs of participants?
- How did the session influence improvement in the teacher's practice and therefore enhancing student learning?
- Which topics/speakers would participants suggest for future programs?

NRLC continues to use primarily electronic online PD evaluations sent directly to each participant following their learning activity. This continues to be a challenge in securing responses from participants. At the beginning of the year, in some specific learning opportunity forums and projects, and with certain populations or cohort groups, paper evaluations which are completed at the end of each opportunity are used. As we work on building the return rate, we also attempt to convey the importance of participant feedback as the guide for our work; as well as for the presenters. In comparison to the moderate return rate, teachers are willing to clearly voice their outcomes from the learning activity in depth.

In 2014–15, NRLC received 4,664 individual evaluations out of a possible 10,453 (number of participants) for a return rate of 45%.

Professional Learning Reflection and Needs Assessment

*Distributed immediately following the learning opportunity

PD Satisfaction Results - Cumulative Participant Survey Responses 2014-15:

Quantitative Results

97% satisfaction with the following:

This professional learning opportunity:

- ✚ Contributed to my awareness and/or deeper understanding of the topic.
- ✚ Provided opportunities for me to be actively involved in the learning.
- ✚ Provided strategies for integration of the learning into my current practice.
- ✚ Provided opportunity for me to reflect on my knowledge, skills and attributes about the to

99% satisfaction with the following:

- ✚ was provided at a reasonable cost.

Qualitative Results – SAMPLE RESPONSES detailed throughout this report

- ✚ An aspect of this learning opportunity that made it meaningful is:
- ✚ An aspect of this learning opportunity that might be improved is:
- ✚ One thing I require to further support my professional learning on this topic is:

Professional Learning Reflection

*Sent to participants approximately 1 month following the learning opportunity (appendix F)

- ✚ How has this learning opportunity influenced your leadership or teaching practice?
- ✚ What ideas, actions or strategies did you implement as a result of this learning opportunity?
- ✚ What ideas, actions or strategies do you plan to apply later in the school year?

Throughout this report, you will find **SAMPLE RESPONSES** taken directly from the *NRLC's Professional Learning Reflection and Needs Assessment* forms completed by participants following each learning opportunity or the *Learning Reflection* distributed electronically after approximately 30 days.

NRLC Annual Stakeholder Survey

The Northwest Regional Learning Consortium reports annually through a Stakeholder Survey from educational stakeholders, the school jurisdictions we serve. Approximately 70 surveys were distributed within Zone 1, much later than in previous years, with a **38%** return rate from jurisdiction representatives. Results of this survey are reported in the accountability measures for each ARPDC goal outlined. NRLC will continue to seek to improve the response rate for the coming year through various measures including focus group discussions, specific jurisdiction conversations and planning, and through CASS meetings. The Executive Director is an affiliate member of CASS and attends the meetings to build understanding and context. The face to face opportunities for conversation and brain-storming are much appreciated.

In 2013-14 and 2014-2015, we used a provincially designed follow-up evaluation for specific workshops and conference to obtain answers applicable to teacher practice, needs, and changes as a direct result of that training. Our facilitators, consultants, and staff teams offer much encouragement to the participating educators to voice how they are applying new knowledge and strategies into their classroom practice. As we meet our mandate of serving the needs of students, we recognize the need to empower teachers, offering them continual support to sustain that involvement. Effective delivery and processing of evaluations is one tool we can use in this task.

Provincial collaboration has increased over the past few years as we continue to provide services and meet our mandate. Regional teachers have increased opportunity to participate provincially, especially as web-based delivery is becoming the norm with Adobe Connect sessions. The following section details the provincial aspects of the NRLC in conjunction with the ARPDC in a format that has been developed and used provincially.

NRLC ACCOUNTABILITY MEASURES

GOAL 1: FACILITATE IMPLEMENTATION

Facilitate professional development which supports the effective implementation of:

- a) The Alberta Learning Business Plan
- b) Jurisdiction and school education plans; and
- c) Regional School Council plans

Target is 80-89% Satisfaction
Goal Achieved

Performance Measures	Metrics	Target	Results
Percentage of stakeholders who agree that NRLC PD offerings aligned with needs identified in their plan(s)	Survey of stakeholders	Goal: to achieve a rating of 80-89%	100% agreed that PD offerings aligned with identified plans.
Number of participants that attended NRLC PD offerings	Participant Count		120 learning opportunities 437 planned sessions 67 cancelled sessions 11,604 participants attended NRLC offerings
Satisfaction of stakeholder contacts with Consortium services overall	Survey of stakeholders		100% of program participants were satisfied with the services provided by the Consortium.

Stakeholder Survey Results

The Consortium was effective in helping us address needs identified in our planning documents.				
2010-11	2011-12	2012-13	2013-14	2014-15
89%	80%	89%	100%	100%
Outcome: NRLC offerings align with stakeholders' needs identified through planning documents and consultation.				

Context: NRLC reviews district three year education plans and discusses priorities for the zone at advisory meetings. Individual meetings with district personnel allow NRLC to more fully understand district context (e.g. release days, PLC times, and district priorities) and include this in zone-wide planning. Individual or small group multi-district meetings allow NRLC to assist with more in-depth planning, as well as providing information and context that minimizes scheduling conflicts and works to ensure PD that will be timely, relevant and well attended.

GOAL 2: IMPLEMENTATION OF CURRICULA

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

Target is 80-89% Satisfaction
Goal Achieved

Performance Measures	Metrics	Target	Results
Percentage of stakeholders satisfied that NRLC facilitated PD supports for effective implementation of curricula	Survey of educational stakeholders	Goal: to achieve a satisfaction rating between 80-89% in this area	100% of district contacts were satisfied that NRLC facilitated PD supports for effective implementation of curricula
% of participants satisfied that NRLC sessions supported their ability to effectively implement curricula	Session evaluations – I don't think this is still applicable since the Evaluation survey questions changed...?		98% of PD program participants were satisfied that sessions supported their ability to effectively implement curricula

Stakeholder Survey Results

The Consortium was effective in helping us meet emerging PD needs, outside of those identified in our planning documents.				
2010-11	2011-12	2012-13	2013-14	2014-15
90%	76%	89%	100%	100%
Outcome: NRLC facilitated PD supports, effective implementation of curricula (inclusive of instruction and assessment), and student learning outcomes.				

Context: The high level of collaboration in Zone One allows for joint planning that meets the needs of multiple school districts, often at the same event. NRLC aims to work with PLC groups and other clusters of teachers, mindful of district calendars and other regional considerations. We are also noting greater capacity of districts to use their own staff and support them in PD roles. Student Learning Assessments (SLA) are in the first year of pilot. Alternate delivery and recording/caching of sessions for anytime/anyplace PD for teachers is also being utilized. The Mathematics in-service support is an important part of building sustainable leadership capacity.

Stakeholder Survey Comments

- ★ *Appreciate greatly working with the NRLC.*
- ★ *Excellent work by Tammie and Jenn needs to be noted.*
- ★ *Great job!*
- ★ *Great people to work with.*

GOAL 3: COORDINATION, BROKERAGE AND REFERRAL

Coordinate, broker, and act as a referral centre to assist stakeholders to access available professional development resources.

Target is 80-89% Satisfaction
Goal Achieved

Performance Measures	Metrics	Target	Results
% of stakeholders accessing NRLC services that were satisfied	Survey of educational stakeholders	Our goal was to achieve a satisfaction rating of 80-89%	96.1% of district contacts accessing NRLC services were satisfied

Stakeholder Survey Results

The Consortium's coordinating, brokering and or referral services were effective in helping us access PD resources.				
2010-11	2011-12	2012-13	2013-14	2014-15
94%	80%	89%	100%	96.1%
Outcomes: NRLC coordination, brokering and referral services are responsive to stakeholder needs.				

Context: NRLC is working diligently to meet the needs of Zone One stakeholders. It is evident by the number of professional learning opportunities held, the number of active grants, and the number of meetings that NRLC staff is involved in that we have increased our output to a great degree. We are pleased to report increased engagement and planning programs with Early Childhood Coalition partners. The expanding work as ARPDC provincial project leads continues to provide more access to quality learning programs.

Stakeholder Survey Comments

- ★ *NRLC is a fantastic partner. Thanks again for the diligence and professionalism.*
- ★ *All the staff are amazing and efficient.*
- ★ *We have benefited greatly from NRLC support in organizing our District PD. Using the registration and attendance systems has allowed us to follow up with individual teachers on potential PD issues.*

GOAL 4: EMERGING NEEDS

Deliver professional development based on the identified and emerging needs of educational stakeholders.

Target is 80-89%
Satisfaction
Goal Achieved

Performance Measures	Metrics	Target	Results
% of stakeholders satisfied that NRLC was effective meeting emerging PD needs, outside of those identified in planning documents.	Survey of educational stakeholders	Our goal is to achieve a satisfaction rating of 80-89%	100% of district contacts indicated satisfaction that NRC's PD offerings aligned with their identified plans and emerging needs
Descriptions of services offered	Qualitative Measures		Descriptions and testimonials noted throughout Annual Report.
District Collaboration	Number of District Teams & Meetings Number of Collaborative Projects		8 District Planning Teams utilized 37 District Meetings held 120 learning opportunities/ 231 sessions were planned in collaboration with Zone 1 Districts 5737 participants

Stakeholder Survey Results

PD facilitated by the Consortium supported effective implementation of curricula.				
2010-11	2011-12	2012-13	2013-14	2014-15
94%	84%	84%	100%	100%
Outcomes: NRLC programs meet the identified and emerging needs of educational stakeholders.				

Context: The Northwest Regional Learning Consortium tracks district requests and participation through website reports. This tracking is a new feature in 2013-14 which gives a clear indication that identified and emerging needs of educational stakeholders are being met.

Districts request sessions using distributed learning technology when a key expert is not available to come to the region. Follow-up webinars have been offered with limited success. These sessions help alleviate travel and time considerations for teachers attending PD. NRLC is working to provide leadership to districts Teachers are experiencing the power of collaboration through Moodle, Google and Wiki sites. Linking and working with teachers in another part of the province or world is now possible and highly encouraged.

GOAL 5: LEADERSHIP CAPACITY

Promote and support the development of professional development leadership capacity within my organization.

Target is 80-89% Satisfaction
Goal Achieved

Performance Measures	Metrics	Target	Results
% of stakeholders satisfied that the efforts of the NRLC contributed to the development of professional development leadership capacity	Survey of educational stakeholders	Goal: to achieve a satisfaction rating between 80-89%	100% of stakeholders responded that they were satisfied with the efforts of NRLC to develop professional development leadership capacity in a number of areas
Descriptions of services offered	Qualitative measures (descriptions and testimonials)		Descriptions and testimonials noted throughout this report.

Stakeholder Survey Results

The Consortium has contributed to the development of PD leadership capacity within my organization.				
2010-11	2011-12	2012-13	2013-14	2014-15
100%	79%	84%	100%	100%
Outcomes: <i>NRLC contributes to the development of PD leadership capacity.</i>				

Context: NRLC completed a joint needs assessment with the ATA in 2009, 2011 and 2013. We have held off for the next bi-annual period based on advice from our region on getting clarity on curriculum direction before proceeding. Social Studies and Inclusive Education surveys have been circulated through CASS. Districts continue to build capacity with learning/instructional coaches through collaborative projects and planning. The focus on building leadership through learning cohorts continues.

SAMPLE RESPONSES from *Leadership* sessions

An aspect of this learning opportunity that made it meaningful is:

- ✓ Relationship and trust are essential stone to building and leading toward teacher feeling toward learning and development.
- ✓ Focus on what makes for effective improvement. The reflection time and reporting of what works and where to next.
- ✓ There were open discussion times that were helpful for addressing the ever expanding and changing regulations with the use of technology.
- ✓ The opportunity to ask numerous questions.
- ✓ The conversations were about real challenges faced by site leaders and provided real advice as to how to overcome the challenges.
- ✓ The amount of hands on practice that was given during the workshop. The materials were also excellent.
- ✓ Practical and applicable tools and techniques I can apply into my practice. Clear delivery of information. Goals and outcomes were clear.

One thing I require to further support my professional learning on this topic is:

- ✓ I'm struggling to wrap my head around what formative evidence should be best for us to know we've improved our system.
- ✓ To find the laws that should guide my school's actions.
- ✓ It may be nice to revisit down the road, with different questions or a slightly different focus, relevant to admin.
- ✓ to develop a keen awareness of understanding the place where others are coming from and to promote positive change within that framework
- ✓ Follow-up session after practicing knowledge gained in workshop.
- ✓ I am looking forward to reading the book and to further discussions with our coaching team.

SAMPLE RESPONSES from *Professional Learning Reflection Survey (30 days following Learning Opportunity)*

How has this learning opportunity influenced your leadership or teaching practice?

- ✓ The powerful influence of good and poor leadership
- ✓ It has provided me with ideas about interactions with staff.
- ✓ It hasn't but it opened my eyes to what is right and wrong about technology.
- ✓ It has made me more aware of the need to be vocal around what our organization's dream is.
- ✓ I have since read his book and have shared it with other jurisdiction leaders and a few principals.

GOAL 6: COST EFFECTIVENESS

Provide stakeholders with access to professional development at a reasonable cost.
Consortia offer programs at a reasonable cost.

Target is 80-89% Satisfaction
Goal Achieved

Performance Measures	Metrics	Target	Results
% agreeing that services are provided at a reasonable cost	Survey of stakeholders	Our goal was to achieve a satisfaction rating between 80-89%	100% of district contacts were satisfied that NRLC met this goal.
% agreeing that NRLC provided good value for the grant dollars they were provided to support implementation of curricula	Survey of stakeholders		96.1% of district contacts agreed or strongly agreed that this performance measure was met.
% of session participants agreeing that the session cost was reasonable	<i>Professional Learning Reflection and Needs Assessment</i> distributed electronically or in hard copy following each event		99% of program participants were satisfied that session costs were reasonable

Stakeholder Survey Results

The Consortium provided good value for the grant dollars they were provided to support implementation of curriculum.				
2010-11	2011-12	2012-13	2013-14	2014-15
100%	84%	89%	100%	96.1%
Outcomes: NRLC provides professional development at a reasonable rate.				
The Consortium services are provided at reasonable cost.				
2010-11	2011-12	2012-13	2013-14	2014-15
100%	84%	89%	100%	100%
Outcomes: NRLC offers professional development on an overall cost recovery basis.				

Context: NRLC strives to provide access to sessions in locations where usually at least three jurisdictions would be within a two hour drive. Webinars are developed provincially or with other educational stakeholders and the virtual access is well received although many are after school. Delivery of learning opportunities using technology requires greater preparation, organization, technical support and equipment testing on the part of the presenter and organizers. The best programming happens when the district and/or school can have the professional learning opportunity or expert available in their time and place-whether that is a district PD day or PLC scheduled time.

TRENDS IN PROFESSIONAL DEVELOPMENT IN THE NORTHWEST REGION

Through examination, consultation and discussions with NRLC educational partners and ARPDC Executive Directors, the following trends were identified, and have been addressed in the NRLC Regional Plan to Support Curriculum Redesign 2014-15; and will continue for the 2015-16 year.

1. **TREND: Development of a coordinated, collaborative and comprehensive provincial approach to professional development**

IMPACT: The NRLC will enhance and continue to explore a more coordinated collaborative and comprehensive approach to informing and planning professional learning. The development of shared learning guides to support initiatives across the province is working well. Supporting and coordinating programming opportunities with local district teams, ATA specialist councils, and ATA Convention Boards will continue to be a priority. The Executive Director values the opportunity to meet regularly with District staff to understand, plan and co-create professional learning opportunities to support the Programs of Study and Alberta's vision for Education.

2. **TREND: Challenges in professional development learning opportunity attendance**

IMPACT: As a consortium, we have reviewed best practices in adult learning, and investigated with our jurisdictions to design learning plans which will be responsive to the needs of individual teachers, schools, and jurisdictions, delivering professional learning in such a way as to create learning communities. We will continue to develop online professional development resources for educators, as appropriate, that allow for anytime, anyplace and any pace access to professional development. *The challenge continues to be support to use those resources and we will continue to work with Districts to build awareness and capacity. Our ability to deliver on district and PLC days is helping decrease the barrier of teacher away from the classroom and sustainable numbers for meaningful learning.*

Our ability to stretch PD resources has always been a challenge in the large geographical region NRLC serves. Travel costs to bring in presenters are higher than in central regions, and even regional access requires teacher travel and sub release. The use of technology is an option, but it is not less expensive in the developmental stages. We will continue to offer more sessions at the district level and through PD days and conventions. The development of teacher-coaches is expanding the reach of curriculum specialists and will be part of our comprehensive planning.

3. **TREND: Supporting job embedded learning**

IMPACT: **One of our goals is to provide opportunity for a variety of job embedded learning opportunities, designed in collaboration with educators at a school and district level.** The design of PD is evolving to include the development of online learning opportunities that can be accessed by school based instructional leaders, coaches and individual teachers. Learning about how to design online learning includes experiences with developing video, archived webinar conversation guides and managing the production of these learning opportunities. This job embedded learning may involve the use of a variety of technology mediated learning opportunities, as well as direct mentorship and support for teacher coaches through cohorts. Our work with a Regional Cohort group is helping share and develop knowledge and practice and using provincially developed tools and learning guides.

4. **TREND: Financial Sustainability**

IMPACT: Grant funds for curriculum implementation are decreasing due to the deceleration of revised or new curriculum. The current focus on Curriculum Redesign is now supported by one year grants since 2013-14, which has serious impact as we attempt to build an awareness of and continue the in depth work of our mandated curriculum redesign. Advocating for sustained professional development funding

combined with increased collaboration and coordination at a regional level to effectively utilize these funds will be a necessity if NRLC is to be able to provide cost effective professional learning which supports the initiatives and foci of Alberta Education, while aligning with and supporting the priorities of our jurisdictions and the learning needs of individual educators. An additional pressure is the timely consultation, approval and disbursement of funds required to keep staff and contractors in place without sustainable and predictable funding in place.

We continue to explore other opportunities where teachers are gathered (Teachers' Conventions, ATA Specialist Council Conferences) to provide quality professional development.



Torrens Falls, AB 2015

1) Alberta Education Priorities

NRLC will continue to work on providing ongoing support for the Student Learning Assessment pilot process and ongoing refinements, Curriculum updates, Career and Technology Foundations, and Learning Commons policy. We value the flexibility to continue support for Local, Regional and Provincial priorities.

2) First Nations, Metis and Inuit Priorities

Alberta Education's mandate to incorporate the teachings and history of our Indigenous peoples, including Treaty rights, the intergenerational impacts of Residential Schools, and the journey of reconciliation led by the findings of the Truth and Reconciliation Commission means that our professional learning supports must continue to offer clear, innovative supports to the districts, schools and teachers who are charged with meeting this mandate and need.

3) Curricular Competencies

Alberta's ongoing Curriculum update and refresh process will continue to call out for the development of more inquiry-based learning and critical thinking skills as both instructional and learning tools. We will work with our Districts and Alberta Education to design learning frameworks and opportunities to support the development of the competencies and intentionally embed them into our revised programs of study and professional learning opportunities.

4) Promotion and Support of Embedded Professional Learning Opportunities

NRLC continues to support and promote availability of embedded professional learning opportunities that are accessible to teachers accessed in a variety of ways based on feedback from our teachers regarding preferred methods of learning.

5) Partnering and Collaborating Provincially

There is an increasing expectation provincially that NRLC/ARPDC will partner, broker and plan collaboratively with a variety of PD providers beyond our ARPDC partners in order to develop coordinated and comprehensive learning opportunities across the province. Regionally, motivation to plan more cooperatively and collaboratively in order to share resources and establish learning communities that span districts is becoming more evident. NRLC will continue to actively support regional ATA Teachers' Conventions, Specialist Councils, and ATA locals by sponsoring presentations, providing information, and attending learning opportunities

6) Distributive / Technology Mediated Learning

NRLC and the Board of Directors, is committed to the provision of technology mediated learning and technology implementation support for our teachers. NRLC retains the services of one part-time Technology Support consultant despite the absence of additional funding for the position once the Distributed Learning grant expired. School jurisdictions in our region and indeed Alberta Education have come to expect and even rely on the availability of technology mediated learning options and technology support for implementation.

INTRODUCTION TO APPENDICES

The following reports represent the business aspect of the Northwest Regional Learning Consortium. NRLC makes every attempt to act upon, and report upon the grant deliverables as designated by Alberta Education.

A. NRLC 2014-2015 Audited Financial Statements

The audited financial statements are a complete and accurate reflection of the ongoing business operation NRLC. We continue to provide and act on accurate budget data, and strive for reasonable program costs.

B. ARPDC 2014-2015 Provincial Professional Development

The Alberta Regional Professional Development Consortia (ARPDC) is the term regional consortia use to highlight collective provincial “adult learning for students’ sake” learning opportunities. The ARPDC is representative of the collective work of the regional Executive Directors and their teams, who report to their respective boards and provide service to school authorities across designated regions. This report captures the data of all provincial initiatives.

C. NRLC 2014-2015 Regional Plan to Support Curriculum Redesign Report

Full grant report of the work completed under the Regional Plan to Support Curriculum Redesign Grant in the 2014-15 year.

D. 2014-2015 Provincial First Nations, Métis, Inuit Professional Learning Project Summary Report

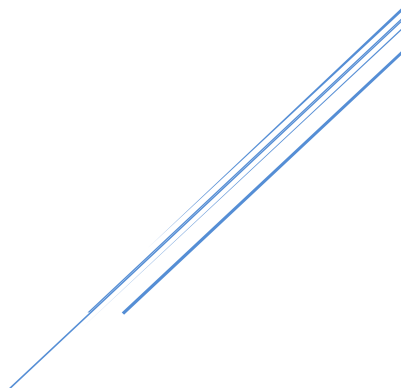
A summary report of the work completed under this grant project in the 2014-15 year is attached to provide a global overview of the NRLC work, as it relates to the project management and overall action by the Executive Director.

E. Mathematics Implementation Project Summary Report

A summary report of the work completed under the umbrella of Mathematics, Numeracy and Literacy under the Curriculum Redesign Grant in the 2014-15 year.

F. ARPDC 30 Day Professional Learning Evaluation

Over the past two years, the NRLC along with the ARPDC members, have been conducting a 30-day follow up evaluation for the purpose of determining the long term effective of individual professional learning opportunities. These are delivered either electronically or in person, and have a varying individual but overall low response rate. Our plan is to be more intentional with the collection and application of this data.





Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2015 (in dollars)

CONSORTIUM NAME:	Northwest Regional Learning Consortium		
	Budget	Actual	Actual
	2014/2015	2014/2015	2013/2014
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)		322,355	257,914
Regional Programs (Schedule 1)		321,941	363,555
Fee For Service Contracts (Note 2)			
Other Alberta Education			
Total Alberta Education	191,987	836,283	813,456
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)	1,645,360	-	
Regional Programs (Schedule 1)		391,649	287,384
Grants - Non government sources (Note 3)	24,310		
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)	100,000	-	
Other fees (Schedule 4)		-	
Other (Note 4):			
(Specify)			
(Specify)			
(Specify)			
TOTAL REVENUES	1,961,657	1,227,932	1,100,840
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	188,987	323,523	314,964
Board expenses (Note 8)	3,000	634	836
Less: Program Cost Allocations (Note 9)		132,170	113,088
Net Management & Infrastructure expenses (Note 9)	191,987	191,987	202,712
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)	1,769,670	322,355	257,914
Regional Programs (Schedule 1)		713,590	650,939
Cost Recovery Programs (Schedule 4)		-	
Other:			
Fee for Service Contracts			
Accounting and Audit Fees			
(Specify)			
(Specify)			
(Specify)			
TOTAL EXPENSES	1,961,657	1,227,932	1,111,565
ANNUAL SURPLUS (DEFICIT)	-	-	(10,725)
Accumulated Surplus at beginning of year	17,461	17,461	28,186
Accumulated Surplus at end of year	17,461	17,461	17,461

* See notes to Forms 1 and 2 on page 7 and 8.

PLEASE **RETURN** hard copies of completed statements and schedules and the certification to:
Allan Pon c/o School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5
BY DECEMBER 31, 2015

Regional Consortium
Statement of Financial Position
As at August 31, 2015 (in dollars)

CONSORTIUM NAME:

Northwest Regional Learning Consortium

	August 31, 2015	August 31, 2014
ASSETS		
Cash in Bank and Temporary Investments	1,270,286	568,093
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions	86,858	50,423
Other		
Prepaid Expenses (e.g. deposits for future programming)	5,000	77,299
Other assets		
TOTAL ASSETS	1,362,144	695,815
LIABILITIES		
Accounts payable (Note 12)		
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	1,315,032	637,308
Regional Programs (Schedule 3)	17,712	
Prepaid registration (Note 13)	11,939	41,046
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	1,344,683	678,354
TOTAL LIABILITIES	1,344,683	678,354
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)	17,461	17,461
Operating Reserves (Note 15)		
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	17,461	17,461
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	1,362,144	695,815

Schedule 1 (Note 5, Note 10)
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended August 31, 2015 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

	2013/2014				
	Cost of Delivering Programs (Note 7)	+	Cost of Delivering Programs (Note 7)	=	Total Cost of Delivering Programs
	Allocated (Note 18)		Incremental (Note 19)		
				-	DEDUCT: Program Registration Fees Note (a)
					=
					Net Conditional Grant Revenue
Conditional Grant Programs:					
Provincial Programs					
Provincial FNMI PD Strategy #2014-0039			227,010	227,010	227,010
Elementary Mathematics Professional Learning 2015-17			95,345	95,345	95,345
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
Total:	-		322,355	322,355	322,355
Regional Programs					
Implementation of Curriculum Redesign #2013-0300			665,918	665,918	297,631
French Programming - CRC			33,892	33,892	24,310
E A Conference 2014 and CASS			13,780	13,780	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
Total:	-		713,590	713,590	321,941

Notes to Schedule 1:

a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds.

Schedule 2

Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended August 31, 2015 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

		Amount Transferred 2014/2015 Note (b)
Elementary Mathematics Professional Learning 2015-17		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total		-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total		-
(Specify Program)		
(Specify Consortium)		
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Program Total		-
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(Specify Consortium)		
(Specify Consortium)		
Program Total		-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total		-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
Program Total		-
Total transfers to Other Consortia		-

Notes to Schedule 2:

- Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.
- Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred*

Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended August 31, 2015 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

2014/2015

	Deferred Revenue from Previous Year Note (a)	ADD: Conditional funds invoiced to other Consortia	ADD: Current Year Receipts and Transfers-In Note (b)	DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	DEDUCT: Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	Deferred Revenue: Conditional Grants Note (d) (Page 2)
Conditional Grant Programs: Note (e)						
Provincial Programs						
Provincial FNMI PD Strategy #2014-0039	637,308		79		227,010	410,377
Elementary Mathematics Professional Learning 2015-17			1,000,000		95,345	904,655
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	637,308	-	1,000,079	-	322,355	1,315,032
Regional Programs						
Implementation of Curriculum Redesign #2013-0300		7,291	308,052		297,631	17,712
French Programming - CRC		24,310			24,310	-
E A Conference 2014 and CASS					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	-	31,601	308,052	-	321,941	17,712

Notes to Schedule 3:

- Total will agree to Page 2 *Deferred Revenue: Conditional Grants* for the previous year and the previous year's Deferred Revenue Schedule.
- Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved
- Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.
- Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.
- Conditional Grant Program names should match Schedule 1.



**Certification of
Regional Consortium Financial Statements
For the Year Ended August 31, 2015 (in dollars)**

CONSORTIUM NAME: Northwest Regional Learning Consortium

I certify that to the best of my knowledge, the information provided in the attached statements, notes and schedules is correct.

Chair of Consortium (Signature)

Financial Officer (Signature)

Date

Date

NOTES TO FORMS 1, 2 AND SCHEDULES

- Note 1** Management and Infrastructure grant from Alberta Education (total amount received for the year).
- Note 2** Alberta Education pays consortia for services provided under certain contracts/agreements.
- Note 3** E.g. grants and subsidies from private partnerships (e.g. Shaw).
- Note 4** Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia.
- Note 5** Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.
- Note 6** Costs of operating and maintaining the consortium office.
- Note 7** Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 18), should also be charged to management and infrastructure expense.
- Note 8** Including meeting fees, supplies, travel and subsistence and board development.

- Note 9** ENTER AS POSITIVE: Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e net of program cost allocations) will be less than or approximately equal to the M & I grant from Education.
- Note 10** Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more the one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.
- Note 11** Amounts owed to the consortium at the end of the year.
- Note 12** Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.
- Note 13** Pertaining to programming planned for subsequent year(s).
- Note 14** Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating or capital reserves for earmarked programming.
- Note 15** Funds earmarked for future operations or programming.
- Note 16** Capital Reserves represents the net assets restricted for future capital expenditures.
- Note 17** Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.
- Note 18** Allocated costs are M&I costs that directly benefit a specific conditional grant or cost recovery program controlled by the consortium and that have been credited to Program Cost Allocations (see Note 9). Allocated costs are funded by registration fees, conditional grants, or other cost recovery fees.
- Note 19** Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.



AlbertaRegionalConsortia

Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

The Alberta Regional Professional Development Consortia (ARPDC) is the term regional consortia use to highlight collective provincial “adult learning for students’ sake” learning opportunities. The ARPDC is representative of the collective work of the regional Executive Directors and their teams, who report to their respective boards and provide service to school authorities across designated regions.

During 2014—2015, ARPDC took a leadership role in many provincial initiatives based on direction and grant deliverables provided by Alberta Education. ARPDC provides in-person, as well as synchronous and asynchronous, technology-mediated learning opportunities to support adult learning, relying on consultation from the region to ensure professional development program designs support participants’ and school authorities’ context. Programs are based on our expertise and knowledge of effective professional learning design and delivery, aligned with the Alberta Programs of Study and are research sound. In 2014—2015, besides regional PD delivery and implementation support work, the following provincial activities occurred:

- Provincial pilot projects / Communities of Practice
- Provincial projects
- Provincial teacher collaborative
- Technology-mediated learning opportunities

The information that follows includes a reporting of ARPDC’s provincial work in 2014 -2015, lessons learned and implications for the future of PD design, delivery and implementation support in Alberta.

Provincial Pilot Projects / Communities of Practice

Alberta Education initiates pilot projects to build teacher/district capacity or to evaluate the effectiveness of specific strategies or resources. During pilot projects, the lead regional consortium works collaboratively with Alberta Education and identified (or chosen) jurisdictions. Pilot project deliverables may include design and organization of meetings, professional learning opportunities, administering contracts and communities of practice for individuals participating in the project as well as disbursement of funds to support the pilot project work. All planning becomes a joint effort of Alberta Education and the lead consortium to support pilot participants/school authorities involvement. Most pilot projects used technology to distribute learning.

For 2014-2015, Pilot Projects included:

<p>Literacy for All – Community of Practice</p> <p>7 learning opportunities 39 participants in person and 100 participants online via webinar 1 website created – 4,799 unique visitors; 12,835 page views https://www.literacyforallab.ca</p> <p>← ERLC</p>	<p>FNMI Professional Development Project</p> <p>7 pilot authorities involved 59 pilot authorities meetings 33 education partner meetings 56 resource development & project meetings 25 meetings with ARPDC regional consortia 8 meetings with Alberta Education 96 courses on learning portal with 72,000 page views 3538 hits on online resource http://fnmied.blogspot.ca/</p> <p>← NRLC</p>
<p>Numeracy for All – Community of Practice</p> <p>9 face-to-face learning opportunities 84 participants in person 4 webinars – 112 online participants 1 wiki space created 16 unique visitors 2,948 page views http://abnumeracyforall.wikispaces.com/</p> <p>← CARC</p>	<p>Learning for All – Community of Practice</p> <p>7 learning opportunities 95 participants in person 132 participants via technology http://learningforallab.weebly.com/</p> <p>← ERLC</p>

Lessons Learned Based on Facilitating Pilot Projects:

- Pilot participants appreciate the opportunities to collaborate with other provincial pilot participants.
- Personal connections developed between participants during initial face to face events, encourages interactions in the online environment throughout the rest of the project.
- Learning has the propensity to stay with the group involved in the pilot.
- Pilot project design varies depending on grant resources and deliverables.

Implications for Future Pilot Projects Design:

- Creating intentional opportunities for learning to be shared with a broader audience beyond pilot participants.
- Creating opportunities for more participants to have equitable access as pilot participants.
- Developing collaborative relationships between Consortium pilot lead, Alberta Education, and other partners.
- Consideration for all pilots to use technology to connect pilot participants and develop a Community of Practice between face-to-face opportunities.

Provincial Projects

Alberta Education requests regional consortium to manage professional development design for a number of provincial projects. These projects vary in scope and requirements. Project deliverables can range from setting up a series of learning opportunities across the province, hiring and coordinating provincial team members, or the development of various professional development delivery designs using technology such as, but not limited to, Communities of Practice, provincial conferences or networking meetings. Many projects or grants require digital support in a variety of formats. Provincial projects design and delivery is to the benefit of all school authorities and regions in the province.

Fetal Alcohol Syndrome Disorder (FASD)

5 learning opportunities

46 participants in person

81 participants online via webinar

PD Resources: <http://www.engagingalllearners.ca/il/supporting-students-with-fasd/>



ERLC / LN

Responsive and Flexible Learning

2 learning opportunities

54 participants in person



ERLC

Official Languages in Education Program

160 learning opportunities, 1628 participants in person



SAPDC / LN

Elementary Mathematics Professional Learning

19 meetings - 137 participants



NRLC/CPFPP/CARC

Moving Forward With High School Redesign

10 Provincial Networking meetings held (1223 participants)

1 Teacher Collaborative symposium held (619 Participants)

2 ARPDC Consultants hired to work with individual Phase 3 schools across the province

4 Provincial Network Steering Committee meetings held (46 participants)

1 Talk Redesign Day (Ted Talks) – 20 talks archived as a PD Resource

Provincial Website enhanced and maintained <http://abhsredesign.ca/>



CARC

Digital Resource Access, Development and Support



Through 2014-2015, Alberta educators continued to access learning opportunities as a result of technology tools that facilitated the distribution of learning. Synchronous learning opportunities provided in-person access via webinars, webcast, and videoconference. Asynchronous learning opportunities, that participants could access at their own time, pace and place, were

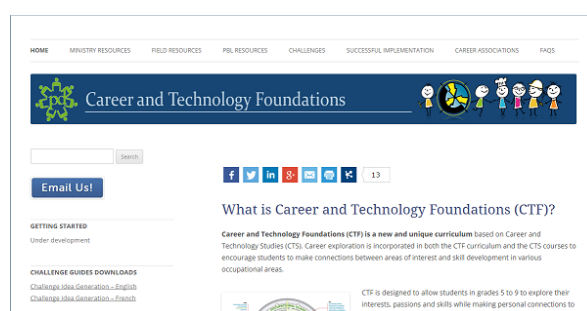
provided via video, wiki spaces, learning portals and Communities of Practice. Provincial websites created for *Career and Technology Foundations*

<http://albertactf.ca> and *Moving Forward with High School Redesign*- A provincial ARPDC Learning Portal

has been active for five years and houses many opportunities for educators to find a variety of resources, strategies and ideas for implementation of the Alberta curriculum <http://learning.arpdc.ab.ca/>

As well, to assist educators with implementation of curriculum, ARPDC provides access to Alberta resources including videos and learning guides, archived webinars, facilitator guides and links to Communities of Practice.

<http://www.engagingalllearners.ca.>



Synchronous		
Webinars	115 webinars 69 meetings	1766 webinar participants 226 meeting participants
Videoconferences	9 sites	224 participants in person 56 participants at remote sites
Virtual Coaching (VC, Skype, Adobe Connect)	11 sessions	
Skype	23 meetings	37 participants in person 20 participants at remote sites

Asynchronous - Online Resources

Wikis Numeracy for All http://interactivesites.weebly.com/math.html Literacy for All http://www.literacyforallab.ca/ 2014-2015 Learning Network Educational Services Learningnetworkcommunity@wikispaces.com	1 weebly 1 website 1 wiki	226 unique users 53 pages on the wiki 3,028 page views 3,801 unique visitors 12,835 page views 6,855 unique users 46 pages on the wiki 7,177 page views
Career and Technology Foundations http://albertactf.ca/		9,700 unique users 11,787 page views
Engaging All Learners www.inclusiveeducationpdresources.ca/		2,036 unique users 6,143 page views
Provincial First Nations, Métis, and Inuit Professional Learning Project http://fnmied.blogspot.ca/	1 blog	3538 hits
Francophone Moodle	91 courses 4 most active courses : <i>Googles en éducation</i> <i>Redéfinition du Curriculum</i> <i>Enseignement Réciproque</i> <i>Ressources pour les aides élèves</i>	521 registered users 163, 046 accesses
Learning Portal 2014—2015	195 courses; 185 of which are open to all and do not require a log-in	10, 535 registered users 118,613 activities on the top 30 active courses (activities include any view or addition made by logged-in users)
Moving Forward with High School Redesign http://abhsredesign.ca/		8,585 unique users 11,760 page views

Lessons Learned Based on Digital Resource Development and Support:

- Creating “black books” containing organizational operations allows Consortia to learn from one event to the next.
- Continue to provide a variety of support materials, including learning guides, to assist educators in using the resources for professional development.
- Participant accessibility, time and cost savings are reflected when utilizing synchronous or asynchronous digital support.

Implications for Future Digital Resource Development and Support:

- Continue exploration of emerging technologies to support the delivery of professional learning.
- Ensure regular evaluation of usage and applicability of professional development resources to determine continuation or archival of the resource.
- Seek cost effective strategies to maximize allocations for supporting technology mediated learning.

ARPDC Learning Portal Courses and Page View Activity

Course	Activity
ARPDC	6745
Chem 20 30	13302
Classroom Resources Div1	2719
Classroom Resources Div2	4754
Classroom Resources Div3	6378
Classroom Tools Div1	3266
Classroom Tools Div2	3100
Classroom Tools Div3	2317
Classroom Tools Div4	3169
Classroom Tools K	2346
ERLC Math 10C	4464
ERLC Math 20-1	2721
ERLC Math 20-2	4184
ERLC Math 30-1	4450
ERLC Math 30-2	4914
First Nations Métis Inuit	72000

Course	Activity
Flipped Classroom	3946
google	2872
High School Math Community	4626
HSMI	4398
jrhighlesson2012schaub	4356
ERLC Math 20-1 Summative Assessment	2264
ERLC Math 20-2 Summative Assessment	2220
ERLC Math 30-1	2233
ERLC Math 30-1 Summative Assessment	3183
ERLC Math 30-2 Summative Assessments	4662
Professional Resources Div1	2923
Professional Resources Div2	2836
Professional Resources Div3	3223
Professional Resources K	3034
woc 2012	2999

Consortia Partnerships

ARPDC collaborates and partners with other PD providers and provincial organizations to support and enhance professional learning opportunities to support grant deliverables and/or regional determined needs. Over the past year, ARPDC has established or continued many partnerships with education stakeholders: Alberta Education, CASS, ASBA, ASBOA, ASCA, Post-Secondary and ATA. These partnerships have resulted in a variety of learning opportunities such as: specific events and projects, resource development, innovative programming and logistical support.

For 2014-2015 Fee for Service Partnerships included:

Event	Service Provided	# of Registrants
Alberta Rural Education Symposium (ARES)	Webcast, Webinar Registration, Follow-up Survey	1 event – 220 registrations unknown webcast/webinar sites
ATA Specialist Councils	Registration, Coordination, Delivery	1 event – 24 registrations
CASS Events	Registration and/or Coordination	5 events – 1494 registrations
Celebrating Collaborative Practice Conference	Registration, Financial Management, Survey	1 event – 44 registrations 1 survey – 75 respondents
Collaborative Inquiry Assessment Project (GPPSD/PWSD/ATA/AAC)	Registration, Event Management, Coordination, Follow-up Survey	1 event – 54 registrations
Holy Spirit Professional Learning Days	Registration	3 events – 2008 registrations
Lethbridge School District #51 Professional Learning Day	Registration, Event Management, Financial Management	5 events – 1101 registrations
LethCAMP	Registration, Evaluation	1 event – 55 registrations
Medicine Hat School District #76	Registration	4 events, 122 registrations
RCSD Meetings	Registration and Coordination	2 event - 111 registrations
Réseau entre aides	Registration, Event Management, Coordination, Follow-up Survey	1 event – 188 participants
VI Encuentros de Profesores de Español de Alberta	Registration, Coordination, Event Management, Evaluation, Financial Management	1event; 124 participants
Zone 4 - Conversa Spanish	Event Management	29 events - 245 attendees
Zone 4 FNMI Coordinators Conference	Event Management	1 event - 21 attendees

Challenges, Celebrations & Trends in Professional Learning

In recent years, the Alberta Regional Professional Development Consortia (ARPDC) has experienced a myriad of changes and complexities as they respond to the goals, initiatives and areas of focus of the Alberta Education Business Plan and the identified professional learning needs of educators and jurisdictions throughout Alberta. The provincial education vision, and recent trends in education, provides a road map for Consortia to be responsive and work in a collaborative, coordinated manner, continuing to design and deliver cost-efficient professional learning opportunities to Alberta educators.

We strive to support/prepare educators in Alberta by providing adult learning opportunities designed to impact professional practice and enhance student learning. Consortia accept and celebrate these changes and challenges and have responded by:

- Researching trends and current developments in the field of education, selecting best practices, and sharing this information with our stakeholders.
- Finding a balance between process, content and relevance when providing access to a variety of professional learning opportunities.
- Collecting and analyzing data, and utilizing the evidence to collaboratively plan programs responsive to the needs in each region.
- Maximizing the use of technology to coordinate provincial learning opportunities.
- Forming partnerships with a variety of PD providers, or brokering presentations on behalf of regional stakeholder groups.
- Hiring, training, and supervising staff involved in regional and provincial projects, such as the ARPDC First Nations, Métis, Inuit PD Facilitator project and the Moving Forward with High School Redesign consultants.
- Leading, modelling and exploring new learning strategies, such as Communities of Practice. (Online and face-to-face)
- Providing cost effective, long term planning, and maintaining staff without sustained funding commitment.
- Responding to the requests from Alberta Education, districts, community partners and having the scope of staff that can bring integrity and quality to the work.

The ARPDC shares the vision of Alberta Education and our regional stakeholders to improve the learning of all teachers and other education stakeholders so they can best support student learning.

Northwest Regional Learning Consortium (NRLC)

www.nrlc.net

Regional Curriculum Redesign Report

Grant # 2014-0249

2014 - 2015

*Submitted to Alberta Education
Karen Egge, Executive Director
November, 2015*

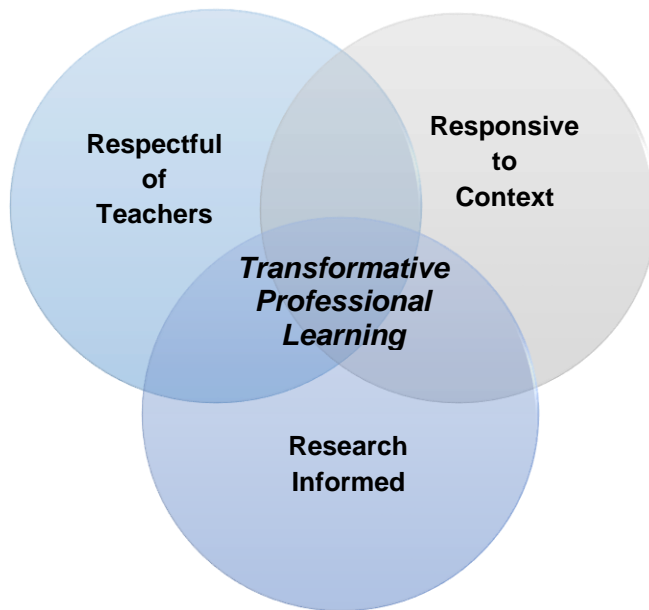
Regional Plan to Support Implementation of Curriculum Redesign 2014 - 2015

Alberta Education has provided an annual grant to the Northwest Regional Learning Consortium (NRLC) to support implementation of Curriculum Redesign and identified priorities of the Department. For the 2014- 2015 school year, a one-year grant of **\$308,052** (#2014-0249) was provided for the identified areas of implementation work. NRLC, in consideration of the ARPDC goals, regional and provincial priorities, and the needs of Zone 1 school authorities, will work collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate), Alberta Education staff, and other consortia to develop plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.

Regional Characteristics/Context

- NRLC provides services and learning opportunities for 194 public and separate schools located within nine school districts, including a number of band, private and charter schools in a large geographical area covering the northern half of Alberta. This zone has a teaching staff of over 2000 fte serving in various subject and grade configurations. These teachers serve over 37,000 students.
- A number of jurisdictions have a high percentage of FNMI students; some include Colony schools and/or French Immersion schools.
- The combination of rural and urban schools makes for a multiplicity of teaching assignments and professional development needs. There are many small schools, multi-grade configurations and staff teaching multiple subjects in the smaller schools, thus creating challenges for teachers who deal with 'competing priorities' with new curricula and the need for on-going learning with limited access to professional development dollars and time. Availability and cost for substitute teachers and competing priorities for PD funding remain a challenge for teachers and districts.
- Distance and scattered locations within the region provides a challenge in providing professional development learning opportunities for teachers within the region. As a result, NRLC continues to provide programming wherever feasible in each district or community. We use a variety of locations, thereby reducing travel time for participants to attend sessions. Distributed learning/online professional development plays an integral role in the overall planning, also reducing time and travel commitments.
- A number of on-going collaborative initiatives (i.e. zone advisory committees, curriculum coordinator meetings, individual and joint meetings with districts) across the region provide opportunities for working together and designing plans that complement and enrich teacher learning.

This 2014- 2015 Regional Plan includes quality professional learning opportunities for teachers and leaders related to the priorities outlined in the grant deliverables.



Transformative professional learning is research-informed, responsive to context and respectful of teachers.

Professional learning refers to activities that develop an individual's skill and knowledge, and enhance practice and growth. Professional learning can be provided in many ways including formal workshops, courses and qualification programs, and through informal means such as mentoring, collaborative planning, and the sharing of effective practices.

Alberta Education Grant 2014 – 2015 (Appendix B)



Research Informed

- inclusive
- technology-supported learning
- job embedded “just in time”
- communities of practice
- process-based learning
- cohorts
- use of data and evidence
- ongoing
- collaborative
- inquiry based
- examples of promising practice
- integrates multiple formats/delivery models



Responsive to Context

- is cost effective
- promotes shared responsibility among partners
- encourages collaboration and sharing of resources
- builds partnerships
- supports AB Ed goals/initiatives, implementation
- integrates multiple formats/delivery models



Respectful of Teachers

- supports TPGP
- contributes to work-life balance
- is transformative
- is accessible
- is job embedded and “just in time”
- supports teacher knowledge and readiness for provincial and jurisdiction implementation

NRLC Regional Plan to Support Implementation of Curriculum Redesign: 2014 - 2015

Going forward, implementation may be more broadly defined to include assessments and learning and teaching resources, and will encourage a model of continuous improvement and a system of excellence. Successful implementation is possible when education stakeholders share responsibility to address the essential conditions of shared vision, leadership, research and evidence, resources, teacher professional growth, time and community engagement.

1. Each consortium, in consideration of the ARPDC goals, regional and provincial priorities, and the needs of school authorities, will work collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate), Alberta Education staff and with one another to develop plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction. To promote effective provincial planning, relative consistency and clarity for working in all seven consortia, a Common Provincial Plan to Support Curriculum Redesign will be developed ([Deliverables A and D](#)).

STRATEGIES <i>How and What</i>	MEASURES	RESULTS <i>Quantitative</i>	RESULTS <i>Qualitative</i>
NRLC. staff will: <ul style="list-style-type: none"> Identify regional needs related to all deliverables in the grant through meetings with Alberta Education, advisory committees and school authorities as well as teacher needs assessments. 	Regional needs identified <ul style="list-style-type: none"> ATA/NRLC Teacher Needs Assessments 	<ul style="list-style-type: none"> An ATA/NRLC Needs Assessment Survey completed in Spring 2013 identified the following key areas of need: <ul style="list-style-type: none"> Inclusive Ed./Early Learning Mathematics/ Numeracy Literacy Assessment First Nations, Métis, Inuit The Spring 2013 survey was completed by over 500 educators 	<ul style="list-style-type: none"> We continued to use the biannual needs assessment data completed in Spring 2013. A needs assessment will be completed in fall 2015. Our work with district and regional projects provided excellent opportunities to connect with specific needs of staff and district, based on their data.

	<ul style="list-style-type: none"> • Learning Opportunity Participants Survey data • School authorities and advisory committee consultations • Alberta Education consultations 	<ul style="list-style-type: none"> • Participants attending NRLC learning opportunities completed a session evaluation/needs assessment either electronically or in hard copy following the event. Evaluation Return Rate - 45% • Follow up surveys completed approx 30 days after the event.(see: PD Impact Comments): • 4 NRLC Board meetings were held – Nov. 2014 and Jan., Feb. and May 2015 • The Executive Director met with all Zone 1 school authorities • Meetings held: 1 Curriculum Coordinators (2 planned/1 cancelled); 1 Curriculum Advisory;1 FNMI Advisory Committee; 2 Moving Forward with High School Redesign; 4 NRLC Board Meetings • 4 Regional Planning Teams who work closely with the NRLC team. • NRLC Collaborative Projects: 120 learning opportunities/437 sessions planned as a result of specific district or school requests 	
<ul style="list-style-type: none"> • Work collaboratively to develop a common regional 	Regional plan developed	<ul style="list-style-type: none"> • NRLC continued working with stakeholder groups to develop 	<ul style="list-style-type: none"> • 4 Districts developed District Plans in 2013-14 and continued to refine them in 2014- 15.


plan that meets the identified local needs.		professional learning opportunities that aligned with District plans. <ul style="list-style-type: none"> • NRLC Plan submitted Nov. 2014. 	<ul style="list-style-type: none"> • Executive director continues to meet with districts on understanding their priorities and how to best support the professional learning needs at district level.
<ul style="list-style-type: none"> • Explore opportunities to develop collaborative strategies across ARPDC that meets the needs of the region. 	Collaboration occurred <ul style="list-style-type: none"> • Face-to-face/ Online / Technology-mediated • Documentation detailing availability of learning opportunities 	<ul style="list-style-type: none"> • 17 days of ARPDC Executive Director meetings were held: <ul style="list-style-type: none"> - 13 days face-to-face meetings - 4 meetings held via Elluminate - 148 guests (e.g. ARPDC staff, Alberta Education reps) attended meetings during the year • 25 provincial webinars were developed with district teams 	

ANALYSIS:

NRLC continues to respond to direction of the Alberta Education business plan, the School Authority 3 year Education plan and various needs assessment surveys, (including Social Studies, Inclusive Education and District level surveys). The feedback from each session is reviewed and 30 day follow-up questions are sent out and that data reviewed as well. We continue to seek improvement in the response rate. The programs offered reflect the Northern context of collaboration where possible and provide reasonable local access.

2. The Consortia will develop processes and tools to assist school authorities in the school authorities' implementation processes and for the collection, tracking and reporting of "evidence" (including the change in culture required for the implementation of the policy changes (e.g., student focus) as envisaged by *Inspiring Education*. This includes student, parent, teacher, community engagement as part of implementation as idealized. The Consortia will work with and model the following documents: "A Guide to Comprehensive Professional Development Planning" and "A Guide to Support Implementation: Essential Conditions". (**Deliverable E**)

STRATEGIES <i>How and What</i>	MEASURES	RESULTS <i>Quantitative</i>	RESULTS <i>Qualitative</i>
NRLC staff will: <ul style="list-style-type: none"> Investigate school authorities' awareness of curriculum redesign. Participate in collaborative ARPDC development of process and tools to support district development of a Curriculum Redesign Implementation plan. Develop plans and processes that reflect change management elements and cultural shifts required for transformational change. 	Level of awareness <ul style="list-style-type: none"> % of increase of educators awareness Process and tools created and utilized <ul style="list-style-type: none"> % of school authorities that created plans 	<ul style="list-style-type: none"> There was a continued increase in understanding the complexity of change culture and districts focus on teacher excellence and capacity. Regional conversations continue to guide understanding as we experience a delay in roll out of specific Literacy and Numeracy progressions. The districts are very clear that understanding and using the Ministerial Order competencies needs to flow through the Programs of Study. <ul style="list-style-type: none"> 1 district involved in Prototyping 	<i>Sample Participant Comments:</i> What I need to support my further learning on this topic: <ul style="list-style-type: none"> Continue digging deeper into the topic and follow updates on Curriculum Redesign. I want to know more about where the crossover between Inspiring Education and specific topics to teach or the hidden/null curriculum. How to use the curriculum to help the students now what they are learning. A deeper understanding of curriculum and how to ensure students really understand what is being taught.
<ul style="list-style-type: none"> Provide professional learning opportunities to support curriculum 	<ul style="list-style-type: none"> Availability of learning opportunities 	Information regarding all learning opportunities is found at: https://www.nrlc.net/	<i>Sample Participant Comments:</i> <ul style="list-style-type: none"> I appreciate the ongoing support from the Grande Prairie Public School District, to

<p>implementation and to meet local needs as identified by advisory committees.</p> <ul style="list-style-type: none"> Provide opportunities for teachers and other educational leaders to have access to professional learning supports. Assist educators with understanding components of new curriculum and their roles and responsibilities in implementation. Enhance educators understanding of their leadership responsibilities, as they relate to curriculum implementation. Co-create materials to share with school authorities to support curriculum implementation. 	<ul style="list-style-type: none"> Participants Professional Learning Reflection data (Short Term/Long Term surveys) Face to face; online; technology mediated learning opportunities <p>Materials created</p> <ul style="list-style-type: none"> % of school authorities that have access to materials number of people that accessed materials 	<p>Year at a Glance document created and shared with all Zone 1 districts in September 2014</p>  <ul style="list-style-type: none"> 3 learning opportunities held 59 sessions were designed around Curriculum Redesign 1441 participants 2 Parent sessions held : <i>Come Get Involved in How Students Learn Science & Math / 93 participants</i> Provincial wiki created for Curriculum Redesign http://arpdccurriculumredesign.wikispaces.com/Curriculum+Redesign 	<p>provide the opportunity for their grade 3 district teachers to collaborate, mark and provide constructive feedback on the SLAs. Today provided some clarity and made me aware of direction needed.</p> <ul style="list-style-type: none"> It gave me insights into what others have experienced. Sharing of real stories that happened so that we are aware of why we have the guidelines that we do. Great insight and organizational tools that will definitely impact my training in the future! So many useful tools. Always appreciate the opportunity to spend time with my colleagues learning. It helped me understand the point of the new curriculum and gave me an idea of what to expect when I get kids on the new curriculum I was able to focus on my grade's curricular outcomes with my team. Understanding and knowing the curriculum is always a plus.
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ANALYSIS:

The focus continues to be building leadership capacity and supporting instructional excellence. NRLC has been invited to contribute to building that capacity through programming in 2014-2015. The support for “job-embedded” and relevant learning supports is a key component.

3. ***The Consortia will collaborate with, share expertise and resources with, and secure the resources and services of other professional learning providers and stakeholders (e.g., AAC, 2Learn, ATLE, Galileo/Alberta post-secondary institutions, ATA, and select school authorities) in the planning and development as well as in the coordination of program offerings and supports. (Deliverable F)***

STRATEGIES <i>How and What</i>	MEASURES	RESULTS <i>Quantitative</i>	RESULTS <i>Qualitative</i>
<p><i>NRLC staff will:</i></p> <ul style="list-style-type: none"> Identify regional and provincial learning needs that could be met by collaborating with professional learning providers and stakeholders. 	<ul style="list-style-type: none"> Identification of <i>needs</i> that can be collaboratively met Partnerships & collaborations explored Number of organizations approached 	<ul style="list-style-type: none"> Executive Director reached out to Zone 1 districts to assist in identifying needs Cross-curricular Cohort work facilitated by NRLC consultant, Geri Lorway - work continuing into 2015-16 4 Advisory Committees 6 organizations approached: TC2, AAC, ATA, Grande Prairie Regional College, Early Childhood Coalition, Complex Needs Group and partnerships formed FNMI Interagency Work included Human Services (High Prairie, High Level, Peace River, Grande Prairie), Service Partners, 	<p><i>Sample Participant Comments:</i></p> <ul style="list-style-type: none"> We are having many conversations around the work done with the competencies. We are seeing projects discussed using the ERLC [ARPDC] cards from the competencies. <p><i>PD Impact Comments (follow up survey):</i></p> <ul style="list-style-type: none"> I thought The AAC did a good job of shortening the lengthy marking guide that AB Ed had proposed. We really needed to work collaboratively to complete marking a few samples. There really was just enough time to figure out how the marking guide could be used. It was a good venue for sharing experiences with the SLA field test

	<ul style="list-style-type: none"> % of partnerships formed 	<p>Community Leaders, Aboriginal Organizations, Alberta Health</p> <ul style="list-style-type: none"> Developed cohort-style learning opportunities coordinated with 2 districts and open to all educators in Zone 1. 3-day Collaborative Inquiry Assessment Project involving GPPSD/ PWSD/ ATA/ AAC/ NRLC <p>Collaboration with other Consortia</p> <ul style="list-style-type: none"> ARPDC partnered with CASS to provide a provincial tour – Dr. John Hattie / 335 participants ARPDC provincial tour arranged – “Beers & Probst /53 participants 	
<ul style="list-style-type: none"> Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. Design and deliver professional learning opportunities to capitalize on the resources of partners. 	<ul style="list-style-type: none"> Learning Opportunities designed and delivered with partners. 	<ul style="list-style-type: none"> Zone 1 School Divisions were approached Approximately 70% of partnerships were formed 7 out of 10 districts developed Collaborative Projects with NRLC 4 Conferences were held: Mamawihtowin FNMI, CASS, EA and Learning & Tech Virtual / 134 participants 1 ATA PD Day was arranged / 919 participants <p>11 Collaborative Projects</p> <ul style="list-style-type: none"> 120 Learning Opportunities 231 Sessions 5737 Participants 	<p><i>Sample Participant Comments:</i></p> <ul style="list-style-type: none"> Continue to look at the various ways that personalization can be firmly embedded in our school culture (bringing more staff into the conversations; student feedback). Changing the way success is communicated to parents (making formative assessment more visible/transparent). We will be having divisional high school redesign meetings to share knowledge and to plan with all of our high schools. It has greatly influenced my teaching practice. It gave me great information to bring back to my school for PD day as well as support formative assessment and no gradebooks! There has been much debate about gradebooks and this pd allowed for

		<p>These projects included:</p> <ul style="list-style-type: none"> ✓ French Language Resource Centre 16 Learning Opportunities 31 Sessions/263 Participants ✓ Fort Vermilion School Division 31 Learning Opportunities 43 Sessions/ 400 Participants ✓ Grande Prairie Public School District 11 Learning Opportunities 19 Sessions/1813 Participants ✓ Grande Prairie Public School District Non-Violent Crisis Intervention 9 Learning Opportunities 13 Sessions/165 Participants ✓ Greater Peace Local ATA PD Day Educators Conference 5 Learning Opportunities 919 Participants ✓ Peace River School Division 3 Learning Opportunities 12 Sessions/374 Participants ✓ Peace Wapiti School Division 31 Learning Opportunities 87 Sessions/1293 Participants ✓ Holy Family Catholic Regional Division 13 Learning Opportunities 15 Sessions/456 Participants ✓ GPPSD/PWSD/ATA/AAC/NRLC Collaborative Inquiry Assessment Project 	<p>the information to support it! It also gave great formative assessment techniques and helpful tips!</p> <ul style="list-style-type: none"> • We have been readdressing Assessment for Learning at the divisional level and the Learning Coaches are incorporating Assessment for Learning in the Divisional Best Practices PLCs they have been facilitating. • As I presented for the very first time in my career at the conference it was a powerful opportunity to reflect deeply on my practice and how I engage with my students. It was a huge opportunity for personal growth that I am very grateful for. • I feel I have a better understanding of the resources available to me regarding the competencies and a MUCH deeper understanding of Math and how the competencies are exposed through the study of Math. • Further solidified belief that the SLA is formative and that using it as part of planning is important to address the learner needs of the students in your classroom. • Experience and advice of other schools (positive and negative) is useful in informing practice • I would like to network with other schools in the province. • Leadership - continuing to work with our school-based committees on implementing aspects of High School Redesign
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		1 Session/54 Participants	
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RESULTS ANALYSIS:

NRLC and our districts recognize that teacher collaborative time is a high leverage learning process and continue to build that time into their school calendars. The trend in the region is to increase the capacity to work collaboratively. The challenge is how to share out the promising practices of that learning and working together. Our school jurisdictions each have specific challenges that collaboration with and through NRLC can be met with careful planning, ideally over a 3 year period of time to really see the traction and results.

4. **Provide scheduled professional learning sessions that are collaboratively planned as a joint effort of the Consortium staff and the Alberta Education staff that continue to build awareness and understanding of:**

- **Curriculum Redesign**
 - **Cross Curricular Competencies**
 - **Literacy and Numeracy Benchmarks**
 - **Understanding Curriculum Redesign Intent**
 - **Curriculum Standards**
- **Revised Programs of Study**
- **Other curriculum/program of studies according to Alberta Education's direction and advice**

STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
<p>NRLC staff will:</p> <ul style="list-style-type: none"> • Collaboratively develop 'needs based' Professional Learning opportunities, professional development resources and facilitation guides. • Identify regional learning needs. • Plan, develop, organize, deliver and broker a wide range of job embedded "just in time" learning opportunities. (e.g. Technology-mediated communities of practice, face-to-face, blended, online professional development resources). • Identify feedback mechanisms, tools and strategies for measuring the impact and effectiveness of professional learning opportunities and subsequent follow-up activities. 	<ul style="list-style-type: none"> • Number of Professional Learning opportunities (developed • Regional learning needs identified that can be collaboratively met • Number of Learning opportunities delivered • Feedback mechanisms, tools, and strategies identified 	<ul style="list-style-type: none"> • <i>Project Inquiry Based Learning Cohort (Gr 1-3) series of 3 sessions / 17 participants</i> • <i>Creating Awareness and Understanding of Curriculum Redesign – 2 learning opportunities / 1 cancelled; 5 participants</i> • <i>Helping to Bring Inspiring Education to Life – 2 learning opportunities / 239 participants</i> • <i>Come Get Involved in How Student Learn Science and Math – 2 parent sessions held</i> 	<p><i>Sample Participant Comments:</i></p> <ul style="list-style-type: none"> • Different strategies were shown and links to the curriculum, multiple and cross curricular, were made. Was able to view the topics from a new perspective. • Lots of work relating back to curriculum and 21st century competencies. Lots of hands on learning, movement and brain storming. <p><i>One thing I require to further support my professional learning on this topic:</i></p> <ul style="list-style-type: none"> • More instruction on "unpacking" the curriculum. • Time to improve on prioritizing the curriculum from ECS-6. Thanks. • Time to reflect on where I would be able to implement some of the ideas

<ul style="list-style-type: none"> • Refine feedback mechanisms, tools and strategies for measuring the impact and effectiveness of professional learning opportunities and subsequent follow-up activities. • Use emerging technologies to increase variety for adults to learn synchronously and asynchronously. • Ensure NRLC acknowledges funding support from Alberta Education on marketing and promotional materials related to learning opportunities. <p>Curriculum Redesign; Components that anchor curriculum development prototyping; Scaling up to provincial implementation</p> <ul style="list-style-type: none"> • Meet with district advisory committee to determine their plans and needs. • Develop a menu of opportunities for Districts to choose from for regional sessions, district sessions or school-based sessions. • Cohort work. • Create presentations and materials for districts to use in their implementation of curriculum redesign with resources identified by Alberta Education. <p>* <i>Competency-Based Instruction</i> What changes are needed for teacher practice?</p>	<ul style="list-style-type: none"> • (Data collected from a variety of sources through different formats) • Types of technology used to distribute learning • Types of learning opportunities utilized to support ongoing learning 	<ul style="list-style-type: none"> • Resources provided on the Provincial wiki created by ARPDC: http://arpdcurriculumredesign.wikispaces.com/Curriculum+Redesign • ARPDC provincial wiki was highlighted at Advisory meetings <p>Learning Guides available through ERLC</p> 	<p>into the Alberta Curriculum when they aren't immediately obvious.</p> <ul style="list-style-type: none"> • Curriculum guide in addition to other resources for quick reference. • A better grasp of real time example of this. It sounds great, but I'm impressed that anyone can orchestrate such a diverse learning curriculum • In what ways is the new curriculum going to affect our teaching? What will the implementation look like? • Continued support and professional learning breaking apart and working through the curriculum. <p>PD Impact Comments: <i>How has this learning opportunity influenced your leadership or teaching practice?</i></p> <ul style="list-style-type: none"> • It really gave me a clear idea of the links between inspiring education the MO, curriculum redesign and how the competencies could look like in a lesson plan • Made me more aware of the Inspiring Education Documents and how it will impact the education of students and teachers.
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<p>Instructional and assessment strategies</p> <p><i>* Literacy and Numeracy Benchmarks</i></p> <p>What are benchmarks?</p> <p>What are the draft benchmarks?</p> <p>How does this impact instruction and assessment?</p> <p><i>* Cross-Curricular Instruction</i></p> <p>What does this look like?</p> <p><i>* Resources</i></p> <p>Identify strategies for transition to a more teacher driven/local context format?</p> <p>What skills will teachers need to choose appropriate resources?</p> <ul style="list-style-type: none"> • Provide sessions as requested (regional, district and school based) on the foundations for curriculum redesign. • Embed curriculum redesign foundations in presentations by NRLC staff and contractors. • Educate presenters about “Inspiring Education” and Curriculum Redesign so they attend to the foundations in their presentations. 			<p><i>What ideas, actions or strategies did you implement as a result of this learning opportunity?</i></p> <ul style="list-style-type: none"> • More discussion amongst staff about the competencies and redesign. • I have informed others of the links / relationship so that their school gain momentum in redesigning the curriculum and making the necessary mind shifts • More discussion amongst staff about the competencies and redesign/. • I have informed others of the links / relationship so that their school gain momentum in redesigning the curriculum and making the necessary mind shifts • with further research about FLEX and HS redesign, different scheduling for more freedom in student choice of course • Have some school take pd and be knowledgeable in the provincial movement towards curriculum redesign
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RESULTS ANALYSIS:

As noted this focus on curriculum renewal is still a work in progress. The key foundational pieces are still in development after completion of the prototyping work and are expected to be released to the field as soon as approved. The competency learning guides are in circulation and used diligently by our presenters. This work will be a high priority in the coming months as we work with Alberta Education and the release of relevant approved resources.

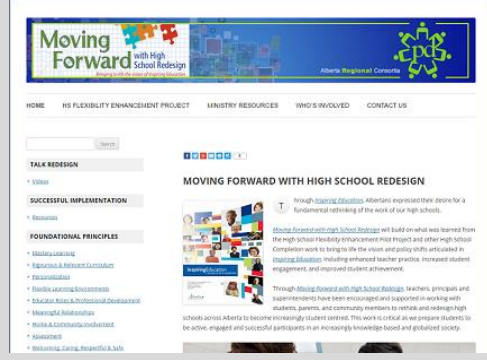
5. Provide scheduled professional learning sessions in the following areas:

- **Curriculum Redesign**
- **Student Learning Assessments**
- **First Nations, Métis and Inuit**
- **Mathematics**
- **Inclusive Education**
- **Career and Technology Foundations**
- **High School Credentialing**
- **Learning Commons Policy**


STRATEGIES (How and What)	MEASURES	RESULTS Quantitative	RESULTS Qualitative
<p><i>NRLC staff will:</i></p> <ul style="list-style-type: none"> Determine needs of school districts and teachers related to these areas through meetings, discussions and surveys. Identify regional/provincial learning needs that could be met through ARPDC collaboration. Plan, develop, organize, deliver and broker a wide range of job embedded “just in time” learning opportunities. (e.g. Technology-mediated communities of practice, face-to-face, blended, online professional development resources). 	<p>Regional learning needs identified (Data collected)</p> <p>Learning opportunities delivered (Number of professional learning opportunities provided)</p>	<p><i>Project Planning Summary</i> 103 learning opportunities 406 sessions planned 55 sessions cancelled 11,341 participants</p>	

Specifically NRLC plans the following strategies:			
Student Learning Assessments (SLA) <ul style="list-style-type: none"> Meet with district advisory committee to determine their plans and needs. Train NRLC staff on the Student Learning Assessment information. Provide sessions as requested (regional, district and school based). 	Regional learning needs identified (Data collected) Learning opportunities delivered (Number of sessions provided) Collaboration occurred	12 learning opportunities 19 sessions planned 1 cancelled 1277 participants	<i>Sample Participant Comments:</i> <ul style="list-style-type: none"> John Hattie pulled no punches in his presentation and response to questions. I like when people tell it like it is. Challenging my beliefs on the effectiveness of certain teaching practices. The value of improving the skills of our teachers is the most important in educational change Reiterates many of the philosophies and practices that have been promoted in recent times. They make sense to me as ways to encourage student learning. The ability to put what we heard into practice, and delve deeper into improving the skills and strategies that increase student achievement the best. The conversation with colleagues directly connected to the work we are doing as a system. Hattie challenged me to be more practical and a little clearer about our primary mission. All of the information was upfront and issues in education were addressed in a matter-of-fact manner. No skirting the real issues. I found that many examples related to things I have been doing or have tried in my classroom. I really got insight as to why some of my current practices don't turn out as successful as I had hoped.

			<p><i>PD Impact Comments (follow up survey):</i></p> <ul style="list-style-type: none"> We discussed ways to administer the SLAs that would allow the classroom teacher to make immediate observations during the actual test-taking; that would be more beneficial than trying to marking them after and remember how the kids were explaining their thinking as they worked. It has made me think more about reflective practices for the students to participate in on a more regular basis.
<p>Curriculum Redesign</p> <ul style="list-style-type: none"> Meet with district advisory committee to determine their district literacy priorities and needs. Provide sessions as requested (regional, district and school based). Organize cohort groups or communities of practice for deeper understanding of literacy. Plan follow-up activities for sessions. 	<p>Regional learning needs identified (Data collected)</p> <p>Learning opportunities delivered (Number of sessions provided)</p> <p>Collaboration occurred</p>	<p>3 learning opportunities 59 sessions planned 1 cancelled 1441 participants</p> <p>ARPDC Provincial website was created for Moving Forward with High School Redesign http://www.abhsredesign.ca/</p>	<p><i>Sample Participant Comments:</i></p> <ul style="list-style-type: none"> Gave me an idea about where education in Alberta is heading. Our group was provided with opportunity for individual, small group and large group discussion and work so the day was very valuable and we are learning with a direction and a focus. It really showed how things have changed since I went to school. These strategies and ideas seem to be very hopeful in being effective. The information was provided in a very useful, meaningful manner. Resources were shared that will be very useful to my implementing these aspects of creative and critical thinking questions. I was interested in the topic and I feel I better understand Inspiring Education. It reflected on topics that affect me directly every day. I feel I learned a lot, with both practical and theory application

			<p><i>PD Impact Comments (follow up survey):</i></p> <ul style="list-style-type: none"> • It has influenced my teaching practice to build engaged learning opportunities. • It has given me a resource and direction to follow in regards to targeted critical thinking activities. • It really gave me a clear idea of the links between inspiring education the MO , curriculum redesign and how the competencies could look like in a lesson plan • Made me more aware of the Inspiring Education Documents and how it will impact the education of students and teachers.
<p>High School Credentialing</p> <ul style="list-style-type: none"> • Meet with district advisory committee to determine their district numeracy priorities and needs. • Provide sessions as requested (regional, district and school based). • Organize cohort groups or communities of practice for deeper understanding of numeracy. • Plan follow-up activities for sessions. 	<p>Regional learning needs identified (Data collected)</p> <p>Learning opportunities delivered (Number of sessions provided)</p> <p>Collaboration occurred</p> <p>Online PD resource developed</p>	<div data-bbox="1108 846 1638 951" data-label="Text"> <p>No action required at this time.</p> </div>	

<p>Mathematics</p> <ul style="list-style-type: none"> • Meet with district advisory committee to determine their district mathematics needs. • Provide sessions as requested (regional, district and school based). • Create Division level mathematics cohorts to work with the mathematics curriculum throughout the year. • Provide in classroom support and modelling through a NRLC Curriculum Redesign Facilitator. 	<p>Regional learning needs identified (Data collected)</p> <p>Learning opportunities delivered (Number of sessions provided)</p> <p>Collaboration occurred</p>	<p>13 learning opportunities 29 sessions planned 7 cancelled 862 participants</p>	<p><i>Sample Participant Comments:</i></p> <ul style="list-style-type: none"> • His ideas opened up a whole new way of thinking about math for me. • More to math than just numbers. • Understanding sound principles behind effective math instruction – such as we need to use student work more, the direct connection between manipulatives and deepening kids thinking and habits of mind. • It was one of the best Math and CS workshops I’ve ever attended. The connections between math and science understand and curriculum). New ways of long division, multiplication, etc. Absolutely incredible. I wish I learned them before. <p><i>PD Impact Comments (follow up survey):</i></p> <ul style="list-style-type: none"> • I feel I have a better understanding of the resources available to me regarding the competencies and a MUCH deeper understanding of Math and how the competencies are exposed through the study of Math • Each session has helped me build connections in mathematics, across grades and across curriculums. It has helped me to think deeper about mathematics. • Really made me focus on the process of learning as opposed to the product.

<p>Career and Technology Foundations (CTF)</p> <ul style="list-style-type: none"> Meet with district advisory committee to determine their district intentions and needs related to CTF. Provide sessions as requested (regional, district and school based). Work with CARC provincial online environment. 	<p>Regional learning needs identified (Data collected)</p> <p>Collaboration occurred</p>	<p>CTF</p> <p>1 learning opportunities 3 sessions 33 participants</p> <p>Provincial website was created for Career and Technology Foundations http://albertactf.ca</p>  <p>CTS</p> <p>8 learning opportunities 12 sessions 53 participants</p>	<p><i>Sample Participant Comments:</i></p> <ul style="list-style-type: none"> I can use this in my classroom tomorrow. Reinforced my concept of CFT. Help infuse new CTF curriculum. More about Project based learning
<p>Learning Commons Policy</p> <ul style="list-style-type: none"> Meet with district advisory committee to determine their district ESL priorities and needs. Provide sessions as requested (regional, district and school based). 	<p>Regional learning needs identified (Data collected)</p> <p>Learning opportunities</p>	<p>Webinars</p> <ul style="list-style-type: none"> <i>Learning Commons Policy Webinar Series: 6</i> sessions <i>The Wonder of it All! Engaging Elementary Learners in the Library Learning Commons: series</i> 	

	<p>delivered (Number of sessions provided)</p>	<ul style="list-style-type: none"> • <i>Canadian Library Association's Standards of Practice for School Library Learning Commons in Canada: series</i> • <i>Learning Commons: De la bibliothèque au carrefour d'apprentissage - French (2 webinars offered twice each)</i> <p>ARPDC Offerings</p> <ul style="list-style-type: none"> • <i>2015 Librarians' Conference: Mission Possible: The Role of the Learning Commons in Tomorrow's Schools – Red Deer</i> 	
<p>Inclusive Education</p> <ul style="list-style-type: none"> • Meet with district advisory committee to determine their district inclusive education priorities and needs. • Provide sessions as requested (regional, district and school based). • Organize cohort groups or communities of practice for deeper understanding of inclusive education. • Plan follow-up activities for sessions. 	<p>Regional learning needs identified (Data collected)</p> <p>Learning opportunities delivered (Number of sessions provided)</p> <p>Collaboration occurred</p>	<p>25 learning opportunities 123 sessions planned 3 cancelled 3670 participants</p>	<p><i>Sample Participant Comments:</i></p> <ul style="list-style-type: none"> • Great strategies I can implement right away. Refresher to what I already know but haven't been practicing • Helping me to better understand difficult concepts and/or ideas. Learning new tools & tricks that I can use • Very targeted, useful information. Loved it! Best PD I've had in a long time. Love the "no games" (time wasting) at the beginning • The way it was presented was done in a very open way, showing how we can make it to fit our community • Discussing & helping us to understand the different types of learning disabilities • I was able to see the content of the material and ask questions • We participated!!! Great Session

			<ul style="list-style-type: none"> It applies to real classroom situations. There were opportunities to look further into the presentation by clicking on images for more in depth information. Presenter welcomed emails to request more information. <p><i>PD Impact Comments (follow up survey):</i></p> <ul style="list-style-type: none"> As a result of increased awareness my ability to recognize "trigger" situations has improved and I am beginning to address these situations proactively, thus reducing the number of high stress incidents while, hopefully, addressing and supporting the development of lagging skills. The school is using the same language with all the students to keep consistent. To have more of an "open eye/ear" for signs of abuse. To talk to and help any students if the opportunity exist about abuse and that it is wrong, then direct them further. To not give up on any kids and to teach them to be kind and not give up on themselves.
<p>First Nations, Métis, and Inuit</p> <ul style="list-style-type: none"> Meet with district advisory committee to determine their district inclusive education priorities and needs. 	<p>Regional learning needs identified (Data collected)</p>	<p>8 learning opportunities 29 sessions planned 1 cancelled 579 participants</p>	<p><i>Sample Participant Comments:</i></p> <ul style="list-style-type: none"> More people (teachers & admin) should attend because the learning is important for all who work with FNMI It provided me with resources, titles, author names, websites that I can take back to me school

<ul style="list-style-type: none"> • Provide sessions as requested (regional, district and school based). • Promote <i>Success for All Students</i> ARPDC professional development resources and <i>Empowering Our Spirit</i>. 	<p>Learning opportunities delivered (Number of sessions provided)</p> <p>Collaboration occurred</p>		<ul style="list-style-type: none"> • More awareness on how important it is to provide opportunities for FNMI students to build strong identities and success • Adding a personal perspective to the session made it much more engaging. There was a lot of time during discussion to reflect on one's beliefs & practices • That there were other people other than just the FNMI there. <p><i>PD Impact Comments (follow up survey):</i></p> <ul style="list-style-type: none"> • I am more aware of the resources that are available. • We have already planned a parent night to utilize the skills we have learned! • This training has enabled me to be more mindful of working with people who have low literacy skills and how to be creative in meeting their needs. It also helped me think about different ways of bringing the aboriginal culture into the LAPS program.
<p>Curriculum Redesign: Literacy</p> <ul style="list-style-type: none"> • Meet with district advisory committee to determine their district literacy priorities and needs. • Provide sessions as requested (regional, district and school based). • Organize cohort groups or communities of practice for 		<p>11 learning opportunities 46 sessions planned 1980 participants</p> <p>NRLC featured a 2 day "Classroom Interventions for Vulnerable Readers: Preschool to Grade 3 Mini Summit" in Grande Prairie, reaching 216 individuals in 16 sessions over these two days.</p>	<p><i>Sample Participant Comments:</i></p> <ul style="list-style-type: none"> • My students struggle with reading and participation. All of the strategies you showed I plan on using in my classroom. • I can take away these strategies and use them right away. • Gave us a tremendous amount of good pedagogical resources. Wonderful and simple ideas to engage students in reading and writing.

<p>deeper understanding of literacy.</p> <ul style="list-style-type: none"> • Plan follow-up activities for sessions. • Provide in classroom support and modelling through a consultant. • Promote all on-line PD resources. <p>Numeracy</p> <ul style="list-style-type: none"> • Meet with district advisory committee to determine their district numeracy priorities and needs. • Provide sessions as requested (regional, district and school based). • Organize cohort groups or communities of practice for deeper understanding of numeracy. • Plan follow-up activities for sessions. • Promote all on-line PD resources. <p>Other</p> <ul style="list-style-type: none"> • Provide sessions to assist educators with technology integration. • Provide sessions on specific subject areas that show pedagogy and process that revolve around 		<p>4 learning opportunities 11 sessions planned 519 participants</p> <p>Technology & Innovation 5 learning opportunities 39 sessions planned 29 postponed (Learning Technology Virtual Conference – April 2015) 379 participants</p>	<ul style="list-style-type: none"> • Many good ideas for the writing process, which was my main focus but also many good reading ideas. • Clear ideas, well explained with theory/research supporting • Discussion of how to effectively implement literacy work stations in the classroom definitely took into account the day to day realities faced by the classroom teacher. • The hands on activities with a great bunch of professionals. <p><i>PD Impact Comments (follow up survey):</i></p> <ul style="list-style-type: none"> • I have completely redeveloped my approach to text and reading in light of the session. They were amazing! • More confidence in applying strategies to my classroom, as presentation focused on improving teaching rather than theory. • Plan to continue to use a number of the strategies we discussed whenever they are appropriate to the learning task I am presenting to my students. • It has given me a deeper understanding of how to plan a comprehensive language arts program. It has also given me ideas about how to structure independent literacy activities for students. • Thankfully, our presenter shared the materials they created as part of their LLI, I made sure that each school received these materials. I also sent a letter to the
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competency-based instruction.		<p><i>Other (Leadership, Science, Social Studies, Fine Arts, Wellness)</i></p> <p>12 learning opportunities 26 sessions planned 5 cancelled 408 participants</p>	<p>Principals of the participating schools to remind them of the importance of the intervention program and that they have to follow the timeline, etc in order to see that difference in the children they work with.</p> <p><i>PD Impact Comments (follow up survey):</i></p> <ul style="list-style-type: none"> • I gained the knowledge, experience, and confidence to add some activities using technology into my regular classroom teaching. • I felt more comfortable using some new applications / technologies. The idea of failing wasn't so scary. • The presenter provided very practical tools for use in my classroom. It was easy to have then up and running the following week at school for my students. Other staff members found the resources useful as well.
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RESULTS ANALYSIS:

NRLC reviewed the three-year district education plans, reviewed the priorities and needs assessments, planned with district representatives, then planned and delivered the professional learning opportunities as included in this report. These PLO's aligned with district calendars and, in many cases, professional development release dates. The thirty-day follow up survey responses continue to guide future planning.

AGREEMENTS

A final report will be submitted to Alberta Education on or before December 1, 2015 and will include:

- 1. A financial summary*
- 2. Information about brokering and collaboration with partners.*
- 3. Highlights of key curriculum implementation supports and professional learning successes and challenges (e.g., reflection of experiences, sharing of learning, recommendations for conditions and community engagement that will help achieve the policy shifts and cultural shifts.)*
- 4. Information relative to key indicators of impact or evidence of the expected outcomes being met.*

NRLC will participate in a meeting with Alberta Education representatives following the submission of a final report.

Appendix 1

Curriculum Redesign Grant Budget 2014 – 2015

\$308,052.00

Base Funding	2014-2015 Proposed	2014-2015 Actual
NRLC Office Management and Program Support	75,000.00	75000.00

Proportional Funding		
Curriculum Redesign Implementation Facilitator Salaries & Delivery	137,552.00	125,089.00
Student Learning Assessment	6000.00	7,235.00
Literacy	13,500.00	12,240.00
Numeracy (note 1)	8,000.00	
Mathematics (note 1)	10,500.00	36,003.00
Career and Technology Foundations	3,000.00	1,541.00
English As a Second Language (note 2)	2,000.00	
Inclusive Practices	29,000.00	21,488.00
First Nations, Métis, and Inuit	7,000.00	19,876.00
Other (Science, Technology) (note 3)	5,000.00	
High School Redesign	11,500.00	9,851.00
Total	308,052.00	308,052.00

Note 1: Numeracy and Mathematics are collected and reported under Mathematics

Note 2: No ESL programming was requested in 2014-15

Note 3: Other programming is collected under collaborative projects within the Curriculum Redesign Implementation allocation

Appendix 2

Proposal to Alberta Education to Support Implementation 2014 - 2015



Proposed Measures and Data Sources

Area of Collaboration if we have an output / outcome:

- Provincial and Regional Needs assessments
- Partnerships and Collaborations
 - School Authorities
 - Alberta Education
 - Alberta Teachers Association, CASS, Alberta Assessment Consortium
- Professional Learning opportunities designed and delivered
 - number of sessions offered to support identified needs.
 - diversity of sessions offered to support identified needs.
- Learning Opportunity Participants Surveys
 - immediate survey and follow-up impact survey
 - level of awareness (Curriculum Redesign) of session participants
 - pre and post assessments

- Qualitative data (anecdotal, testimonial)
- Resources created to support professional learning
 - number of resources developed
 - variety of resources developed
 - access to and usage of resources developed
- Types of technology used to distribute learning (synchronous and asynchronous).
- Diary / Log / Journal (electronic or hard copy) of participant or Learning Facilitator learning reflections
- Financial Statements
- Samples of brochures of sessions and conferences
- Final reports
- Centralized registration system and the common website analysis



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Appendix I

Currently identified areas for support under the Implementation Grant based on Alberta Education priorities, regional priorities and District priorities include but are not limited to:

- Curriculum Redesign (for Teachers, Administrators, Parents, School councils, Community, Trustees):
 - o Cross Curricular Competencies from the Ministerial Order
 - o Literacy and Numeracy Benchmarks
 - o Understanding Curriculum Redesign Intent
 - o Curriculum Standards
- Instructional Strategies
- Assessment (Student Learner Assessment and other assessment strategies)
- Moving Forward with High School Redesign
- First Nations Metis and Inuit
- Mathematics
- Literacy
- Numeracy
- Career Technology Foundations
- Inclusive Education
- High School Credentialing
- Emerging Regional and Provincial Needs

Note: There are 6 regional consortium and one provincial francophone consortium that are collectively known as Alberta Regional Professional Development (Learning) Consortia (ARPD).

The Alberta Professional Development Consortia (ARPD) is dedicated to promoting student learning and achievement; school improvement; and parental engagement in the educational process through the provision of professional learning opportunities at the local, regional and provincial levels. Each regional consortium is governed by a board comprised of representatives from: CASS, ASBA, ASBOA, ASCA, Post-Secondary, ATA and Alberta Education. The board ensures that programs align with the following goals of the consortium.

The ARPD will:

FACILITATE professional development which supports the effective implementation of components of: The Alberta Education Business Plan; Jurisdiction and School Education Plans; and Regional School Council priorities.

FACILITATE professional development which supports the effective implementation of curricula, including instruction, assessment and student outcomes.

COORDINATE, BROKER AND ACT as a referral centre to assist stakeholders to identify available professional development resources.

DELIVER professional development based on the identified and emerging needs of educational stakeholders.

PROMOTE AND SUPPORT the development of professional development leadership capacity.

PROVIDE all stakeholders with access to professional development at a reasonable cost.

This work represents the ARPD Executive Directors collective thinking as of June 2014.

Appendix 3

ARPDC 30 Day Follow up Survey

These three (3) questions are sent electronically to all attendess from any professional learning opportunity.

Professional Learning Reflection

Learning Opportunity: (Title)

How has this learning opportunity influenced your leadership or teaching practice?

What ideas, actions or strategies did you implement as a result of this learning opportunity?

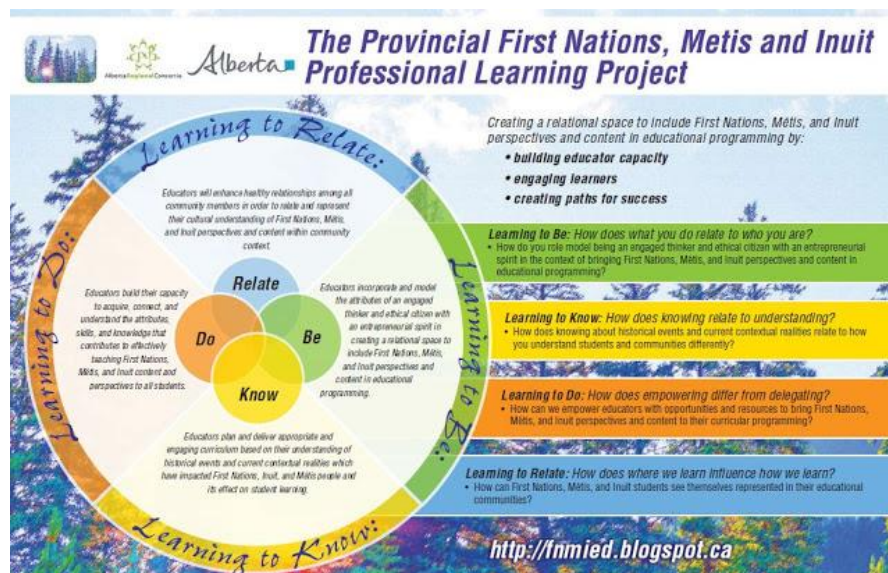
What ideas, actions or strategies do you plan to apply later in the school year?



Alberta

Professional Learning Project Report 2014-2015

The Provincial First Nations, Métis, and Inuit Professional Learning Project



Document Directory

[Professional Learning Project Overview](#)

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Professional Learning Project Overview

The Provincial First Nations, Métis, and Inuit Professional Learning Project calls for educators across the province to take actions to develop their understanding of creating relational spaces for First Nations, Métis, and Inuit perspectives and content in educational programming. The Professional Learning Project offers a wholistic collaborative inquiry paradigm for building educator capacity, engaging learners, and creating paths for success. In seeking innovative ways to address the achievement gap between First Nations, Métis, and Inuit students and all other students, the Professional Learning Project focuses on empowering educators to achieve success in the project's goals of: Learning to Be, Learning to Know, Learning to Do, and Learning to Relate.

Provincial First Nations, Métis, and Inuit Professional Learning Project Goals

The Provincial First Nations, Métis, and Inuit Professional Learning Project is a wholistic approach to creating relational spaces where First Nations, Métis, and Inuit perspectives and content are an integral part of educational programming. The Professional Learning Project focuses on empowering educators to achieve success in the project's goals of: Learning to Be, Learning to Know, Learning to Do, and Learning to Relate. Educators can explore the following inquiry questions in considering the processes and tools which will best support their professional learning.

Learning to Be: How does what we do impact who we are?

Educators incorporate and model the attributes of an engaged thinker and ethical citizen with an entrepreneurial spirit in creating a relational space to include First Nations, Métis, and Inuit perspectives and content in educational programming.

- *How do you role model being an engaged thinker and ethical citizen with an entrepreneurial spirit in the context of bringing First Nations, Métis, and Inuit perspectives and content in educational programming?*

Learning to Know: How does knowing relate to understanding?

Educators plan and deliver appropriate and engaging curriculum based on their understanding of historical events and current contextual realities which have impacted First Nations, Inuit, and Métis people and its effect on student learning.

- *How does knowing about historical events and current contextual realities relate to how you understand your students and communities differently?*

Learning to Do: How does empowering differ from delegating?

Educators build their capacity to acquire, connect, and understand the attributes, skills, and knowledge that contributes to effectively teaching First Nations, Métis, and Inuit content and perspectives to all students.

- *How can we empower educators with opportunities and resources to bring First Nations, Métis, and Inuit perspectives and content to their curricular programming?*

Learning to Relate: How does where we learn impact how we learn?

Educators will enhance healthy relationships among all community members in order to relate and represent their cultural understanding of First Nations, Métis, and Inuit perspectives and content within community context.

- *How can First Nations, Métis, and Inuit students see themselves represented in their educational communities?*

The Provincial First Nations, Métis, and Inuit Professional Learning Project goals are informed by the UNESCO Pillars of Education and *Ministerial Order on Student Learning* (#001/2013).



Alberta

Professional Learning Project Report 2014-2015

Online Resources



#fnmied

∞ connecting ∞ collaborating ∞ communicating ∞
A relational space to share resources, links, events, images, articles, and ideas on #fnmied and educational programming.

Professional Learning Project

Learning to Be

Learning to Know

Learning to Do

Learning to Relate

Project Resources

<http://fnmied.blogspot.ca/>

- electronic space to curate professional learning resources and supports for educators
- created to facilitate requests from educators to email links to resources and PDF materials
- 4771 views on October 27, 2015
- use during professional learning activities rather than slide presentation; facilitates process of navigating site as well as the educational resources and materials



Alberta

moodle

ARPDC First Nations, Métis, and Inuit
Moodle Site

<http://learning.arpdc.ab.ca/course/index.php?categoryid=7>

- over 85 courses grades 1 to 12, English, Math, Science, and Social
- courses organized by the program of studies
- resources which include First Nations, Métis, and Inuit content are organized by the outcomes for each course
- resources embedded in the courses are intended to serve as options for educators to consider in their curricular programming
- overarching goal is for educators to connect with their regional First Nations, Métis, and Inuit Communities for guidance on appropriate resources to effectively teach First Nations, Métis, and Inuit perspectives and content to all students



Alberta



ARPDC *Our Way is a Valid Way*
Moodle Site

Access resources by creating an account or "Login as Guest"

<http://learning.arpdc.ab.ca/course/index.php?categoryid=170>

- the purpose of the *Our Way is a Valid Way* courses on the ARPDC Moodle site is to provide educators an opportunity to engage in professional learning in an online environment
- this resource was created as part of a professional learning plan which is based on the Provincial First Nations, Métis, and Inuit Professional Learning Project



Feedback From the Field

Key Findings

At the beginning of many professional learning activities, I gave educators a piece of paper to record and publicly post their expectations of the upcoming session. I asked them, “What does success look like and what does support look like?” Throughout the session, I referred back to the requests to be as responsive as possible to the educators’ learning needs.

In order to get feedback on the professional learning activity, I asked educators to record comments on the process of their professional learning and the products, or resources, which I shared. As a professional learning collaborative inquiry project, getting this feedback from participants gave me the opportunity to immediately modify future sessions. The following is a summary of the key findings from participants.

What does “success” look like and what does “support” look like?

- the majority of requests were for curricular resources including: videos, websites, and print materials
 - there was an increase in requests for resources for residential schools and treaty education over the year
- many participants asked for strategies to support First Nations, Métis, and Inuit students
 - I responded to this request by outlining that the intent of the project is building educator capacity to bring First Nations, Métis, and Inuit perspectives to all students and that the focus is on the educator’s professional growth.

Request for feedback on the process and/or products from the professional learning activity.

- the explanation for this request focused on nature of the session as part of a pilot project which was informed by research and guided by feedback from the field
- products:
 - extremely positive feedback on the <http://fnmied.blogspot.ca/>
 - more effective presenting by navigating the website as opposed to sharing a slide presentation, especially as many educators navigated through the site on their own devices during a session
 - towards the end of the year, there were more requests for a “schema” or an overall representation on all of the resources that were housed on the site
 - modifications to the site to list resources in relation to the goals created greater clarity
 - extremely positive feedback on the [ARPDC First Nations, Métis, and Inuit Moodle Site](#) for Grades 1-12 English, Math, Science, and Social curricular resources
 - ease of use, accessibility, organization of resources according to curricular outcomes, amount of resources
 - facilitation using this site also included a conversation about how the resources serve as options for educational communities to use and discussion about consulting regional First Nations, Métis, and Inuit community members about the resources
 - many educators indicated they were overwhelmed by the amount of resources available and many wanted the actual print resources rather than downloading and printing themselves
- processes:
 - extremely positive feedback on the presentation style; friendly, professional, passionate about the topics, knowledgeable, positive attitude, inspiring, useful “takeaways”



Professional Learning Project Report 2014-2015

- for the sessions where there was physical space to have a circle of chairs as well as a working area with tables and chairs, there was extremely positive feedback on room setup and how this influenced discussions
- extremely positive feedback on the inquiry-based approach; engaging, regional perspective, opportunities to contribute to discussions

Policy Action Recommendations

- collaborate with pilot school authorities for logistical support in gathering feedback using electronic surveys
- surveys include ARPDC 30 day follow up questions
- surveys provide opportunities for educators to subscribe to regional consortium's email lists
- create site maps, screencasts, and learning guides for electronic resources

Partnerships

Post-Secondary Partnerships



Supporting preservice teacher programs at post-secondary institutions has been an ongoing part of the professional learning project. Introducing the project to student teachers during the same time frame as practicing teachers prepares an educational community to have common language about the goals and resources. The following is an outline of the institutions and courses where I had the opportunity to introduce the project and resources as a guest lecturer.

Grande Prairie Regional College, Teacher Education North

EDEL 496, Teaching Language Arts in a Cross-Cultural Environment, Dr. Jean Reston

- Course Description:
 - This course is designed to help prepare teachers to develop learner's English language and reading skills in elementary classrooms, particularly for diverse and minority students. Students will be asked to consider the linguistic, psycholinguistic, and sociolinguistic needs of diverse students, with a particular emphasis on First Nations and Métis children in elementary classrooms. Topics include language acquisition, bilingualism, bidialectalism, language in education for minority children, second language or dialect, and material evaluation and development. Students will be asked to extend their knowledge of language arts instruction to consider the diversity they will find in every classroom.

University of Calgary, Werklund School of Education

EDUC 460 Specialization I, Lecture 02– Elementary Social Studies, Elizabeth Cressman

- COURSE OVERVIEW
 - The intent of the Specialization I Seminar is to introduce students to the concepts, discourse, theory, and professional resources related to teaching within the specialization and to consider several key foundational topics of teaching and learning within the discipline. Theory as connected to an understanding of practical classroom experiences will particularly inform the course curriculum and will be explored through course readings, multimedia content, and evaluation of teaching materials. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, incorporating technology and multimedia, and inquiry-based learning. Assignments will present the opportunity for students to develop an understanding of



short-term instructional planning and to begin to locate and employ teaching resources, including the Alberta Program of Studies.

University of Calgary, Werklund School of Education

EDUC 530 First Nations, Métis & Inuit (FNMI) History, Education and Leadership, Dr. Yvonne Poitras Pratt, Lyn Daniels, Dr. Jacqueline Ottman

- Course Description
 - This course explores historical and contemporary legislation, educational policy, pedagogy and practices related to Indigenous peoples, with a focus on First Nations, Métis & Inuit (FNMI) peoples in Canada. Students will learn about the past in order to better understand the current educational landscape as well as the social relations that have contributed to educational inequality for FNMI communities and students.

University of Calgary, Werklund School of Education

EDUC 455 – Semester 2, Professional Development and Lifelong Learning (PDLL), Dr. Yvonne Poitras Pratt

- OVERVIEW
 - This course focuses on teachers as lifelong, adult learners through an adult education and adult learning, theoretical lens and places emphasis on how pre-service teachers understand and encourage their learning, and the impacts of that learning on teaching practice. Theoretical frameworks, philosophical underpinnings, reflections on experiences of adult learning, and contexts of adult learning will be explored.
- COURSE GOAL
 - The goal of this course is to foster understanding and responsibility of continuing professional development and lifelong learning within the teaching practice.

The University of Lethbridge, Faculty of Education

ED 4729 Issues in Native Education, Dr. Dawn Burleigh

- Course Description:
 - This course will examine the social, political, and historical contexts in which Native students receive schooling. Pedagogical strategies, program innovations, and learning contexts that provide promise for healing the ruptures in educational opportunities for Aboriginal students in the public and band-operated school systems in Canada will receive critical attention. Issues of policy, colonization, curriculum, resources, programs, identity, and language will be explored through an inquiry-based approach.



Community Connections

Calgary and Area United Way, Aboriginal Youth and Education Strategy

- I served as Chair for the School and Service Provider Sub-Committee to help plan the UpStart, a United Way initiative, 5th Annual Connect Event.
 - “The Connect Event is a full day event that brings teachers, school system administrators and service providers in an engaging, interactive learning environment. The theme for this year’s Connect is “Healing and understanding Intergenerational Trauma”. The format will include teachings and activities around the four dimensions of the Medicine Wheel: spiritual, physical, mental and emotional. There will be space for open dialogue, sharing of promising practices, speakers, a trade show and an update on UpStart and its Aboriginal Youth and Education Strategy’s work. This is a great opportunity to connect with people, organizations and schools supporting Aboriginal students!”
 - the Connect Event was free and sub costs were covered for educators
 - I facilitated a Brain Architecture Game for 140 participants with support from Calgary and Area United Way campaign associates
- Brain Architecture Game with Dr. Judy Cameron, a Norleil Foundation and United Way initiative
 - two full-day sessions with Dr. Judy Cameron for training and resources how to facilitate the Brain Game
 - agreement with Dr. Judy Cameron for future support to create video resources and supports for bringing the Brain Architecture Game to provincial educational communities
- Poverty Simulation support for training and resources how to facilitate
 - Rocky View School Division has purchased a Poverty Simulation kit
 - ongoing training with Calgary and Area United Way as well as Edmonton United Way



United Way
Calgary and Area

Educational Community Connections

Alberta Teachers’ Association

- presented at:
 - the First Nations, Métis, and Inuit Specialist Education Council Conference on Our Way is a Valid Way educator resource
 - the Mighty Peace Teachers’ Convention on professional learning resources available
 - invited to the Early Childhood Education Conference to share the professional learning project resources and supports for literacy



The Alberta
Teachers’ Association

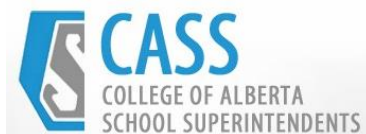


Alberta

Professional Learning Project Report 2014-2015

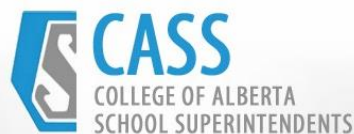
College of Alberta School Superintendents

- attended and presented at CASS conferences



Education Partners' Task Force on First Nations, Métis and Inuit Student Success and Wellbeing

- “Recognizing the achievement gap between Alberta’s First Nations, Métis and Inuit learners and their non-aboriginal peers is an area warranting concerted attention, a number of education stakeholder organizations have agreed to work together, in partnership, for the betterment of (First Nations Metis and Inuit students.) An Education Partners’ Task Force was established in 2010 with representation and collaboration with the Alberta School Boards Association, the Alberta School Councils Association, the College of Alberta School Superintendents, the Alberta Teachers’ Association, and the Alberta Regional Professional Development Consortium, to work with Alberta Education, in addressing the education requirements of (First Nations Metis and Inuit) students and their communities. These education stakeholder organizations, along with the Government of Alberta and Aboriginal communities, have placed priority attention on addressing the educational requirements of Alberta’s First Nations, Métis and Inuit learners. Through the Inspiring Education initiative, which envisions an Engaged Thinker, Ethical Citizen and an Entrepreneurial Spirit, Albertans have affirmed their vision for an education system that values opportunity, fairness, citizenship, choice, diversity and excellence for all students. It is believed the work of this task force will be integral in achieving the vision of the Alberta government with regard to the education of all children. The following action plan identifies the work the committee has identified to guide their next steps toward that vision.”
- attended and presented at four Education Partners’ Task Force meetings



The Alberta Teachers' Association



AlbertaRegionalConsortia

Dedicated to provision of professional learning opportunities at the local, regional and provincial levels

Alberta



Aligning with Alberta Education

The following information is from the [Alberta Education website](#).

First Nations, Métis and Inuit Education Division

The First Nations, Métis and Inuit Education Division is dedicated to working with all partners across the education system to close the achievement gap between First Nations, Métis and Inuit students and other Alberta students. The division also works to ensure that all Alberta students understand and are knowledgeable and respectful of the rich diversity of First Nation, Métis and Inuit peoples, including their cultures, languages, histories; the importance of Treaties; and the legacy of residential schools.

The division is organized into three branches:

- **Collaboration and Learning Supports Branch**
 - Promotes collaboration among First Nations, Métis and Inuit communities, provincial school authorities, First Nation education authorities and other stakeholders through the implementation of Collaborative Frameworks. The branch also supports individual provincial school authorities to increase capacity and accountability for improvement of First Nations, Métis and Inuit student outcomes. As well, the branch works with First Nations school authorities and band-operated schools regarding provincial education standards, requirements and procedures.
- **Curriculum Branch**
 - Develops curriculum (programs of study, assessment, learning resources) to facilitate acquisition and retention of Indigenous languages, cultures and ways of being. The branch also helps to ensure that all Alberta students have in-depth knowledge and understanding of the histories, experiences and values of First Nations, Métis and Inuit peoples in Alberta.
- **Policy and Research Branch**
 - Develops strategic policy options and a research agenda to address emerging First Nations, Métis and Inuit education issues and opportunities across the education system in Alberta. The branch collaborates with stakeholders, including First Nation education authorities, Treaty organizations, the Metis Settlements General Council, the Métis Nation of Alberta, and Aboriginal Affairs and Northern Development Canada, on matters related to First Nations, Métis and Inuit education and student success.

The Provincial First Nations, Métis, and Inuit Professional Learning Project is situated with the Policy and Research Branch of Alberta Education.





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NRLC Support for Mathematics Professional Development 2014-2015

Highlights from key events during the 2014-2015 School Year

*Reaching Teachers
 Reaching Parents
 Collaborating with Education Partners
 Infusing the Ministerial Order on Student Learning
 Connecting to the STEM sciences*

The NRLC Plan for Support with Mathematics is rooted in and guided by a continual scanning of research on mathematics, teaching, learning and change. What we know from the literature is that the implementation of any curriculum change is a complex, long-term venture. It requires the combined effort of the entire system, working together. It must be supported by on-going funding that can be adapted and adjusted in response to the constantly evolving complexity that is our current reality. NRLC represents one strand in a web of interrelated agents who can influence the outcome of that venture.

"Teachers and others know enough not to take change seriously unless local administrators demonstrate through continuing actions that they should." (Fullan, 1994)

Administrators, at all levels of the system, must actively demonstrate enduring support for the school management practices, teacher learning opportunities, process coaching, expert consultations, vivid demonstrations of alternative practices, inquiry groups, that must be a part of the plan for change. That enduring support must continue for years, not months. They must budget for the continuing cost of resources needed to actualize the innovation within every classroom. They must develop and maintain an information system that provides feedback and regular updates as to how the implementation is progressing and they must demonstrate active knowledge and understanding of the expected change and the processes required to actualize the intended change within every classroom. (Fullan, 2010)

The regional Consortia can support but **not DIRECT** this work.

Good teachers, effective teachers, matter much more than particular curriculum materials, pedagogical approaches, or "proven programs" (Allington & Johnston, 2001; Darling-Hammond, 1999; Duffy, 1997; Pressley, et al, 2001; Sanders, 1998; Taylor, Pearson, Clark & Walpole, 2000). It has become clearer that investing in effective teaching – whether in hiring decisions or professional development planning – is **the most "research-based"** strategy available.

One of the on-going concerns for meeting the intent and documenting student success based on the 2007 Program of Studies for Mathematics, Alberta: Supporting Beginning Teachers, Temporary Teachers covering long and short term leaves. The support needed by teachers new to the profession differs from the support needed by Teachers new to the **PROVINCE** or new to the **GRADE LEVEL**. The Consortia lack the funding to provide support tailored to the range of needs presented.

A second concern: Teachers hired to positions that require teaching math who have no or minimal math courses, coursework or curriculum work in their resume. For a number of reasons, Districts and schools are hiring teachers who have no MATHEMATICS in their background or University Experience.

*The conceptualizations embedded in the 2007 Program of Studies for Mathematics , 2007 challenge teachers and learners to transform their beliefs and understandings of what it means to “do” mathematics. Teachers, teacher educators, parents, and school administrators bring to their practise prior experiences that have shaped their beliefs about how to teach and learn mathematics. But, because most teachers experienced school mathematics as an exercise in copying, memorizing and remembering, these previous experiences often do not help them as they struggle to enact teaching mathematics as process, Teachers are the product of the very system they are now trying to reform. Enacting this curriculum requires teachers to learn to engage students in complex reasoning through authentic tasks and contexts, to find ways to connect students to the content through **mathematical reasoning**, despite having never experienced it themselves. (Ball, 2014).*

The feedback we receive from the teachers who come to our learning events support the statement:

TEACHERS WANT TO CHANGE THEIR MATH TEACHING. *The most frequently cited obstacles: lack of time, constantly emerging “initiatives” at the School and District level that compete for their attention and restrict their choices.*

(content focus to EMBED Literacy with the teaching of mathematics & science).

Unpacking curriculum, making sense of the outcomes, the big ideas and the CONTENT, progressions for planning concept development and making sense of what it means to learn is the focus of the discussions.

Gail McNabb, PRSD Learning Coach

<http://THINK101NRLCMath.wordpress.com>

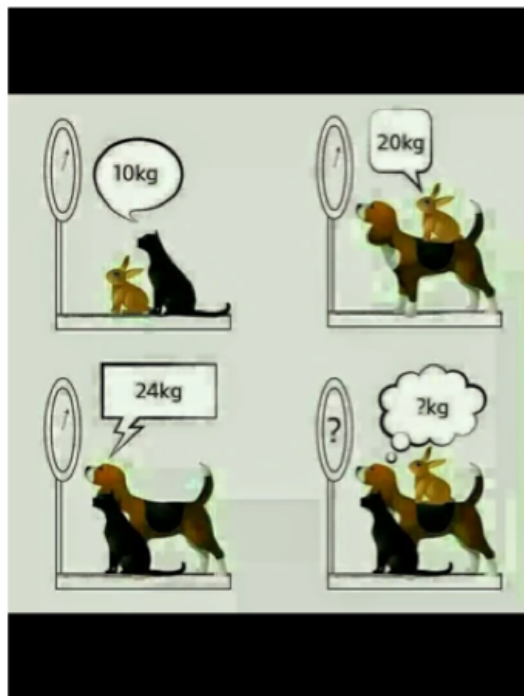
Inquiry-based, Curriculum-linked, Differentiated Math Problems for Grade 8

MCATA, NCTM



Leann Miller: McATA Teacher of the Year

Teachers Rethink their understandings of mathematics itself during the Cohort Days.
One of our studies was on the topic of **Equality**.



Teachers wrote and discussed scripts for how to use this problem to move students from a focus on “get the answer” to a focus on what math language and ideas can you explain in the pictures? What do you know for sure? What might be true? Can you create a similar problem? What competencies are you practicing as you explain what you see?

Teachers decided the action forward is a focus across the grades on equal and equality. Now where do we find the time to study with colleagues?

Further examples of student work, teacher questions are found at: [http:// NRLCThink101Math.wordpress.com](http://NRLCThink101Math.wordpress.com)

This is true:

$$3 + 4 = 2 + 5$$

Get out materials or objects in your room and set them up to prove this is true. (no fingers or body parts please).

Put the equation with your picture.
Take a picture for the teacher to bring to our session.

The task for students. Teachers brought examples of solutions. We found that students were not moving from additive to multiplicative reasoning in their solution strategies.

This is true:

$$4 \times 7 = 7 \times 4$$

Get out materials or objects in your room and set them up to prove this is true. (no fingers or body parts please).

Put the equation with your picture.
Take a picture for the teacher to bring to our session.

The majority of students could not explain why this is true except that the numbers are the same, about 15% could explain the products were the same. We suspect more recognized both there ideas but were unwilling to take a risk and put them to paper. Those who used manipulatives simply counted out 4 sets of 7 and 7 sets of 4 and counted. ADDITIVE thinking.

Teachers decided that array models are the missing link... now where do we find the time to study and master teaching with ARRAYS and AREA models across the grades with colleagues?

The Evolution of a Veteran Teacher: April Brown is a long term member of the Cohort and links the learning she has experienced through working for 5 years with this group as one of the reasons she now is willing to present to others. Her list of presentations includes: **ECEC ATA** conferences, **MPTC Conventions**, **Beginning Teachers Conference ATA**, Regional Workshops for **NRLC**. This summer she created and presented a power point to describe the change journey of one teacher.

This power point resonates with **MANY TEACHERS** as they consider the constant cycle of change that **IS TEACHING IN THE 21st CENTURY**.

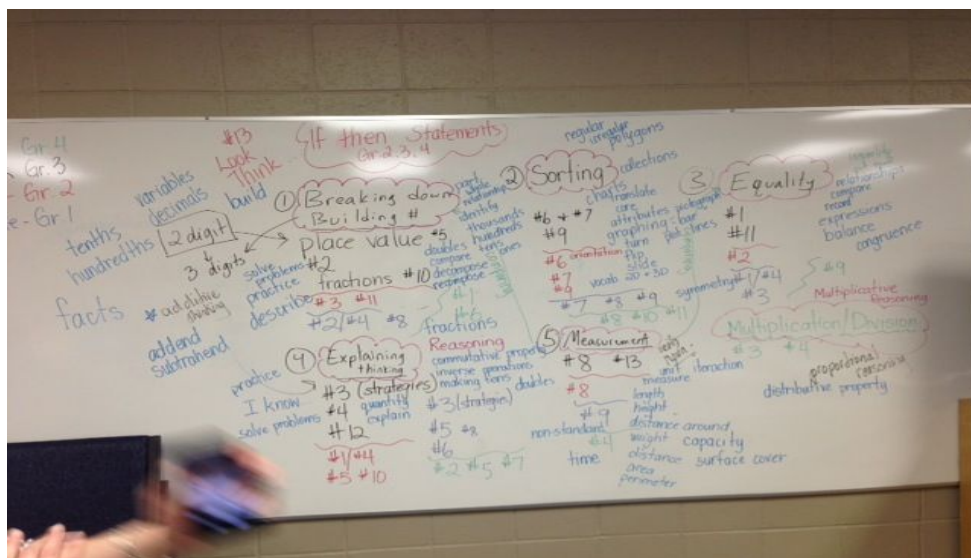
The power point can be viewed at: <http://NRCLThink101math.wordpress.com>

April has moved from a planning model that listed outcomes, UNIT DATES and test dates for individual subjects to a connected model that integrates Math, science, Language Arts and Literacy infused with the process skills and key thinking skills. It is messy, messy work that evolves constantly and in fact when they viewed it one group of teachers agreed that our motto for the 21st Century is **EVOLVE or GO EXTINCT**.



Planning begins from curriculum

Infuses competencies and connects to process and thinking skills



Attitudes Comparisons in the Front Matters of the Curriculums

Science	Language Arts	Social Studies	Math	Physical Education	Art
<p>Curiosity attitude</p> <p>Confidence in personal ability to learn and develop problem-solving skills</p> <p>Inventiveness and open-mindedness</p> <p>Perseverance in the search for understandings and for solutions to problems</p> <p>Flexibility in considering new ideas</p> <p>Critical-mindedness in examining evidence and determining what the evidence means</p> <p>A willingness to use evidence as the basis for their conclusions and actions</p> <p>A willingness to work with others in shared activities and in sharing of experiences</p> <p>Appreciation of the benefits gained from shared effort and cooperation</p> <p>A sense of personal and shared responsibility for actions taken</p> <p>Respect for living things and environments, and commitment for their care.</p>	<p>Respect individual Differences</p> <p>Collaborate</p> <p>Engage purposefully</p> <p>Attend to ideas being presented</p> <p>Multiple perspectives</p> <p>Show appreciation of literacy</p> <p>Use artistic language to create, to express who they are and what they feel</p> <p>Working together to meet common goals and strengthen community</p> <p>Respect diversity</p> <p>Celebrate their own use of language</p> <p>Delight in both theirs and others' use of the language arts</p>	<p>Value the diversity, respect the dignity and support the equality of all human beings</p> <p>Demonstrate social compassion, fairness and justice</p> <p>Appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socio- economic, linguistic and cultural realities</p> <p>Honor and value the traditions, concepts and symbols that are the expression of Canadian identity</p> <p>Thrive in their evolving identity with a legitimate sense of belonging to their communities, Canada and the world</p> <p>Demonstrate a global consciousness with respect to humanity and world issues</p> <p>Demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability</p> <p>Value lifelong learning and opportunities for careers in the areas of social studies and the social sciences.</p>	<p>Students are curious, active learners positive attitude</p> <p>Exhibit a positive attitude toward mathematics</p> <p>Engage and persevere in mathematical tasks and projects</p> <p>Contribute to mathematical discussions</p> <p>Take risks in performing mathematical tasks</p> <p>Exhibit curiosity.</p> <p>Use mathematics confidently to solve problems</p> <p>Communicate and reason mathematically</p> <p>Appreciate and value mathematics</p> <p>Make connections between mathematics and its Applications toward success and becoming</p> <p>Commit themselves to lifelong learning</p> <p>Become mathematically literate adults, using Mathematics to contribute to society.</p>	<p>Student will understand, experience and appreciate the health benefits that result from physical activity.</p> <ul style="list-style-type: none"> • Functional Fitness • Body Image • Well-being <p>Students will interact positively with others.</p> <p>Communication</p> <ul style="list-style-type: none"> • Fair Play • Leadership • Teamwork <p>Students will assume responsibility to lead an active way of life.</p> <ul style="list-style-type: none"> • Effort • Safety • Goal Setting/Personal Challenge • Active Living in the Community 	<p>Pride in achievement</p> <p>Valuable group activities</p> <p>A sense of worth</p> <p>Practice in making decisions.</p> <p>Independence</p> <p>Individuality</p> <p>Self-realization</p> <p>Self-awareness</p> <p>Creativity.</p> <p>MUSIC</p> <p>An enjoyment of music, that is neither trivial nor transient, should permeate the entire music program so that a lasting delight in music is created. If there is no enjoyment in the music program, all the other values will be lost.</p> <p>Positive attitudes toward music are fostered by success in singing, playing instruments, listening, moving, reading (and writing) and creating music.</p>
<p>Some of the cohort team attended to sorting and comparing front matter of the curriculums The similarities are eye opening for many teachers.</p> <p>Highlight Report 2014-2015 NRLC Math Support</p>					

SKILLS COMPARISON ACROSS THE CURRICULUMS

Science	Language Arts	Social Studies	Math	Physical Education
<p>Focus, Explore – ask questions, make predictions or hypothesis, identify problem, purpose</p> <p>Explore and Investigate-make observations, identify materials used, recognize and describe procedure, carry out procedure, work independently or cooperatively, identify with guidance, sources of information</p> <p>Reflect and Interpret-make inferences or conclusions based on evidence, identify new questions based on evidence, identify new questions based on evidence, identify applications of what is learned, record observations and data collected including captioned picture</p>	<p>Reflect speculate create analyze synthesize Listen and speaking Reading and Writing Viewing and Representing Create and Interpret Text</p>	<p>Engage in active inquiry and critical and creative thinking</p> <p>Engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making</p> <p>Apply historical and geographic skills to bring meaning to issues and events</p> <p>Use and manage information and communication technologies critically conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions</p> <p>Apply skills of metacognition, reflecting upon what they have learned and what they need to learn</p> <p>Recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world</p> <p>Communicate ideas and information in an informed, organized and persuasive manner.</p>	<p>Communication- communicate in order to learn and express their understanding</p> <p>Connections- connect mathematical ideas to other concepts in mathematics, to everyday experiences and to other disciplines</p> <p>Mental Mathematics and Estimation - demonstrate fluency with mental mathematics and estimation</p> <p>Problem Solving- develop and apply new mathematical knowledge through problem solving</p> <p>Reasoning- develop mathematical reasoning</p> <p>Technology- select and use technologies as tools for learning and for solving problems</p> <p>Visualization- develop visualization skills to assist in processing information, making connections and solving problems.</p> <p>The program of studies incorporates these seven interrelated mathematical processes that are intended to permeate teaching and</p>	<p>Activity- Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in alternate environments.</p> <p>Basic Skills- locomotor, nonlocomotor and manipulative</p> <p>Application of basic skills in an alternative environment- aquatics and outdoor pursuits, dance, games, types of gymnastic and individual activities</p>
	<p>ART Ability to interpret images</p> <p>Ability to express through images</p> <p>Ability to reflect about images. Awareness of and appreciation for the ethnic and cultural aspects of the visual arts in our society</p> <p>An understanding of art as a common or universal means of expression among all peoples</p> <p>An appreciation of artistic accomplishments, past and present.</p>			<p>MUSIC Singing</p> <p>Playing instruments</p> <p>Listening</p> <p>Moving</p> <p>Reading (and writing)</p> <p>Creating.</p>

Some of the cohort team attended to sorting and comparing front matter of the curriculums
The similarities are eye opening for many teachers.

Highlight Report 2014-2015 NRLC Math Support

Members of the Cohort have concluded that ADMINISTRATORS at all levels must recognize, accept and invest time and energy in providing teachers the tools and the spaces to create, describe and continually unpack curriculum as LIVING DOCUMENTS that guide but do not PRESCRIBE our teaching. Current models of UNITS, TIMEFRAMES and TEST DATES are choking the life out of teachers learning to construct knowledge with students, to allow students to learn for understanding and to demonstrate their learning in ways that are significant and worthy of EVALUATION. Current planning and reporting models are not hindering our evolution.

JUNIOR SENIOR HIGH COHORTS LEAD BY DR. JAMES TANTON

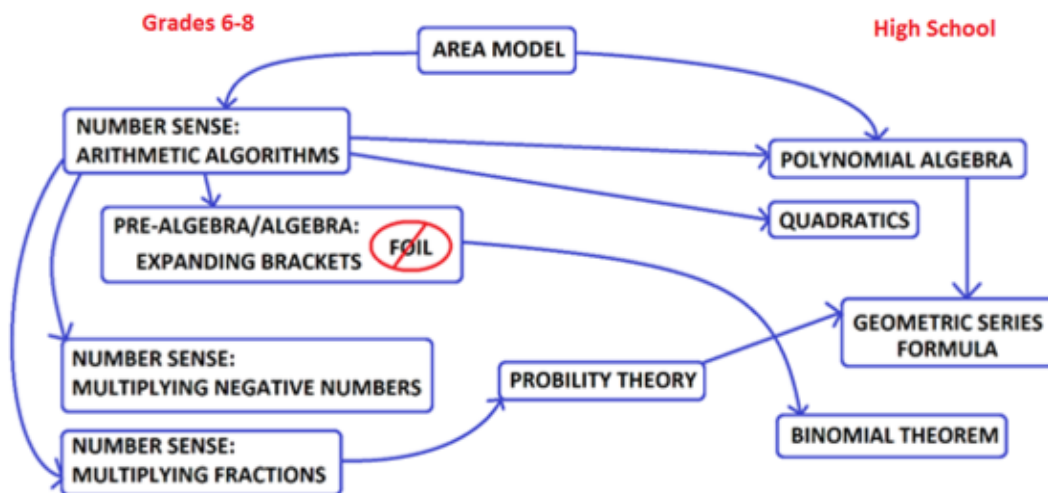
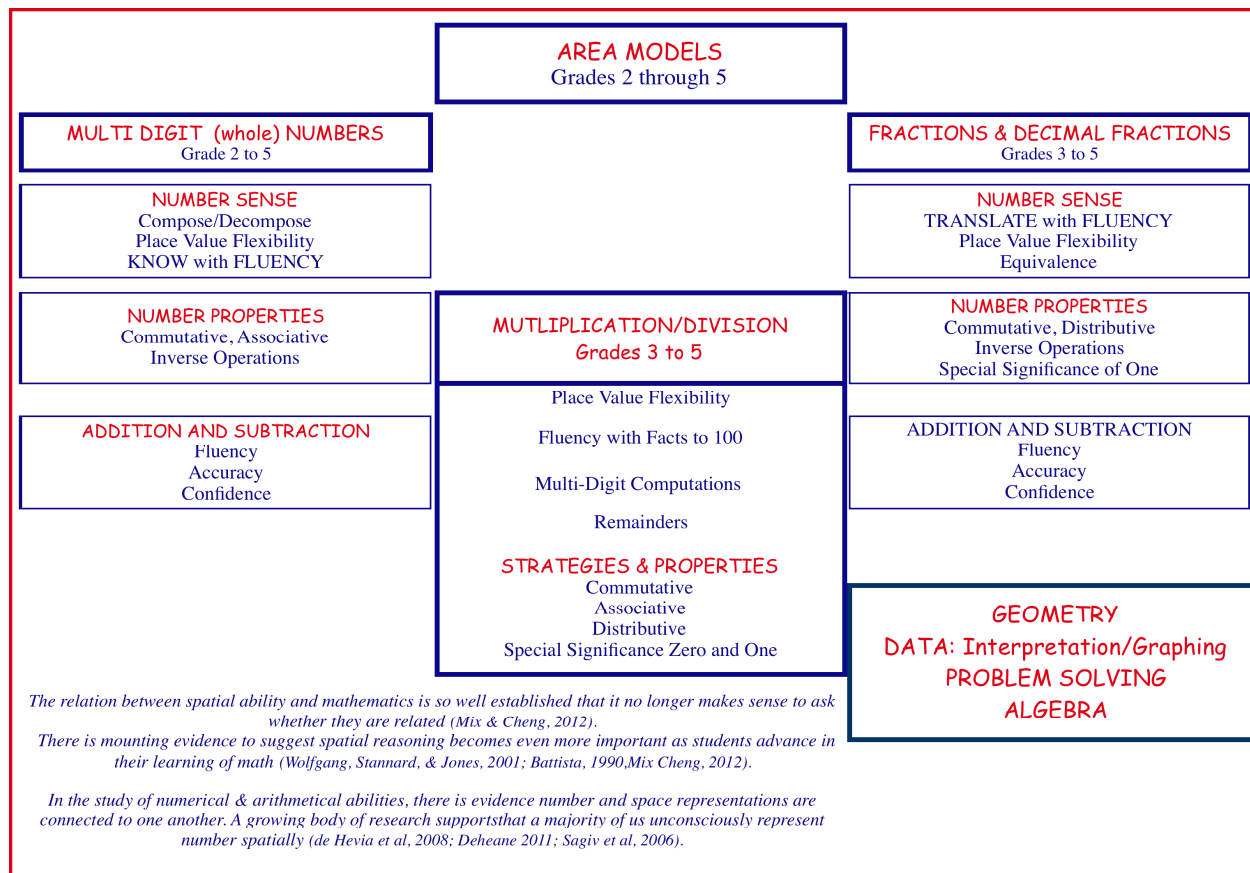
A Survey of Area Models and their Role in the Teaching and Learning of Mathematics Grade 2 to 12

(In collaboration with James Tanton and his work with Junior/Senior High Cohorts, the following material is being developed:

<https://thinking101canada.wordpress.com/area-models/>

<http://gdaymath.com/courses/astounding-power-of-area/>

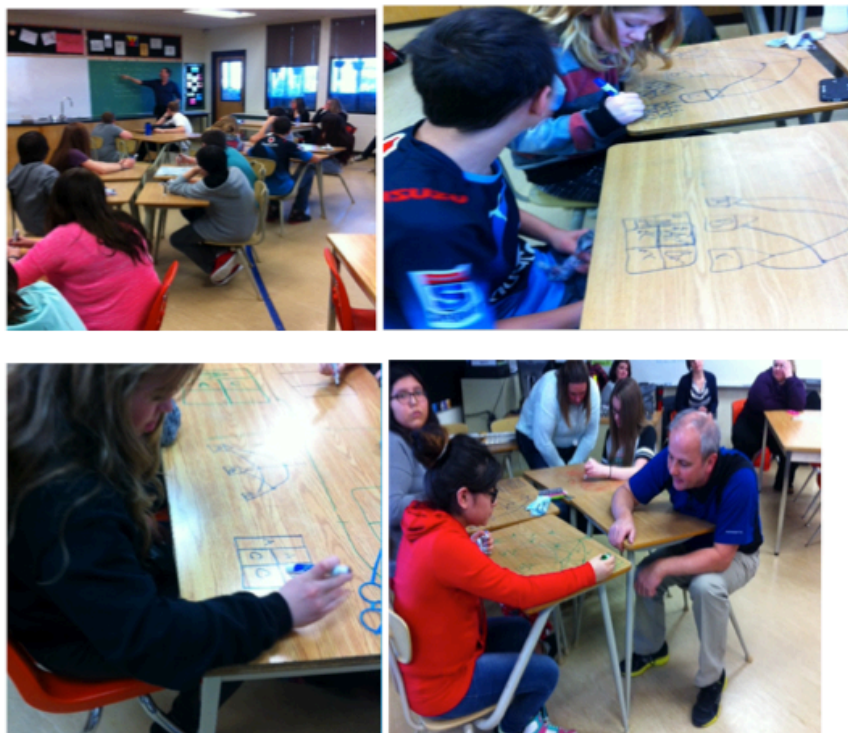
<http://NRLCthink101math.wordpress.com>



The area model in grades 6-12 (beyond the regular connections to geometry)

Dr. Tanton : Cohort One: 31 Junior High teachers Cohort Two :16 Senior High School teachers.

This collaboration will continue into 2015-2016. **OBSTACLES TO THE SUCCESS OF THE WORK:** Participants need follow up between sessions, coaching, and accountability to implement. Participant attendance is inconsistent due to lack of subs, lack of school funding, competing demands from school and District level. NRLC has no control over these issues.



The 3 days of inquiry included direct modeling in classrooms, teacher planning and reflection time. The lessons being developed and refined are slowly being catalogued onto a website that Dr. Tanton will oversee. Participants have been challenged to add their lessons to the mix.

Teacher surveys responses confirm that vivid demonstrations make an impact on teacher buy in and implementation. Dr James Tanton has delivered several highly engaging and interactive sessions for JUNIOR/ SENIOR High, but his schedule and accessibility is limited. There is a province wide need for presenters who can walk the talk in the classroom. Not to demonstrate the PERFECT LESSON but to demonstrate the ebb and flow of a lesson designed to engage all students in rich learning.

In his final report on the project Dr. Tanton (PhD, Princeton) advised the following:

NEXT STEPS

Educator energy and excitement is currently high. Each of the cohorts (one representing teachers Grades 6 to 10, the other representing teachers Grade 9 to 12) has expressed the need and desire to collaborate with colleagues across a wider range of grades, in a formal, intentional and facilitated setting so as to discuss the necessary cross-pollination of ideas. They want to bring this area thinking to full potency for students across their entire middle- and high-school experiences.

A rare opportunity now exists to bring a cross-grade, full-depth, learning experience (intellectual connection and practice, critical thinking, sustained deep exploration and understanding). All this is right on Grande Prairie's doorstep. We have educators keen to get-going and this project could become an exemplar piece of mathematical curriculum development. It requires the collective will of administration to actualize.

Actions:

Continued opportunities to meet and build upon the area model and its next steps. (The three-day meeting model of this year worked well.) This would require the necessary administrative support and funding to provide release time for a consistent cohort of educators. Again, this requires the collective will of administration.

Sustained effort from mathematics education support staff who are familiar with this work to visit classes and discuss with educators the concrete plans of developing and trying classroom lessons, to mentor, foster, and promote the long-term work on this project. (Coaches/lead teachers/curriculum coordinators/outside consultants)

A devoted, regular forum for educators to share, discuss, and disseminate materials developed sustained by Lead Learners from each District involved.

- JST (June 11, 2015)

REACHING PARENTS, Partners and Public & CONNECTING TO S.T.E.M. S.T.E.A.M. COMPUTATIONAL THINKING School MATHEMATICS meet your FUTURE

Over the course of the year, NRLC sponsored 6 public events focused on teaching and learning mathematics with understanding and the intersection of mathematics with science and computer science.

Two of the presentations featured: DrTim Bell, Computer Scientist from New Zealand, Tim is one of the authors of Computer Science Unplugged. He presented a full day of workshops at a school, then joined James Tanton and Geri Lorway to present a day to teachers to student teachers and to parents and the public over two evenings.

NRLC, along with Thinking101, then sponsored a ThinkTank held at the Banff Research Station. The event brought together a wide mix of education professionals and researchers from Alberta, BC and the U.S. to study and “think” with Elementary and High School teachers and several staff from AB ED.

Tim’s work ignited a spark that continues to grow.... And follow up sessions are planned for the coming year. This work unites science, technology and mathematics.



Elementary Student enthusiastically participated in a range of puzzles and tasks that focused on computational thinking



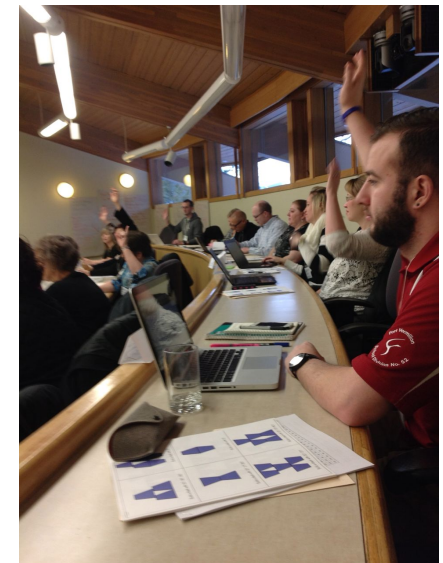
Puzzling over logic circuits and sorting networks.

This session was very valuable, engaging and inspiring!

It is a good presentation that places emphasis on thinking, problem solving: confidence building & creativity. I had no idea science and math could be so interesting.

Dr. Bell provided a fascinating view of how mathematics and computer science meet in thinking, puzzling, logic and problem solving... I hope we see more of this in school... Our kids need to learn to THINK

It is not about more computers, iPads in school. It is about understanding how to be logical. Instead of presenting “tricks” Dr. Bell engaged us in puzzles. It was amazing to see everyone, kids and adults were engaged.



Thank you for helping me see math as a beautiful thing. I am now excited to help my children. Amazing session!

I home school my daughter and have struggled with this new approach to math when the old way seem quicker. The perspective presented made sense to me. Thanks

Dr. James Tanton presented 4 math based **PARENT SESSIONS** over the course of the year and each received rave reviews from participants. His ability to demonstrate how to think, reason and “see” mathematical concepts through simple diagrams and stories that describe and explain how and why ideas like trigonometry developed sold participants on the need to teach mathematics with understanding. (A selection of parent feedback is included to support this. Statement His EXPLODE the DOTS presentation was captured on video and will be added to the NRLCThink101Math.wordpress.com site. Video of his sessions with students is also being developed for use as a coaching support for teachers and parents.



This helped me understand why my children are learning the way they are now. makes much more sense.

Wonderful to see Math explained in such a beautiful way. (Fun and simple). Do we need textbooks?

Indicate your interest in further sessions around this topic being offered (please mark a check beside your response and use the area below for any comments):

Not Interested	Somewhat Interested	Interested	Very Interested
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Can he re-teach me the math I didn't learn in high school

Session Evaluation
Math Conversations with Parents (Dr. James Tanton) December 2, 2014 Charles Spencer High School

1. Please indicate how valuable this parent workshop was (please mark a check beside the appropriate response and use the area below for any comments):

Not Valuable	Somewhat Valuable	Valuable	Very Valuable
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This was wonderful! Very engaging and fun.

2. Please indicate your interest in further sessions around this topic being offered (please mark a check beside the appropriate response and use the area below for any comments):

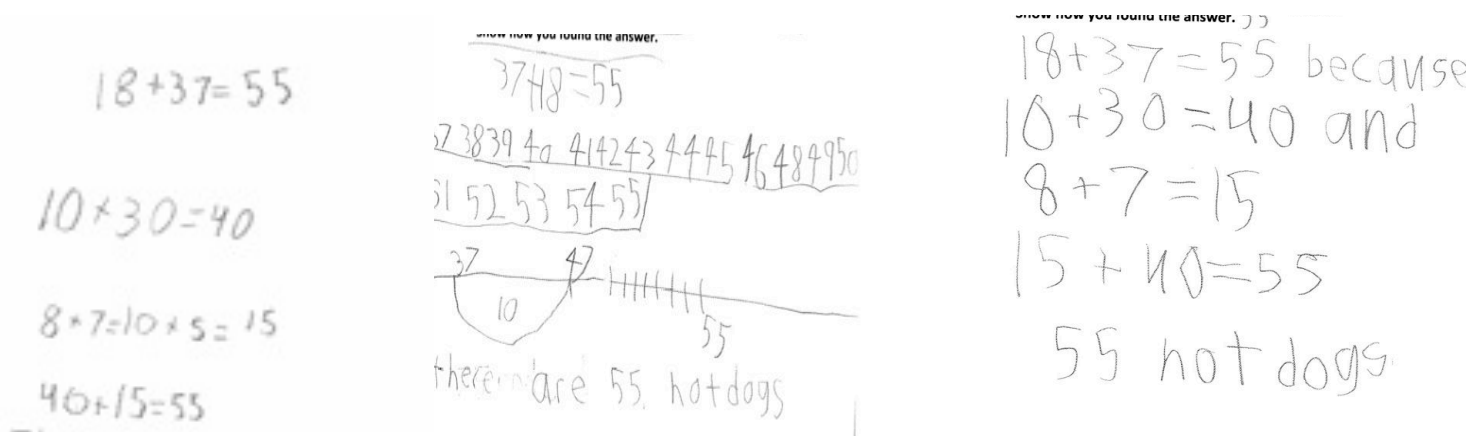
Not Interested	Somewhat Interested	Interested	Very Interested
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Yes, I would love to learn more new math for visually teaching children!

PROVIDING THE SUPPORT THAT WILL MOVE TEACHER FORWARD: FINAL REFLECTIONS

Teachers who participated in any of the PD for math offered by NRLC this past year, continues to state that their personal learning is substantial, but taking the risk to transfer it to the classroom is often highly discomforting and stressful, the support of the group crucial to their persevering with that discomfort. Participants continue to report that they are continually bombarded by a myriad of competing demands from a variety of school and District “initiatives for change”, which include externally planned projects, PD days that do not support their professional goals, PLCs with pre-set agendas that leave them with no sources of expertise to guide their growth, and other externally planned /mandated and monitored events, workshops, webinars and speakers who’s message and materials do not align in a purposeful way with the ALBERTA program of studies, or the Ministerial Order for Student Learning or that lack an infusion of EXTERNAL EXPERTISE. Teachers are looking for guidance from EXPERTS, not to tell them what to do but to help them overcome some entrenched but outdated attitudes and approaches that have become embedded in their school cultures.

Other concerns involve the competing demands of extra curricular events important to the school community, lack of qualified subs, lack of sub dollars, lack of travel dollars, concerns over weather and distances to travel, that add to the obstacles for maintaining a clear and consistent focus on sustaining professional growth...



Which of these Grade 2 students are reasoning mathematically?

TEACHERS ALSO AGREE THAT TEACHING in the 21st CENTURY demands they **RELEARN** mathematics in a way that makes the learning a sense making process, understanding what the big ideas are, how they emerge and develop across a span of grades. This is not simple, short term work. It takes hours and hours of learning time... A fact that is supported in research :

When teachers receive well-designed professional development, an average of 49 hours spread over six to 12 months, they can increase student achievement by as much as 21 percentile points (Yoon, Duncan, Lee, Scarloss, and Shapley, 2007). On the other hand, learning events, workshops, no matter how well intended or orchestrated that are spread over 14 hours or less show no statistically significant effect on student learning (Darling-Hammond, Wei, Andree, Richardson, and Orphanos, 2009). Well-designed professional development provide teachers with five critical elements (Darling-Hammond et al., 2009):

- **Collaborative learning:** Teachers have opportunities to learn in a supportive community that organizes curriculum across grade levels and subjects.
- **Links between curriculum, assessment, and professional-learning decisions in the context of teaching specific content:** Particularly for math and science professional-development programs, research has emphasized the importance of **developing math and science content knowledge**, as well as pedagogical techniques for the content area (Blank, de las Alas, and Smith, 2008; Blank and de las Alas, 2009; Heller, Daehler, Wong, Shinohara, and Miratrix, 2012).
- **Active learning:** Teachers apply new knowledge and receive feedback, with ongoing data to reflect how teaching practices influence student learning over time.
- **Deeper knowledge of content and how to teach it:** Training teachers solely in new techniques and behaviors will not work.
- **Sustained learning, over multiple days and weeks:** Professional-development efforts that engage teachers in **30 to 100 hours of learning over six months to one year have been shown to increase student achievement.**

Math is like ice cream.
with more flavours than
you can imagine- but if all
you have ever learned is
textbook math, that is like
only ever serving broccoli
flavoured ice cream.
Denise Gaskins

WE TEACH AS WE WERE TAUGHT.
Teachers have a lot of unlearning to do.



Results/Reflections

The issues that arise around TIME for study run wider and deeper than the scope of NRLC's influence. Time should be allotted for mathematics teachers to study and compare the Alberta curriculum as written with the day to day curriculum they are enacting and assessing in their classrooms – at, above, and below the intended grade level or course they teach. Teachers need opportunities to interact with colleagues as they study the math they are charged with teaching, under the guidance of **content area researchers and specialists**, well versed in the learning progressions that are considered to bring the most affect to the most number of students. PLCs that leave teachers to “learn from each other” are doomed to fail when no outside eyes are available to provoke and challenge the “status quo.”

There is a troubling trend emerging around PLC's that seems to be rooted in a misplaced belief that teachers can lead themselves to “best practice” if we just put them together in groups.... The learning demanded of teachers if they are to be successful in meeting the needs of students, the demands of curriculum and the expectations of the Ministerial Order for Student Learning require access to Instructional, Curricular and Content **EXPERTISE** not available in most schools. Breaking through long standing habits of thinking, doing and assessing in classroom practice around mathematics teaching and learning requires the support of Critical Thinkers who sit outside and can challenge existing school norms, myths and ways of “doing”.

NRLC can support but not direct the actions of Districts and Schools to challenge teachers in their learning, to challenge administrators in their support of teacher learning, to include outside expertise into the PLCs, to build long term approaches to continual learning that focus on connecting initiatives for change, that focus on critical thinking, that develop networks for support that weave teaching and learning together to meet the needs of all learners by growing connections and pruning out dead ends... As a consortia we can be vigilant and thorough in our research as we search out speakers, workshop leaders and professional learning facilitators to provide support that aligns with the ALBERTA curriculum, content, process and competencies but as the old saying goes: “you can lead a horse to water..... but who bears the responsibility for making the expectation clear that the horse must drink?”

As an alternative to face to face, attempts to offer PD opportunities through technology have met with limited success. These options can be part of a comprehensive plan for support that meets the “any place, any time” philosophy but we are constantly and continually reminded by comments like these that it is not a preferred learning environment for many of our teachers.

The synergy, collaborative spirit and emotional energy generated within the group is lost when I try to connect using VC or Blackboard. It might be okay for some but I feel disconnected and disengaged when I cannot see faces, share quick conversations, catch someone's eye for a nod or a wink, see the notes of the person beside me. I HAVE SO MUCH I want to LEARN. I need to see it in action and discuss it with others. I cannot do that by typing on a screen.”

ARPDC 30 Day Follow up Survey

These three (3) questions are sent electronically to all attendees from any professional learning opportunity.

Professional Learning Reflection

Learning Opportunity: (Title)

How has this learning opportunity influenced your leadership or teaching practice?

What ideas, actions or strategies did you implement as a result of this learning opportunity?

What ideas, actions or strategies do you plan to apply later in the school year?

