



**Northwest Regional Learning Consortium
2018-2019**

Annual Report and Curriculum Implementation Final Report

www.nrlc.net

Submitted November, 2019

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.

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ACRONYM LEGEND

ARPDC	Alberta Regional Professional Development Consortia
CASS	College of Alberta School Superintendents
CARC	Central Alberta Regional Consortium (ARPDC)
CPFPP	Consortium Provincial Francophone Perfectionnement Professionnel (ARPDC)
CPECC	Central Peace Early Childhood Coalitions
CRC	Calgary Regional Learning Consortium (ARPDC)
ERLC	Edmonton Regional Learning Consortium (ARPDC)
FLRC	French Language Resource Centre
FVSD	Fort Vermilion School Division
GPATA	Greater Peace Alberta Teacher Association Local 13
GPCSD	Grande Prairie & District Catholic Schools
GPPSD	Grande Prairie Public School Division
HFCRD	Holy Family Catholic School Division
HLFN	Horse Lake First Nation
HPSD	High Prairie School Division
LNES	Learning Network Educational Services (ARPDC)
LO	Learning Opportunity
LRRBOE	Little Red River Board of Education
LRRCN	Little Red River Cree Nation
MPTCA	Mighty Peace Teachers Convention Association
NLCS	Northern Lakes Collaborative Services
NSD	Northland School Division
OLEP	Official Languages Education Program
PCS	Peace Collaborative Services
PWPSD	Peace Wapiti Public School Division
PRSD	Peace River School Division
R	Registrants
RCSD	Regional Collaborative Service Delivery
S	Sessions
SLA	Student Learning Assessment
SAPDC	Southern Alberta Professional Development Consortium (ARPDC)
NWCIE	Northwest Council for Inclusive Education

MISSION, VISION AND REGIONAL CONTEXT

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

Northwest Regional Learning Consortium operates with one Executive Director, who represents both the regional jurisdiction and provincial partners, and whose role it is to meet grant deliverables as identified through provincial grants. In the 2018-2019 school year, the Northwest Regional Consortium extended the contract of Executive Director Sandra Ciurysek and operated in 2018 with 2.0 FTE office administrative staff - Tammie Diesel, Executive Assistant and Jenn Labrecque, Administrative Assistant. The office support team was reduced in January 2019 and Anu Ayanleke assumed the full-time position of Executive Assistant and a financial assistant, Laura McLeod, was contracted in February of 2019. Additionally, Bill Sheets, was again seconded as a full-time Curriculum Facilitator for the consortium, along with Kim Barker-Kay acting as a First Nations, Métis and Inuit Consultant, and Geri Lorway as a contracted Mathematics Curriculum Consultant.

NRLC connected with two Advisory Committees, various Regional Planning Teams, as well as with numerous contacts from various school jurisdictions, regional charter schools and band schools.

The Northwest Regional Learning Consortium provides services and learning opportunities for eight school jurisdictions with over 185 schools including private, charter, and First Nation Schools, in a large geographical area covering the northern half of Alberta. Approximately 2100 FTE teachers are employed within these school authorities in various subject and grade configurations, serving well over 36,000 students.

The majority of jurisdictions have a high percentage of First Nations, Métis, Inuit students, and some jurisdictions include Colony schools and/or French Immersion schools. There are many small schools, multi-grade configurations and staff teaching multiple subjects in the smaller schools. Availability and cost for substitute teachers and competing priorities for PD funding remain a challenge for teachers and districts.

NRLC continues to provide programming opportunities and supports for learning in many ways

including face-to-face sessions, such as workshops and presentations; qualification programs; technology-based learning opportunities, such as webinars and webcasts; job embedded personalized professional learning, collaborative planning and learning communities; and professional development resources available on the NRLC and ARPDC websites. Distance and scattered locations within the Zone 1 region can provide a challenge in providing professional development learning opportunities for teachers and as a result, we use a variety of locations, thereby reducing travel time for participants to attend sessions.

The 2018-2019 regional plan includes support for quality professional learning opportunities for all educators related to the provincial priorities in the areas of:

- First Nations, Métis and Inuit
- Mathematics
- Provincial Assessments
- Inclusive Education
- Future Curriculum, Including:
 - Curriculum Updates/‘Shifts’
 - Literacy and Numeracy
 - Competencies
 - Curriculum Implementation/Validation
 - New.LearnAlberta Web Based Curriculum Platform, formerly known as CDMA
- Other regional and provincial priorities related to provincial Curriculum Implementation

The funding will facilitate delivery of professional learning supports for curriculum implementation that align with the priorities determined by Alberta Education. The supports provided by NRLC will include high quality professional learning opportunities, involving a wide variety of research-informed approaches and opportunities for educators that build capacity within schools and school jurisdictions, regionally and provincially.

- Three jurisdictions with almost half of all of the teachers are located within one urban center (Grande Prairie) served by this consortium. These same jurisdictions also serve 45% of all students in the Zone.
- A number of ongoing 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 complement and enrich teacher learning.

ARPD C CURRICULUM DEVELOPMENT BELIEFS

ARPD C (ALBERTA REGIONAL PROFESSIONAL DEVELOPMENT CONSORTIA) is a collective group comprised of seven regional consortia across the province of Alberta, including:

- Northwest Regional Learning Consortium (NRLC)
- Learning Network Educational Services (LNES)
- Edmonton Regional Learning Consortium (ERLC)
- Central Alberta Regional Consortium (CARC)
- Calgary Regional Consortium (CRC)
- Consortium Provincial Francophone pour le Perfectionnement Professionnel (CPFPP)
- Southern Alberta Professional Development 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?

MESSAGES

Accountability Statement

The Northwest Regional Learning Consortium Annual Report for the 2018-2019 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 2018-19 Financial Statement is submitted as Appendix A to this report.

Nick Radujko
Board Chair

Sandra Ciurysek
Executive Director



Message from the Management Team Chair

The Northwest Regional Learning Consortium serves the northwest area of the province with timely, relevant high-quality professional development and professional learning opportunities focused on the needs indicated by Division Office staff, administrators, teachers, staff, parents and community members in our area. Not only does the work of the consortium address provincial, division and school goals, it also works to address the needs found in relation to our location and, in some cases, the relative isolation of the school staff.

As a result, I applaud the work of the consortium team as they strive to develop a broad range of focused and effective professional development and professional learning opportunities while also engaging and collaborating with our northern educational partners. The collaborative nature of identifying needs is vitally important and will become even more so with Alberta Education's implementation of new curricula along with the changes made to the teaching, leadership and superintendent quality standard documents. The ability of a consortium to adapt to the needs of the northern regions it serves and to ensure professional learning continues often over long distances speaks to the continued value of regional consortia under the provincial PD consortium umbrella.

Our Board of Directors also encompasses much of the variety found in our region with representation from the College of Alberta School Superintendents (CASS), the Association of School Business Officials of Alberta (ASBOA), the Alberta School Boards Association (ASBA), the Alberta School Councils' Association (ASCA) and Alberta Education. This provides for a variety of perspectives that come together to enrich the understanding of the role of the NRLC in our area.

I would like to wish the NRLC team continued success as we all engage in ensuring that the NRLC continues to support professional learning that allows for "[e]ffective curriculum implementation lead[ing] to a change in practice that enhances student learning" as noted on our website.

Yours,

Nick Radujko

Zone 1 College of Alberta School Superintendents and Board Chair

Message from the Executive Director

The data and analysis of this annual report will look a bit different from previous years. Comprehensive data from the annual stakeholder survey is absent as the stakeholder survey was not issued/completed in 2018-2019 due to the provincial election transition period. The data and analysis presented in this report is based on learning opportunity qualitative and quantitative data. This report provides reporting on how NRLC met the priorities and deliverables of the Curriculum Implementation grant allocation for our Zone 1 service area with participant learning opportunity data exclusively.

Highlights of NRLC work during the 2018-19 year include our collaborative partnerships. Our highest participation rates occur on our collaborative programs with stakeholders and in the 2018-19 year, 55% of NRLC programming was collaborative partnership projects and approximately 6647 participants took part in these collaborative projects. Additionally, NRLC is pleased that 94% of participants shared and/or discussed their new learnings with colleagues as it broadens the impact of professional learning and can build deeper understandings for participant.

Key to continued success for NRLC is strategic planning with each of our individual school divisions and authorities. Working collaboratively to meet their individual jurisdictional needs with creative solutions for effective professional development while considering the evolving challenges of limited professional development funding, large travel distances and substitute shortages is integral in building effective professional learning and educator capacity to provide for effective implementation of curriculum.

I once again want to thank the NRLC Board Management Team, our staff, Anu Ayanleke, Laura McLeod, Bill Sheets; and consultants, Kim Barker-Kay and Geri Lorway for their dedicated professional service to the success of the 2018-19 program year in offering “Adult Learning for Students’ Sake”.

Respectfully,

Sandra Ciurysek
Executive Director

INTRODUCTIONS: STAKEHOLDERS

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

Board of Directors

Aimee Hirtle (Treasurer)	Association of School Business Officials of Alberta (Holy Family Catholic)
Delainah Velichka (Member)	Alberta School Boards Association (Peace River SD)
Jodi Peebles (Vice Chair)	Teacher Education North, Grande Prairie Regional College (GPRC)
Nick Radujko (Chair)	College of Alberta School Superintendents (Grande Prairie Public SD)
Rick Sakundiak (Member)	Alberta School Councils' Association
Johanna Pagonis	Alberta Education, Senior Manager Stakeholder Engagement
No Representatives	Alberta Teachers' Association (3 member seats)

Staff and Consultants

Sandra Ciurysek	Executive Director
Tammie Diesel	Executive Assistant (to Dec.2018)
Anu Ayanleke	Executive Assistant (Jan.2019 →)
Jenn Labrecque	Administrative Assistant (to Dec.2018)
Laura McLeod	Financial Administrative Assistant (Feb.2019 →)
Bill Sheets	Curriculum Facilitator
Kim Barker-Kay	First Nations, Métis Education Consultant
Geri Lorway	Mathematics Curriculum Consultant

Districts

Northwest Regional Learning Consortium is proud to work with and serve the following jurisdictions as well as private, charter and First Nations schools in our region:

Fort Vermilion School Division No. 52	www.fvds.ab.ca
Grande Prairie RCSSD No. 28	www.gpcsd.ca
Grande Prairie Public School District No. 2357	www.gppsd.ab.ca
High Prairie School Division No. 48	www.hpsd.ca
Northern Gateway Regional Division Valleyview Area	www.ngps.ca
Holy Family Catholic Regional Division No. 37	www.hfcrd.ab.ca
Peace River School Division No. 10	www.prsd.ab.ca
Peace Wapiti Public School Division No. 76	www.pwsd76.ab.ca

Northland School Division No. 61	www.nsd61.ca
Kee Tas Kee Now Education Authority	www.ktcea.ca
BigStone Cree Nation Education Authority	www.bigstone.ca
Little Red River Board of Education	http://lrrcn.ab.ca
Valhalla Charter School	https://vcs.education
Sturgeon Lake First Nations	http://www.slfn.ca

Over the past few years, our consortium work and planning has been finely tuned in response to building our knowledge of effective professional development design that meets our regional environment, as well as meeting the expectations of Alberta Education and School Jurisdiction Business Plans. Tools developed by Alberta Education in conjunction with the ARPDC leadership and other stakeholders include the [Guide to Comprehensive PD Planning](#) and the Essential Conditions [Guide to Support implementation](#). 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 2018-2019 year, a Leading Curriculum Learning meeting was held in November 2018 with 24 district curriculum representatives in attendance. This meeting provided opportunity for dialogue on of the New K-4 Curriculum Design, the Curriculum Management Application and other initiatives. Our thanks to the Alberta Education team who participated across the province.

It should be noted that NRLC staff and consultants including Sandra Ciurysek, Bill Sheets, Kim Barker-Kay, and Geri Lorway often held individual meetings to refine professional development programs and/or design specific sessions based on district requests. We continually search for ways to be most cost effective, using the combination of some grant dollars from the annual implementation grant and funding from district resources. NRLC continues to make professional development accessible and job-embedded.

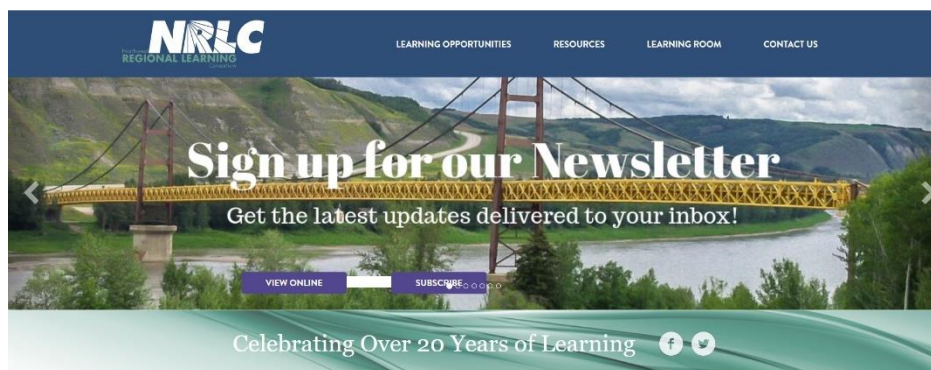
CREATING CONTEXT FOR THE 2018-2019 REPORT

On March 11, 2019, the Alberta Regional Professional Development Consortia were informed Alberta's Election Act required government employees to limit public communication activities during the spring election period, which included the 28 days between the time the election was called and Election Day. The timeframe for impact to service, and the cancellation of professional learning sessions, extended beyond the election period to include the transition period for the incoming government.

This policy direction was to avoid any appearance of government departments becoming inappropriately involved in the election process and extended to participation by government staff in meetings with external stakeholders.

All Alberta Regional Professional Development Consortia activities related to supporting provincial curriculum are directed by Alberta Education and were therefore subject to this policy direction.

On March 20, 2019, all consortia embarked on a campaign to inform education stakeholders in their respective regions of the shutdown to services as they related to curriculum implementation priority areas, as well as initiating the cancellation of all professional learning sessions up to and including June 30, 2019. This campaign included the following message posted on the banner of our website.



Find a Great Learning Opportunity Near You!

Northwest Regional Learning Consortium Website Notification March 20-June 30, 2019

Alberta is now in a general election. Local Authorities' Election Act requires government employees to limit public communication activities during an election period. Alberta Regional Professional Development Consortia/Northwest Regional Consortium activities related to supporting the provincial curriculum are directed by Alberta Education and subject to this policy direction. While the Election Act restrictions on government communications end after polling day, other policies and conventions must also be considered. Therefore, ARPDC/NRLC is cancelling professional learning sessions related to curriculum implementation priority areas through the election and transition time to June 30, 2019.

We appreciate your anticipated understanding during this time and offer that we value our relationship with you in being able to support your professional learning needs

Check back often for upcoming fall programming!

WORKING IN COLLABORATION WITH REGIONAL AND PROVINCIAL PARTNERS

The NRLC strives to collaborate with as many groups and stakeholders as possible to support “**Adult Learning for Students’ Sake**”.

Alberta Regional Professional Development Consortium (ARPDC)

The ARPDC is 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. (see section, ARPDC Provincial Professional Development)

NRLC encourages the use of ARPDC online resources, shared websites, and webinars as we continue to provide services and meet our mandate. Technology mediated sessions have increased the opportunity for zone collaboration with platforms such as Adobe Connect and Zoom to learning sessions hosted by the ARPDC.

Curriculum Partnerships

Executive Director, Sandra Ciurysek, meets bi-annually with Superintendents, Assistant and Deputy Superintendents, Supervisors of Curriculum, Directors of Instruction, Pedagogical Supervisors, and/or Regional Student Services Coordinators from each Zone 1 School Division including: High Prairie School Division, Holy Family Catholic Regional Division, Fort Vermilion School Division, Grande Prairie Public School District, Grande Prairie Catholic School Division, Northland School Division, Peace River School Division and Peace Wapiti Public School Division, as well as with the Directrice of the French Language Resource Centre.

Advisory Committee Partnerships

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 provide collaborative opportunities for input and direction for NRLC Professional Learning programs and plans. Advisory committees address the following Consortia goals:

- Facilitate Professional Learning which supports the effective implementation of the Alberta Education Business Plan and jurisdictional and school council education plans.
- Facilitate Professional Learning 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 Learning based on the identified and emerging needs of education stakeholders.

In 2018-19, two Advisory Committees provided valuable input:

First Nations, Métis, and Inuit Advisory Committee

Members representing: Ft. Vermilion School Division, Grande Prairie Catholic School Division, Grande Prairie Public School Division, High Prairie School Division, Holy Family Catholic Regional Division, Kee Tas Kee Now Education Authority, Northland School Division, Peace Wapiti Public School Division, and Peace River School Division are in regular attendance. Invitations to all Zone 1 School Divisions and Authorities are issued throughout the programming year.

French Language Resource Centre Board, Advisory Committee

The *French Language Resource* Centre representing thirteen partners including seven school boards: Grande Prairie Public School Division, Peace Wapiti Public School Division, Grande Prairie and District Catholic Schools, Peace River School Division, Conseil scolaire du Nord-Ouest, Holy Family Catholic Regional Division, and High Prairie School Division Académie are in regular attendance.

Fee for Service Partnerships

Fee for service work is defined as service provided when conditions are such that an organization, individual or initiative is seeking to accomplish their work or further their unique mandate through the use of consortia resources and services. The NRLC can and does charge and collect a fee for such service work.

The NRLC charges education related clients (i.e.: Alberta Education, ATA/ATA Locals, CASS, Early Childhood Coalitions, Independent Consultants, PCS etc.) a minimal or reduced fee, from the non-education clients (i.e.: corporate entities, community organizations, non-profit organizations etc.) in the spirit of educational related partnerships to further “Adult Learning for Students’ Sake in Northwestern Alberta.

NRLC accepted the following Fee For Service Partnerships in 2018-19:

- Certification In-Service
- CASS/Alberta Education Annual Learning Conference 2019
- CASS Retirement Banquet 2019



Cost Recovery Sessions

Cost recovery sessions are not supported through the Implementation Grant. All expenses for these learning opportunities are paid by the host school jurisdiction and NRLC either charges a “per registration fee” or a flat rate charge for service toward these programs. NRLC offers ‘in-kind’ services toward our education stakeholders during the course of many of the cost recovery sessions.

Greater Peace Teachers ATA Local 13 PD Day 2018 – October 22, 2018

Four Greater Peace ATA online meetings were held – September, October, November and January - and 394 participants attended this PD offering.

The ATA Fall PD will be hosted at the Grimshaw Multiplex with a variety of sessions and presenters, including teacher presenters from the ATA Local #13

9:00 - 10:30 Keynote – Dean Shareski

10:30 - 10:45 Break

10:45 - 12:15 Breakout Session 1- Various Sessions

12:15 - 1:15 Lunch

1:15 - 3:00 Breakout Session 2 (includes 15-minute break) Various Sessions

P.U.F. Educational Assistants Professional Development Program – February 8, 2019

Peace Collaborative Services - 117 participants

Helping Little Children Deal with Big Emotions

This session will focus on Emotional Regulation. Learn what emotional regulation is, and the significance of co-regulation. Learn skills on how to help children develop emotional control and calming strategies.

Circle of Security

Circle of Security Parenting Program is a relationship-based parenting program. It was developed by Kent Hoffman, Glen Cooper and Bert Powell. We are all "hardwired" to feel secure. This need for secure relationships is built into the interactions we have throughout the day. Come learn how to meet the emotional needs of the children you teach.

Dance Decoded - January 25, 2019 and May 16, 2019

9 participants

This 6-hour course will be taught in layers to help you to understand the building blocks of music, how to hear it, move to it, and teach it to children and teens. The first will help you to understand the building blocks of music - how to hear it, move to it, and teach it to children and teens. The next layer is learning common movements, and setting them to music. This year's focus style will be hip-hop/top 40. You will walk away with 3 songs of choreography ready to teach, along with the skills needed to develop your own choreography. You will be able to teach your students to be choreographers and perform like the stars you know they are!

Stepping Stones Annual Early Childhood Conference 2018 – September 28 & 29, 2018

440 participants

Please join us for the Stepping Stones Society's Annual Early Childhood Conference. There is an amazing variety of sessions and presenters that are sure to be informative and entertaining for each participant. When you register for this conference, you will pre-register into your breakout sessions of choice. All registrations are completed online.

COLLABORATIVE PROGRAMMING HIGHLIGHTS

Regional Professional Learning Partnerships

Regional Collaborative Partnerships are established to support professional development that falls within the purview of Alberta Education identified priorities, school jurisdiction/authority needs and/or serve to further the accomplishment of the NRLC's mandate.

In the 2018-2019 year, the NRLC team worked closely at both school and jurisdiction levels to co-plan and collaborate on effective professional development that met specific needs and initiatives identified by the jurisdictions. These programs vary from cost recovery partnerships such as the Northern Alberta Educational Assistants Conference Team, the ATA Northwest Inclusive Education Council, the Greater Peace ATA Local 13 and sessions at the Mighty Peace Teachers' Convention Association, to those delivered during common district or school-based PD days. These partnerships continue to be an opportunity for embedded PD that creates professional learning communities in various districts to create lasting results and connections. In the 2018-19 year, NRLC increased its partnership programming from 13% in 2017-18 to an amazing 55% collaborative partnership projects with approximately 6647 participants taking part.

Partner	Number of Learning Opportunities	Sessions Cancelled	Registrants
Peace Wapiti Public School Division	22		1745
Peace River School Division	2		398
Peace Collaborative Services	4		344
NWCIE	1		24
Northland School Division	5	1	65
LRRBOE	2		75
High Prairie School Division	12		498
Holy Family Catholic School Division	9	1	155
Grande Prairie Regional College	1		25
GPPSD & PWSD	2		996
Grande Prairie Public School Division	15	3	648
GPCSD, GPPSD & PWSD	5		99
Grande Prairie & District Catholic Schools	8		180
Greater Peace Alberta Teacher Association Local 13	1		394
Fort Vermilion School Division	6	2	344
French Language Resource Centre	28	11	116
CPECC	2		60
Consortium Provincial Francophone Perfectionnement Professionnel (ARPDC)	1		19
College of Alberta School Superintendents	2		414
Calgary Regional Learning Consortium (ARPDC)	1		4
Alberta Education	2	1	44
TOTALS	131	19	6647

Funded or Supported through the Curriculum Implementation Funding and Other Sources

As reported in the previous sections of this report, one highly effective way to support and meet our goals and mandate is to collaborate on projects and conferences. Much of this work falls within our curriculum support programming, with curriculum implementation funding and/or with administrative support and brokerage services. These are some highlighted examples of this support:

Fort Vermilion School Division (FVSD) FVSD regularly requests liaison and brokerage services through the NRLC for their district start up days, and for the district inclusive education day. During the session, *Inclusion: Everybody's Got Stuff - FVSD Inclusive Education PD Day*, 286 FVSD educators received professional development through brokered facilitators and regional jurisdiction staff. Topics such as ADHD, self-regulation, literacy, differentiated instruction, resiliency, and positive classroom strategies were covered for all grade levels and staff.

French Language Resource Centre (FLRC) The NRLC continues to partner with the FLRC to broker professional development within our zone. With the support of the FLRC Coordinator, Diana Boisvert, these programs serve to meet regional French Immersion and FSL educators' needs, through support of both the Curriculum Implementation funding and the Federal Government Other Language Education Protocol (OLEP) grant held by the Southern Alberta Professional Development Consortia and Learning Network Education Services for the ARPDC. In 2018-2019, twenty-eight (28) separate learning opportunities were co-hosted, serving one hundred and sixteen (116) participants.

Grande Prairie & District Catholic Schools (GPCSD) The NRLC supported the GPCSD in co-designing and delivering three learning opportunities including: *Raising Awareness About Eating Disorders and How to Find Support* (4 sessions), *Building a Thinking Mathematics Classroom* (2 sessions) and *Examining & Prioritizing Curriculum - Grades 6 & 9*.

Grande Prairie, three districts (GPPSD/PWSD/GPCSD) NRLC partnered in the development of three sessions: *Transitioning...Life After High School*, *Building a Thinking Mathematics Classroom - Continuing Tri-District Cohort*, and *Work Site Inspection*.

Greater Peace ATA Local #13 PD Day (GPATA) The NRLC continues to work closely with the Greater Peace ATA Local #13 PD Committee by brokering speaker services and hosting the monthly committee meetings via the NRLC Adobe Connect platform on a monthly basis. Three Planning Committee meetings were held during the year involving twenty-four (24) participants. The committee developed a district PD Day (October 22, 2018) featuring Dean Shareski and various sessions directed toward literacy, numeracy, professional learning communities across subject areas including science and music as well as sessions from NRLC on Curriculum 101 and High School Math Assessment. Three hundred and ninety-four (394) participants attended this day in several school and district facilities.

High Prairie School Division (HPSD) NRLC partnered in the development of twelve (12) sessions including three (3) separate series for High Prairie School Division, including a series for Instructional Leadership with Dr. Jim Knight as well as two (2) series, for administrators and teachers, with the Alberta Assessment Consortium.

Little Red River Board of Education (LRRBOE) Within Treaty 8, LRRBOE serves four (4) school communities in Northern Alberta, with an estimated staff base of 130 FTE. For the past four years, the NRLC has liaised with LRRBOE to develop and share in hosting training in the fall for all educational assistants, while administrators and teachers are also getting ready for the new school year. These mini conferences are held in High Level and all staff travel from their remote locations of Fox Lake, John D'or Prairie, and Garden River. Additionally, we assisted with brokering facilitators for the annual Treaty 8 Education Conference in Edmonton in March 2019.

Northland School Division (NSD) The NRLC assisted NSD in developing and facilitating five (5) sessions. Two of these were NSD Area 1 Principals' Meetings in Peace River focusing on Education for Reconciliation and continuing to build on an earlier partnership project focussed on building leadership capacity and systemic change to close the achievement gap with First Nations, Métis and Inuit. Additional workshops entitled *Cross-Grade Unit Builds* and *Concept-Based Pedagogy and Planning and Engaging with the New K-4 Curriculum* were offered. NRLC partnered with NSD and ERLC in March 2019 to bring Dr. Ruby Payne to Edmonton to present to the entire Northland School Division staff on her book *A Framework for Understanding Poverty*.

Peace Wapiti Public School Division (PWPSD) The NRLC works closely with the PWPSD, on a regular basis, to support their district in developing professional learning opportunities based on district priorities and goals. Delivered during district or school PD days, these learning opportunities are developed in a cohort-based model to promote the team and peer-to-peer learning aspect. This year, professional development opportunities included ten (10) sessions related to *Education for Reconciliation* which served almost 300 educators, four (4) learning opportunities related to Inclusive Education with over 200 attendees, as well as sessions related to Mental Health and Fine Arts.

Alberta Education (AE) 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. In 2018-2019, a *Moving Forward with High School Redesign* Spring Network Meeting was held which featured a panel of high school principals and post secondary Institution representatives sharing successes of personalized learning through community partnerships. The day also featured small group conversations focussed on student supports, meaningful relationships, and transitions that participants were able to take back to their schools and regions as a catalyst to explore current practices with new information.

Educational Assistants' Conference



CURRICULAR AREAS OF PRIORITY 2018-19

The 2018-19, curriculum implementation funding facilitated delivery of professional learning supports for curriculum implementation that align with the priorities determined by Alberta Education. The supports provided by NRLC for our Zone 1 school jurisdictions and educators, included quality professional learning opportunities involving a wide variety of research-informed approaches and opportunities for educators that build capacity within schools and school jurisdictions, regionally and provincially.

The work of the consortia was supported financially by Alberta Education. The deliverables associated with that funding have been directly related to building an awareness of the infusion of literacy, numeracy, and competencies in instructional practices. Throughout the learning opportunities that have been provided, these elements were embedded and infused to facilitate teachers' understandings of specific pedagogical strategies and processes within the Alberta context. The funds from the OLEP grant are used to support the development of French language and culture found within Francophone, French Immersion, and French as a Second Language classrooms.

The ***Northwest Regional Learning Consortium Regional Plan to Support Curriculum 2018-2019*** was developed with the following priorities identified and allocated funding:

CURRENT CURRICULUM:

First Nations, Métis and Inuit (FNMI)

- ☑ Support for all levels of provincial and First Nations school authorities that results in an increased awareness of holistic learning (emotional, mental, spiritual, and physical) and understandings of topics such as treaty education, human rights and social justice, residential schools and their legacy, as well as environmental sustainability and learning on the land.

Mathematics (MA)

- ☑ Support for the maintenance and development of Elementary Mathematics Professional Learning Opportunities and work to build awareness of these opportunities. Next steps could include spatial reasoning and links to future curriculum.

Provincial Assessments (AST)

- ☑ Support for all levels of school authorities in professional learning supports for interpreting results.
- ☑ Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the related assessment standards for subject-specific diploma exams.
- ☑ Support for Grade 12 teachers to build awareness and understanding of the written response component for the Math 30-1 and 30-2 diploma exams that will be introduced in the 2018-2019 school year.

Inclusive Education (IE)

- ☑ Support all levels of school authorities to build capacity for facilitating and implementing best practices in inclusive education to ensure success for all students; with particular focus on mental health, ESL, ELL, and Francisation.
- ☑ Support for all levels of school authorities in developing increased awareness and understanding needed to implement flexible and responsive learning experiences that acknowledge every student's individual learning needs.

NEW CURRICULUM:

Curriculum 'Shifts' (CUR)

- ☑ Support building awareness and understanding of the shifts in the future K-4 curriculum, with a focus on:
 - How the shifts are being addressed in, for example, inclusion, assessment, First Nations, Métis and Inuit perspectives, Francophone perspectives.
 - The shift from KSA to concept-based curriculum.
- ☑ Further support building awareness and understanding of *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) (2016)*.

Literacy (LIT) and Numeracy (NUM)

- ☑ Continued support for all levels of school authorities in continuing to build awareness and understanding of literacy and numeracy.

Competencies (COM)

- ☑ Continued support for all levels of school authorities in continuing to build awareness and understanding of competencies.

Validation/Implementation (CV)

- ☑ Support provincial engagements related to the validation, implementation and development of future provincial curriculum.

Curriculum Development and Management Application (CD)

- ☑ Support for the beta-release of the new LearnAlberta.ca (Curriculum Development and Management Application)

OTHER Regional and Provincial Priorities Related to Curriculum Implementation (OTH)

- ☑ Provide professional learning support identified as a need by regional consortia or Alberta Education in topics or subjects that are not explicitly stated above, provided this support strengthens the application of the priorities identified in previous years.
- ☑ Priorities in Zone 1 Include but were not limited to: Science, Leadership, Fine Arts, Dual Credit and Strategic Planning for 2018-19.

QUALITY METRICS

Quantitative

ARPDC PD COUNTING MODEL

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. (a subset of sessions is added in further detail to final count report)
- Conference with multiple sessions in one day still counts as one day.
- Webinars are counted 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/ grouping. Counting LO's and sessions by priority gives a more definitive summary and understanding of the consortia work.

NRLC ANNUAL STAKEHOLDER SURVEY

The Northwest Regional Learning Consortium reports annually through a Stakeholder Survey from educational stakeholders, (superintendents, PD Chairs, PD committees, project partners, curriculum contacts, advisory teams) of the school jurisdictions we serve. This survey is traditionally distributed to stakeholders in June of each programming year.

In **2018/19** the Annual Stakeholders Survey **WAS NOT** administered within Zone 1, nor to any of the ARPDC stakeholders around the province in Spring 2019 due to the Local Authorities' Election Act and the restrictions upon the operations of ARPDC. Therefore, there are no quantitative or qualitative survey results reported in the accountability measures of this report.

PARTICIPANT SURVEYS

PROFESSIONAL LEARNING OPPORTUNITY REFLECTION SURVEYS

Distributed electronically following the learning opportunity.

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.

NRLC is no longer offering a paper copy of the survey after our learning opportunities and has moved to online PD evaluations sent directly to each participant following their learning activity; this has increased the challenge in securing responses. Continued conversations are held to increase the return rate as we engage with our stakeholders to convey the importance of participant feedback in guiding regional work that meets their needs.

30-DAY FOLLOW-UP, PROFESSIONAL LEARNING REFLECTION

Distributed participants approximately 1 month following the learning opportunity.

Continuing the practice of all regional consortia, we also distribute a digital follow-up evaluation approximately thirty days after a learning opportunity. This is a simple design, concise, three question survey, intended to capture teacher (educator) practice and impact of the professional learning. Our facilitators, consultants, and staff 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.

Qualitative

PD SATISFACTION RESULTS

In Goal 2, the Curricular Areas of Priority section of this report, (see pages 36-38), you will find sample responses taken directly from the *NRLC's* Professional Learning Reflection and Needs Assessment forms, for each priority area, completed by participants following each learning opportunity or the 30-Day Follow-up Reflection.

ANNUAL STAKEHOLDER SURVEY

As noted earlier, in **2018/19** the Annual Stakeholders Survey **WAS NOT** administered within Zone 1, nor to any of the ARPDC stakeholders around the province due to the Local Authorities' Election Act and the restrictions upon the operations of ARPDC. Therefore, there are no qualitative survey sample responses in this report.

NRLC SURVEY ANALYSIS

In 2018-19, NRLC experienced a return rate of 3.7% of the post session professional learning opportunity reflection surveys and 5% of the 30-Day Follow-Up survey. This is a significant decline from previous years. Measures were taken during the programming year to ensure that the reflection survey would be electronically distributed prior to the end of the learning opportunity and that facilitators

reminded participants to complete the survey before the end of the session. Though we are unable to separate the return data for each survey, it is noted that more people respond to the professional learning opportunity reflection survey than the 30-Day Follow-Up survey. It is hypothesized that the lack of 30-Day Follow-Up responses is the cause of our very poor return rate data.

As survey feedback guides our future work, we thank all participants for taking the time to complete these surveys.

Sample of NRLC Promotional Material – September 2018



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CONSORTIUM

PROGRAMS
RESOURCES
ABOUT
CONTACT US
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FACEBOOK
TWITTER
ARPDIC

Focus

Professional Development Offerings

Learning Opportunities September 2018


2018-19 Programs

Welcome to another school year! The NRLC staff is very excited for the wide range of programs we have to offer you this year, and we invite you to check out the NRLC website at www.nrlc.net website for the PD opportunities we have planned for the 2018-19 school year. Remember to check back with us often for any additional Learning Opportunities that come up during the year. We value hearing your input, suggestions, or feedback regarding NRLC Learning Opportunities! Feel free to contact us with your recommendations.

Notable Speakers



Dr. Nicki Newton **October 18, 2018**
Guided Math and Math Running
Records in Action: Grades K-6
Register Here:
<https://nrlc.net/program/3056>



Dr. Shane Lynch **Positive Behaviour Supports for Children with Complex Needs Series (Sept -Oct)**
Register Here:
<https://www.nrlc.net/program/3042>



Dawn Reithaug **Orchestrating Success in Reading - Assessing and Teaching Reading in ALL Grades**
Oct 3
Register Here:
<https://www.nrlc.net/program/3096>



Dr. David Carter **Principles of Standardized Testing Level B 3 Day Series (Sep 17-19)**
Register Here:
<https://www.nrlc.net/program/2913>
Advanced 1 Day Sept 20:
<https://www.nrlc.net/program/2914>

- ASMT Assessment
- CP Collaborative Projects
- COM Competencies
- CD Curriculum Develop
- EL Early Learning
- ELA English Language Arts
- FNMI First Nations, Métis, & Inuit
- FR French (FSL/FI)
- GC Guidance Counselling
- IE Inclusive Education
- IL&C Second Languages & Cultures
- LEAD Leadership
- LIT Literacy
- MATH Mathematics
- MEET Meeting
- NUM Numeracy
- PAR Parents

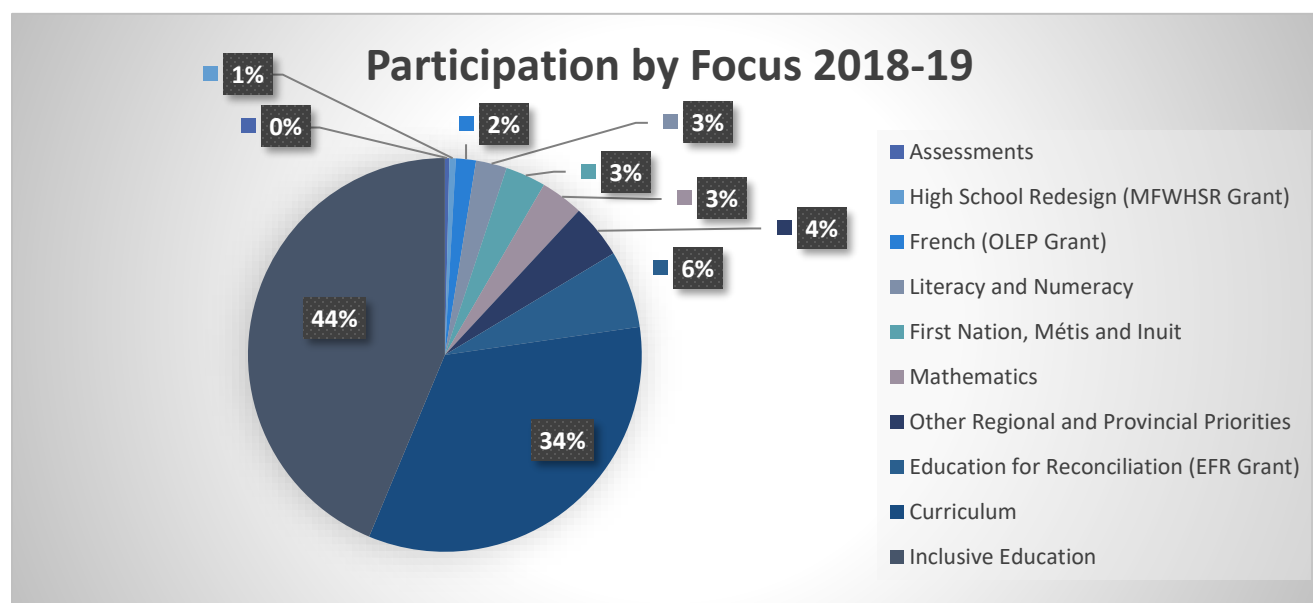
REGIONAL PD STATISTICS AND PARTICIPATION

The NRLC planned two hundred and twenty-nine (229) regional professional development sessions through our Consortium in 2018-19 hosted primarily in Grande Prairie and Peace River, with some sessions offered in High Prairie and High Level. These locations have proven to be the most readily and easily accessible by participants across our geographical area. Of these sessions, 183 were developed and funded under the Curriculum Implementation Grant and served 7,596 registrants. Thirty-four (34) learning opportunities were cancelled, some due to low registration, however, approximately half of the session cancellations were primarily due to the requirement to cancel professional learning sessions related to curriculum implementation priority areas due to the Alberta Election (March 20-June 30, 2019) and transition period.

NRLC continues 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, Communities of Practice, Google Hangout, and webcasts. We continue a trend of planning, developing, and implementing a greater number of learning opportunities based on identified zone needs and Alberta Education priorities; there have been fewer cancellations over the past six years due primarily to this more collaborative approach to planning. Many of these opportunities continue the emphasis of building into long-term learning plans and cohorts, as one program may be delivered over two or three dates.

NRLC, as well as our sister consortia, continues to offer online pre-registrations for workshops and conferences. The capability to provide website and online registration is vital to offering effective learning opportunities and hosting duties. Pre-registration also allows us to foresee low participation and provides us the ability to approach our partners and stakeholders in order to reduce the number of cancellations and improves efficiency of resources.

Following is an overall summary of programming, the majority of which flows through the Curriculum Implementation Grant.



Curriculum Implementation Grant






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

Curriculum Implementation Funded Sessions			
Focus	Sessions Planned	Sessions Cancelled	Total Participants
Assessments (Provincial)	1	1	30
Curriculum*	36	8	2750
First Nation, Métis and Inuit	5	0	239
Inclusive Education	68	13	3581
Literacy and Numeracy	9	0	208
Mathematics	15	8	288
Other Regional and Provincial Priorities**	20	7	365
	154	37	7461

*Curriculum - includes Curriculum 'Shifts', Curriculum Implementation/Validation, CDMA & Competencies

**Includes: Leadership, Dual Credit

As part of these learning opportunities NRLC, assisted in facilitating five (5) conferences including:

-  Grande Prairie Regional College Pre-Service Teacher Professional Development Day
-  Peace Wapiti School Division - District PD Days
-  Greater Peace Teachers ATA Local 13 PD Day 2018
-  2019 Northern Alberta Educational Assistants' Conference
-  Peace Wapiti Public School Division - District PD Days

NRLC Stakeholder Projects Sourced or Funded Under Separate Grants





As part of the NRLC operations, our consortium work and planning has been finely tuned in response to building our knowledge of effective professional development design and meeting the expectations of Alberta Education, School Jurisdiction Business Plans, and regional stakeholder priorities as they align with provincial Alberta Education priorities. With a focus on the success of all students, the NRLC works closely with several key regional planning teams as to develop those projects and learning opportunities on emergent priorities as well. A collaborative approach is modeled when working with members of Early Learning Coalitions, Child Support Services, regional Indigenous groups, and other community service committees to meet these priorities and initiatives identified.

These programs, not directly supported with specific Curriculum Implementation funding, are supported with administrative staff time and consortium registration services. These programs are open to Zone 1 teachers and support staff and are regularly subscribed to by those districts within a 500km radius.

SPECIALTY GRANTS:

OTHER REGIONAL, PROVINCIAL AND FEDERAL PRIORITIES

Professional learning support identified as a need by regional consortia or Alberta Education in topics or subjects that relate to Curriculum Implementation areas, provided this support strengthens the application of the priorities identified.

-  **Horse Lake First Nations Band (HL)**
-  **Moving Forward With High School Redesign (MFWHSR)**
-  **Official Languages in Education Program (OLEP)**
-  **Education for Reconciliation (EFR)**

OTHER GRANTS		
Horse Lake First Nation Band	Year 1 of 3 of a Grant to Peace Wapiti School Division	Partners: HL/PWPSD
<ul style="list-style-type: none"> NLRC Commitment: Administrative Supports Projects/Programs: 1 session planned / 24 participants 		
Moving Forward with High School Redesign	ARPDC Grant Lead: CARC	Partner: ARPDC
<ul style="list-style-type: none"> Strategic Planning for 2018-19: Zone 1 Regional Collaborative Sharing Event Projects/Programs: 1 session planned / 43 participants 		
Official Languages in Education Program	ARPDC Grant Leads: LNES /SAPDC Year 5 of 5 OLEP ARPDC funding	Partner: The <i>French Language Resource Centre</i> in Grande Prairie representing thirteen partners including seven school boards: GPPSDD, PWPSD, GPCSD, PRSD, HFCRD, HPSPD, Conseil scolaire du Nord-Ouest, Académie of Nancy-Metz
<ul style="list-style-type: none"> Projects/Programs: 29 sessions planned / 7 cancelled / 135 registrants 		
Education for Reconciliation	ARPDC Grant Leads: CRC / ERLC holds grant of \$41,000	Collaborative Partnerships HFCRD 3S / 31R NSD 2S / 22R PWPSD 7S / 291R
<ul style="list-style-type: none"> Strategic Planning for 2018-19: Engaged Consultant Facilitation/Presentation of materials developed by ARPDC grant holders, CRC and ERLC for “Education for Reconciliation”. Planning meetings held: 4 face to face meetings / 2 online meetings Projects/Programs: 22 sessions planned / 1 cancelled / 469 registrants 		

NRLC ACCOUNTABILITY MEASURES

★ ARPDC GOAL ONE

Facilitate professional development which supports the effective implementation of:

- The Alberta Learning Business Plan;
- Jurisdiction and school education plans; and
- Regional School Council plans.

OUTCOME 1.1 Work collaboratively through ARPDC, Alberta Education, regional school authority District Contacts and Advisory Committees to establish plans, strategies and opportunities that are responsive to the provincial and locally identified needs in congruence with provincial directions for education.

OUTCOME 1.2 Demonstrate effective provincial planning through the development of a common consortia Provincial Plan to support Curriculum Development that promotes consistency in learning opportunities.

STRATEGIES TO ACHIEVE GOAL ONE

NRLC	ARPDC	PARTNERS
<ul style="list-style-type: none"> • Host regional jurisdictional District Contact and Advisory Committee meetings around the key areas identified in the Curriculum Implementation priority areas. • Hold collaborative conversations with jurisdictional partners to understand the needs for professional learning based on their Three-Year Education Plan. • Conduct post learning opportunity surveys with participants to help identify additional learning needs. • Support the work of new Curriculum in working collaboratively with Alberta Education to facilitate 'engagement' and learning within our zone that will support new curriculum planning and implementation. 	<ul style="list-style-type: none"> • Hold collaborative conversations with Alberta Education personnel to understand provincial direction and how the consortium may support their work in our region and through regional plans. • Hold meetings with key Alberta Education contacts to determine deliverables related to Curriculum Implementation priority areas and develop understanding of the Alberta Education Business Plan. • Conduct common post session surveys for administration to session participants. • Host monthly meetings to collaborate and share on provincial planning as it relates to priority areas defined for current Curriculum and new Curriculum. 	<ul style="list-style-type: none"> • Hold collaborative conversations with Zone 1 Superintendents to discuss regional and jurisdictional needs related to 3 Year Education Plans and Curriculum Implementation priorities. • Hold collaborative conversations with stakeholders to understand how the consortium may support their work in the region related to Curriculum Implementation priority areas. • Hold meetings with stakeholders (CASS, ASCA, ASBA, ASBOA, Grande Prairie Regional College) to determine deliverables related to Curriculum Implementation. • Support ATA regional teacher's convention programming to determine stakeholder needs.

OUTPUTS: GOAL ONE

MEASURES	RESULTS QUANTITATIVE
Overall percentage of stakeholders that are satisfied that the consortium effectively addresses provincial and regional needs identified in planning documents.	N/A*
Overall percentage of stakeholders that are satisfied with the consortium's response to emerging PD needs, outside of those identified in planning documents.	N/A*
Zone 1 Curriculum Implementation Support Plan developed and aligned with 2018-2019 Provincial Priorities	<p>NRLC 2018-19 Implementation Support Plan submitted to Alberta Education in August 2018 and updated November 21, 2018.</p> <p>Mid-Year Review Meeting held with Alberta Education – February 5, 2019.</p>
Host formal/informal conversations with key Alberta Education personnel.	Ongoing
Number of Zone 1 School District meetings held. The Executive Director met with each School District Superintendent and/or Curriculum Coordinator to identify learning needs twice per year.	<p>District visitation meetings held to discuss needs</p> <ul style="list-style-type: none"> • Fort Vermilion School Division No. 52 (once only) • Grande Prairie RCSSD No. 28 • Grande Prairie Public School District No. 2357 • High Prairie School Division No. 48 • Northern Gateway Regional Division Valleyview Area • Holy Family Catholic Regional Division No. 37 • Peace River School Division No. 10 • Peace Wapiti Public School Division No. 76 • Northland School Division No. 61 (once only) • Kee Tas Kee Now • Little Red River Cree Nation (phone only)
Number of collaborative meetings for ARPDC in actualizing the priority areas provincially.	<p>Number of ARPDC ED meetings:</p> <ul style="list-style-type: none"> • 16 face-to-face / 6 technology mediated • 100 guests <p>Number of "From the Field" conversations with Alberta Education:</p> <ul style="list-style-type: none"> • 15 technology mediated / 1 face-to-face

ARPDC collaboration – booking major presenters using provincially-coordinated scheduling and cost sharing with other consortia	<ul style="list-style-type: none"> • 96 participants / 12 guests • NRLC collaborated with ARPDC and shared 3 presenters in 2018-19
Facilitate regional jurisdictional District Contact and Advisory Committee meetings to provide direction for planning learning opportunities and to positively impact district leadership and teacher practice.	<ul style="list-style-type: none"> • Executive Director attended four CASS Zone 1 meetings • NRLC hosted one Leading Curriculum Learning meeting • French/French Immersion Advisory Committee meetings are run by the French Language Resource Centre and attended by the NRLC Executive Director 3 to 4 times per year. • Two First Nation, Métis, and Inuit Advisory Committee meetings were planned and one cancelled. • NRLC Executive Director attended one Zone 1 Board Chairs meeting
Administer multiple surveys to gather data to inform future planning.	<p>Bi-annual Consortium Needs Assessment</p> <ul style="list-style-type: none"> • Not Administered in Spring 2019 Due to Alberta's Election Act and ARPDC Shutdown <p><i>ARPDC Professional Learning Reflection and Needs Assessment survey Learning</i></p> <ul style="list-style-type: none"> • Distributed immediately following each learning opportunity - electronically or paper version. <p><i>PD Impact [Follow up] survey</i></p> <ul style="list-style-type: none"> • Administered approximately 30 days following each learning opportunity.
Promotional materials developed	<ul style="list-style-type: none"> • NRLC Newsletter – <i>Professional Development Offerings</i>

**NRLC Education Stakeholder Survey – Not Administered in Spring 2019 due to the Local Authorities' Election Act and the restrictions upon the operations of ARPDC.*

ANALYSIS OF OUTCOMES OF GOAL ONE

In absence of stakeholder data, the satisfaction of NRLC in effectively addressing individual school jurisdiction goals is undetermined. However, as stated in the measures, the NRLC Executive Director continues to meet with school division and authority assistant superintendents, division learning leads/pedagogical supervisors and curriculum leaders each spring and fall to discuss district priorities and context. These meetings allow NRLC to assist with more in-depth planning and to establish collaborative partnerships. This strategic support has helped to increase our collaborative partnerships to 55% of NRLC programming this year.

NRLC was fortunate in our ability to continue the secondment of a full time Curriculum Facilitator to work with individual districts as well as facilitate presentations open to all of Zone 1 during the 2018-19 program year. We were able to offer several learning opportunities outside of our major populated centres, such as Grande Prairie.

*Sandra Woitas, Keynote Speaker
EA Conference 2019*



★ ARPDC GOAL TWO

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

OUTCOME 2.1 Develop processes, tools and resources to support school authority implementation and for the collection, tracking and reporting of ‘evidence’.

OUTCOME 2.2 Provide scheduled professional learning sessions in the following areas: First Nations, Métis and Inuit; Mathematics; Supporting Competencies in Current Curriculum; Supporting Literacy and Numeracy in Current Curriculum; Provincial Assessment - Student Learning Assessments; Provincial Assessments – Diploma Programs; Inclusive Education; Learning Commons Policy; Curriculum Development; Francisation; Dual Credit; and other regional and provincial priorities

STRATEGIES TO ACHIEVE GOAL TWO

NRLC	ARPDC	PARTNERS
<ul style="list-style-type: none"> • Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions.” • Develop plans and processes to support management of change, including cultural shifts required for transformational change; including assisting educators with understanding components of new curriculum and their roles and responsibilities in implementation. • Provide professional learning opportunities to support curriculum implementation based on regional needs, including work collaboratively with jurisdictions to bring professional learning opportunities related to key priority areas and emerging needs directly to their schools, school authority or school community. • Establish communities of practice based on related 	<ul style="list-style-type: none"> • Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions” to support jurisdictions in the curriculum redesign implementation. • Work towards developing provincial plans and processes that reflect change management elements and cultural shifts required for transformational change. • Work collaboratively with ARPDC colleagues in developing learning opportunities to support curriculum implementation based on Consortia expertise. • Work collaboratively with ARPDC colleagues to create common understandings of the components of new curriculum and Consortia roles and responsibilities in implementation. • Work collaboratively with Consortia partners to design, develop and deliver provincial 	<ul style="list-style-type: none"> • Assist partners with understanding the components of and model “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions” to support partner organizations in understanding how the consortium may support stakeholders’ work related to curriculum and their roles and responsibilities in implementation. • Work with stakeholders to understand how the consortium may support provincial plans and processes that reflect transformational change. • Work with stakeholders to align learning opportunities to support curriculum implementation. • Assist partners with understanding the components of new curriculum and their roles and responsibilities in implementation • Communicate with partners

<p>research and/or field experts.</p> <ul style="list-style-type: none"> Regular promotion throughout Zone 1 highlighting upcoming learning opportunities to support key deliverable areas including newsletter, web page, district contacts, Twitter, and Facebook to communicate happenings and learning opportunities. Continue the creation of eLearning opportunities to support any time, any place, any pace learning opportunities across our region related to provincial priorities and emerging regional needs. 	<p>learning opportunities to enhance learning throughout school communities as related to provincial directions and priorities.</p> <ul style="list-style-type: none"> Support communities of practice based on related research and/ or field experts. 	<p>the available communities of practice in the region and province.</p> <ul style="list-style-type: none"> Partners report back to their respective organizations the work of NRLC and the Board of Directors after each of the meetings of the Management Board of Directors.
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OUTPUTS: GOAL TWO

PERFORMANCE MEASURES	METRIC	RESULTS QUANTITATIVE
Overall percentage of school authorities having access to online materials created by ARPDC members.	These “made in Alberta” resources include: videos, learning guides, archived webinars, facilitator guides, and a collection of resource websites.	100% www.arpdcresources.ca
Number of participants who attended NRLC PD offerings.	Participant Count	209 learning opportunities held 20 conference days held 42 cancelled session days 8837 participants
<p>Number of sessions and participants attending learning opportunities in the following areas:</p> <p>CURRENT CURRICULUM</p> <ul style="list-style-type: none"> First Nation, Métis and Inuit Mathematics Inclusive Education Provincial Assessments Other Priorities <p>NEW CURRICULUM</p> <ul style="list-style-type: none"> ★ Curriculum ‘Shifts’ ★ Literacy and Numeracy ★ CDMA & Competencies 	<p>Registration Data</p> <p>LO – Learning Opportunities R - Registrants</p> <p>Other Regional Priorities include:</p> <ul style="list-style-type: none"> - Dual Credit - Fine Arts - Leadership - Science - Strategic Planning 	<ul style="list-style-type: none"> First Nations, Métis and Inuit LO = 5 R = 239 Mathematics LO = 15 R = 288 Inclusive Education LO = 68 R = 3581 Provincial Assessments LO = 1 R = 30 Other LO = 20 R = 365 ★ New Curriculum LO = 36 R = 2750 ★ Literacy and Numeracy LO = 9 R = 208

★ Curriculum Implementation/Validation		
PERFORMANCE MEASURES	METRIC	RESULTS QUANTITATIVE
Overall percentage of survey respondents who indicated that the professional learning opportunity contributed to their awareness and/or deeper understanding of the topic.	★ <i>Professional Learning Reflection and Needs Assessment survey (#1)</i>	98% were satisfied that the professional learning opportunity contributed to their awareness and/or deeper understanding of the topic.
Overall percentage of survey respondents satisfied that they were provided opportunities to be actively involved in the learning.	★ <i>Professional Learning Reflection and Needs Assessment survey (#2)</i>	96% were satisfied that sessions provided opportunities to be actively involved in the learning.
Overall percentage of survey respondents who indicated that the learning opportunity provided strategies for integration of the learning into current practice.	★ <i>Professional Learning Reflection and Needs Assessment survey (#3)</i>	96 % were satisfied that that the learning opportunity provided strategies for integration of the learning into current practice.
Overall percentage of survey respondents who indicated that the learning opportunity provided opportunity to reflect on my knowledge, skills and attributes about the topic.	★ <i>Professional Learning Reflection and Needs Assessment survey (#4)</i>	98 % were satisfied that that the learning opportunity provided opportunity to reflect on knowledge, skills and attributes about the topic.
Percentage of survey respondents who shared and/or discussed the new learning with colleagues.	➤ <i>PD Impact Survey (#1)</i> awareness	94 % shared and/or discussed the new learning with colleagues.
Percentage of survey respondents who applied the new learning with my staff or students.	➤ <i>PD Impact Survey (#2)</i> application	86 % applied the new learning with their staff or students.

**NRLC Education Stakeholder Survey – Not Administered in Spring 2019 due to the Local Authorities' Election Act and the restrictions upon the operations of ARPDC*

★ ***Professional Learning Reflection and Needs Assessment Survey*** administered immediately following the learning opportunity

➤ **PD Impact Survey** submitted by session attendees 30+ days following the learning opportunity.

PD Impact Survey (#3) observable result

Survey respondents' observation after applying the new learning with staff and students.

OUTCOMES OF GOAL TWO

PD Satisfaction Results

In Zone 1, NRLC offered learning opportunities in all identified priority curricular areas. Below is a sampling of participant responses within each area of curricula.

First Nations, Métis and Inuit

AN ASPECT OF THIS LEARNING OPPORTUNITY THAT MADE IT MEANINGFUL IS:

- ✓ This year's conference (Mamwihitwin) was amazing, The choice in presenters and topics and venue was a wonderful experience.
- ✓ Break out sessions were hands on and very practical to my practice. Keynote sessions were relevant and thought provoking; appreciated the time for table discussions. I was very engaged in the topics and felt that I could take some of the teachings directly back to my staff. I also teach and material was presented that can be put into practice immediately.

AN ASPECT OF THIS LEARNING OPPORTUNITY THAT MIGHT BE IMPROVED IS:

- ✓ I found that two days back to back was a lot to process. I was very energized after the first day, but I found the second day heavy, and perhaps I would have been able to take in more if I wasn't overloaded with the feelings/empathy/knowledge.
- ✓ My approach in working with the indigenous students in the school will be improved due to some of the information that was provided at the conference.
- ✓ Strategies on how to implement FNMI in our classrooms without it being a token gesture.

ONE THING I REQUIRE TO FURTHER SUPPORT MY PROFESSIONAL LEARNING ON THIS FOCUS IS:

- ✓ The next step - now with all of this knowledge, how do we effectively implement change in the schools. How do we help our kids and parents, and get them to the place that they want to be? I don't want to just have the knowledge, and not take it further.
- ✓ I will be exploring the resources presented and looking further into brain and inter-generational trauma.

Inclusive Education

AN ASPECT OF THIS LEARNING OPPORTUNITY THAT MADE IT MEANINGFUL IS:

- ✓ A lot of hands on activities that I can immediately take into my classroom. Thank you for this speaker and also NRLC's awesome organization of the day.
- ✓ Great group activities to participate in and good discussions from some of the activities to help solidify what I was learning. Good resources to purchase.
- ✓ How engaged they [the speakers] were with us. And the information was imparted in a professional manner.

AN ASPECT OF THIS LEARNING OPPORTUNITY THAT MIGHT BE IMPROVED IS:

- ✓ I wish more people would have registered to have an opportunity to hear this important message.

ONE THING I REQUIRE TO FURTHER SUPPORT MY PROFESSIONAL LEARNING ON THIS FOCUS IS:

- ✓ More strategies to help individuals who have experienced trauma.

Provincial Assessments

AN ASPECT OF THIS LEARNING OPPORTUNITY THAT MADE IT MEANINGFUL IS:

- ✓ Looking through the assessment highlights.
- ✓ This learning opportunity was meaningful because it addresses the change to the Math Diplomas that was made this year, and any information about the format, structure, marking can improve understanding and benefit students.
- ✓ All of the time we had for reflection was very valuable. The non-examples were useful, as was the conversation surrounding them.

AN ASPECT OF THIS LEARNING OPPORTUNITY THAT MIGHT BE IMPROVED IS:

- ✓ After investing time in conversations up front, I expected the presentation to be different, More tailored to what I or others were looking for.
- ✓ I would have liked to have this webinar earlier in the semester.
- ✓ Having more examples of science and math, as there seems to be so many for English and social studies. There were some for science and math, however, I feel as though English and social studies lend themselves more natural to the formative practices discussed, but it is more difficult to visualize this with math and science. In order to be more impactful for those that teach in that area, it is important that they see specific examples of those courses (especially at the high school level).

ONE THING I REQUIRE TO FURTHER SUPPORT MY PROFESSIONAL LEARNING ON THIS FOCUS IS:

- ✓ Apply and experiment with the content of the PD in my workplace. I won't know what I need until I try some things out.
- ✓ Still looking for practical applications for classrooms/teachers.
- ✓ I would like to discover the resources we had to purchase as part of the PD sessions.
- ✓ Time to continue to reflect on my assessment practices and to create those assessments.

Mathematics

AN ASPECT OF THIS LEARNING OPPORTUNITY THAT MADE IT MEANINGFUL IS:

- ✓ It gave me MANY resources that I can use to enrich math learning in my classroom. I feel inspired to try many of the games and activities shared by the speaker.
- ✓ This was the right time for me! Everything I needed to get started. I've moved to a new grade and a combined class. Every time she opened her mouth it was something new for me. I need notification if she ever comes back to Grande Prairie.

AN ASPECT OF THIS LEARNING OPPORTUNITY THAT MIGHT BE IMPROVED IS:

- ✓ Maybe a quick handout to show where the main resource will be found for quick access after the day.
- ✓ Make it 2 days long. (Math Running Records)

ONE THING I REQUIRE TO FURTHER SUPPORT MY PROFESSIONAL LEARNING ON THIS FOCUS IS:

- ✓ I am very much enjoying the idea of implementing many of the strategies that I learned. The one thing I always wish with any PD opportunity is that a few months down the road we would have a chance to either revisit the same PD or at least be able to get together with the presenter in some format (Web link or something) so that we could ask questions or clarify things. That is a piece of the puzzle that I really think we miss with PD in general. I would love to see [speaker's name] brought back for us to visit with and for our colleagues who didn't go this time to have a chance to see her PD presentation.
- ✓ [speaker] shared some wonderful websites that provide free Math manipulatives. I'm really looking forward to accessing them.

New Curriculum

AN ASPECT OF THIS LEARNING OPPORTUNITY THAT MADE IT MEANINGFUL IS:

- ✓ It helped me to have a clearer understanding of concept-based teaching using the new draft K-4 curriculum.
- ✓ The plethora of resources provided by [speaker] is great and will help me in my ESL class immensely.
- ✓ It was very easy to take the first session and implement it into the classroom. [speaker] laid out a really good path to follow and also allowed room to explore within that path. At the beginning of the second session, he asked for reflection as a group discussion. In the second session there was a lot more time to reflect on what was learned and I also felt that more questions were directly answered.

AN ASPECT OF THIS LEARNING OPPORTUNITY THAT MIGHT BE IMPROVED IS:

- ✓ I liked the video clip of the student project integrating curriculum outcomes from multiple subjects and would have liked to see more videos of this nature.
- ✓ Several participants didn't understand the difference between phonemic awareness and phonics.

ONE THING I REQUIRE TO FURTHER SUPPORT MY PROFESSIONAL LEARNING ON THIS FOCUS IS:

- ✓ Once curriculum is approved and implemented there all teachers are going to need PD time to explore and understand and work with colleagues.
- ✓ Learning when and how to make enough time to get it all done assess formally and informally throughout the school day and reach all learners?
- ✓ More PD and interaction with teachers across the district that are using it [thinking classrooms] so that we can collaborate and work together.

Other Regional and Provincial Priorities Related to Curriculum Implementation

AN ASPECT OF THIS LEARNING OPPORTUNITY THAT MADE IT MEANINGFUL IS:

- ✓ I gained a lot of insight into things that I need to do as a coach to help people understand that I am there to work alongside them, not judge what they are doing, simply to help them reflect better on what they are doing. I liked the chance to hear what the other coaches in other divisions are doing.

AN ASPECT OF THIS LEARNING OPPORTUNITY THAT MIGHT BE IMPROVED IS:

- ✓ The sessions might have been improved by having a clear understanding of how the school divisions represented by participants are engaging in instructional coaching and how their efforts might be enhanced or refocused to better meet the needs of students through working with teachers.
- ✓ More lead time with the materials to pre-read.

ONE THING I REQUIRE TO FURTHER SUPPORT MY PROFESSIONAL LEARNING ON THIS FOCUS IS:

- ✓ It would be great for us to work on a Manual Playlist as a division so it creates some consistency.

ANALYSIS OF OUTCOMES OF GOAL TWO

In 2017-18, participant survey responses were very positive, with the majority of respondents indicating high satisfaction in their participation of learning opportunities. NRLC is particularly pleased with 98% of participant satisfaction that learning opportunities contributed to their awareness and deeper understanding of the topic and 96% satisfaction that the learning opportunities provided a chance to be actively involved in the learning during the session. Slightly lower in percentage, but integral to student achievement, is that 86% of respondents applied their professional learning with students or other staff.

Though some implementation priorities varied from 2017-18 to 2018-19, priority areas that were consistent included First Nations, Métis and Inuit, Inclusive Education, Mathematics and Provincial Assessment. NRLC had an increase in the number of Inclusive Education learning opportunities from 12 to 68, and the number of Mathematics sessions from nine (9) to fifteen (15). Statistically, First Nation, Métis and Inuit-focused learning opportunities decreased, however, this is in part due to a change in data collection to separate learning opportunities provided with Implementation Funding dollars and those provided with Education for Reconciliation Grant dollars. Provincial Assessment opportunities also decreased from nine opportunities to one. This decline is potentially due to a lack of any changes to Provincial Achievement Tests (PAT) or Diploma Examinations as there were in 2017-18 with changes to Grade 9 Math PATs, and Math 30-1/30-2 examinations.

★ARPDC GOAL THREE

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

OUTCOME 3.1 Collaborate with, share expertise and resources with, and secure the resources and services of other professional learning providers and stakeholders in the planning and developing professional learning opportunities for stakeholders (i.e. Early Childhood Coalitions, AAC, 2Learn, ATLE, Galileo, Alberta post-secondary institutions, ATA, TC2, CASS, 2Learn Society, RCSD)

STRATEGIES TO ACHIEVE GOAL THREE

NRLC	ARPDC	PARTNERS
<ul style="list-style-type: none"> Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders. Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. Design learning opportunities with other professional learning providers to respond to regional needs. 	<ul style="list-style-type: none"> Identify provincial learning needs that could be met by collaborating with professional learning providers and stakeholders. Explore potential provincial partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. Design and deliver professional learning opportunities provincially that capitalize on the resources of partners. 	<ul style="list-style-type: none"> Identify regional and provincial learning needs that could be met by collaborating with professional learning providers and stakeholders. Explore potential partnerships and collaboration opportunities with stakeholder partners through discussions and meetings. Design and deliver professional learning opportunities that capitalize on the resources of partners.

<ul style="list-style-type: none"> • Consortium staff will find opportunities to coordinate, broker or refer stakeholders to appropriate services that meet defined needs. 	<ul style="list-style-type: none"> • Host yearly meetings with stakeholder groups to review partnering opportunities from the current year and to invite exploration for further collaborative opportunities. 	<ul style="list-style-type: none"> • Collaboratively share expertise and resources available for potential learning opportunities.
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OUTPUTS: GOAL THREE

PERFORMANCE MEASURES	RESULTS QUANTITATIVE
<i>Overall number of network meetings/sessions/learning symposiums provided through shared partnerships</i>	
Number of meetings with potential partners/jurisdiction contacts.	10 Meetings 74 Attendees
Overall number of sessions provided through partnerships	4 ATA Teachers' Convention Sessions 187 Registrants
Number of Conferences/Symposiums supported through partnerships	7 Conferences/15 sessions 2820 Conference Registrants
Overall percentage of stakeholders satisfied with the Consortium's effectiveness in coordinating, brokering, and/or referral services in helping access PD resource.	N/A*

**NRLC Education Stakeholder Survey – Not Administered in Spring 2019 due to Local Authorities' Election Act and the restrictions upon the operations of ARPDC*

OUTCOMES: GOAL THREE

Broker

The Consortium utilized expertise within the region, negotiated with private consultants and resource people to offer workshops, brokered services from partner associations and shared work among the Consortia.

During the 2018-2019 year, NRLC worked with 21 partners, creating 131 learning opportunities serving 6647 registrants. (complete information on page 13)

Coordinate

Coordinated international and national speaker agreements with other Consortia to reduce presenter travel costs.

ARPDG Planned Provincial Tours 2018-2019

PRESENTER	FOCUS	DATES	LOCATION	LEAD
Dr. David Tranter	Inclusion - Mental Health	Nov 16-22	NRLC, LN, ERLC, SAPDC, CRC	CRC
Dr. Nikki Newton	Elementary Mathematics	Oct 15-18	SAPDC, CRC, CARC, NRLC	NRLC
Jim Knight	Instructional Coaching	Jan 9-Mar 8	NRLC, CARC	NRLC

Referral Centre

Supplied information regarding speakers and resources to School Districts. As we work with more and more speakers, consultants, and presenters, we have an increased number of requests for referrals.

Advertised partner associations' events.

Shared and recommended local expertise to other Consortia, jurisdictions and schools.

ANALYSIS OF OUTCOMES OF GOAL THREE

The data and commentary above provide exemplars of the work NRLC engages in within Goal Three. As indicated previously, key to continued success for NRLC is strategic planning with each of our Zone 1 individual school divisions and authorities, to provide these individualized services. Working collaboratively to meet the needs of our stakeholders on a regular basis to coordinate, broker, and refer facilitators to them in building their district professional development days, administrators' meeting professional learning opportunities as well as individualized teacher professional development to suit their district needs is an integral part of our regional work.

★APPDC GOAL FOUR

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

OUTCOME 4.1 Deliver professional development based on the identified and emerging needs of educational stakeholders.

OUTCOME 4.2 Work collaboratively with ARPDG to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.

OUTCOME 4.3 Work collaboratively with Alberta Education staff to develop plans

STRATEGIES TO ACHIEVE GOAL FOUR

NRLC	ARPD	PARTNERS
<ul style="list-style-type: none"> ● Collaboratively develop 'needs based' feedback mechanisms, with stakeholder partners, to determine needs and impact of professional learning opportunities. ● Identify feedback mechanisms to determine needs and impact of learning opportunities. ● Work collaboratively with Alberta Education to understand emerging needs and desired outcomes around key priority areas to meet provincial directions. ● Work with Zone 1 leaders, jurisdiction contacts and collaborative community members to understand jurisdiction needs related to provincial directions. ● Plan, develop, deliver and broker a wide range of learning opportunities through the use of emerging technologies for adults to learn synchronously and asynchronously (face-to-face, online, etc.). ● Work collaboratively with jurisdictions to bring professional learning opportunities related to deliverables and emerging needs directly to their schools, school authorities, and school communities. 	<ul style="list-style-type: none"> ● Work collaboratively with Alberta Education to understand emerging needs and desired outcomes around provincial directions. ● Attend train the trainer meetings with Alberta Education in order to deliver accurate information in professional learning sessions around the defined priority areas. ● Design, develop, deliver, and manage and deliver online PD resources. ● Work collaboratively with ARPD to develop professional learning opportunities based on provincial directions and emerging needs. ● Develop and administer a common post session survey to participants to help determine impact of professional learning opportunities. 	<ul style="list-style-type: none"> ● Work collaboratively with partners to understand emerging regional needs. ● Work collaboratively with partners to develop professional learning opportunities based on emerging regional needs.

OUTPUTS: GOAL FOUR

PERFORMANCE MEASURES	METRIC	RESULTS QUANTITATIVE
Number of learning opportunities (**all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders.	Registrations received	229 learning opportunities planned 179 learning opportunities delivered 8837 participants
Number of learning opportunities (**all formats) that were planned and cancelled.	Planned sessions cancelled	34 sessions cancelled 17 of the 34 cancelled sessions occurred during Alberta Elections Act ARPDC shutdown period.
Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic.	<i>Professional Learning Reflection and Needs Assessment</i> (Distributed immediately following the learning opportunity. (#1))	98% satisfaction
Overall percentage of participants satisfied that they were provided strategies for integration of the learning into their current practice.	<i>Professional Learning Reflection and Needs Assessment</i> (Distributed immediately following the learning opportunity. (#3))	96% satisfaction
Overall percentage of participants satisfied that they were provided opportunities to reflect on their knowledge, skills and attributes about the topic.	<i>Professional Learning Reflection and Needs Assessment</i> (Distributed immediately following the learning opportunity. (#4))	96% of participants satisfied that they were provided opportunities to reflect on their knowledge, skills and attributes about the topic. Descriptions and testimonials noted throughout Annual Report.
District Collaboration	Number of Collaborative Projects	Collaborative Projects Planned 131 LO / 19 Cancelled / 6647 R

**all formats: face-to-face, webinars, communities of practice, video conferences, webcasts, wikis, websites, and videos.

*NRLC Education Stakeholder Survey – Not Administered in Spring 2019 due to Local Authorities' Election Act and the restrictions upon the operations of ARPDC

ANALYSIS OF OUTCOMES OF GOAL FOUR

Provincially, ARPD Executive Directors continue to meet a minimum of twice a month, once face-to-face and once online, to collaborate on ongoing projects/programs to serve provincial priority areas, as well as specialized grant projects, and strategize professional development in Alberta. Many of our meetings welcomed guests from Alberta Education [Quality Assurance and Strategic Supports](#), Curriculum Coordination & Implementation Division. Beyond regionalizing these provincial strategies, NRLC continues to work hard at being flexible and responsive in meeting the individual needs and requests of our stakeholders. Regionally, with 131 of NRLC learning opportunities, 55% of total programming, coming from requests of individual schools, school jurisdictions and school authorities, it is evident that intentional collaborative planning, various meetings and ongoing dialogue of emerging needs across Zone 1 are a foundation of our work.

★ ARPD GOAL FIVE

Promote and support the development of professional development leadership capacity.

OUTCOME 5.1 Develop collaborative learning opportunities in the following areas with a focus on building leadership capacity within:

- First Nation, Métis and Inuit
- Mathematics
- Provincial Assessment
- Inclusive Education
- Future Curriculum
 - Including support to building awareness of shifts in the K-4 curriculum, literacy and numeracy, awareness of competencies, curriculum validation and CDMA

OUTCOME 5.2 Develop collaborative learning opportunities to augment leadership capacity in support of emerging jurisdictional needs.

STRATEGIES TO ACHIEVE GOAL FIVE

NRLC	ARPD	PARTNERS
<ul style="list-style-type: none"> Collaboratively develop 'needs based' professional learning opportunities and resources to support emerging leadership needs. Plan, develop, deliver and broker a wide range of learning opportunities through the use of emerging technologies. Identify feedback mechanisms to determine needs and impact of learning opportunities. 	<ul style="list-style-type: none"> Work collaboratively with Alberta Education to understand emerging needs provincially. Attend train the trainer meetings with Alberta Education in order to deliver accurate information in professional learning sessions around the priority areas. Design, develop, manage and deliver online PD resources. 	<ul style="list-style-type: none"> Through collaborative conversations with representative organizations, help identify emerging regional needs as they pertain to developing leadership capacity. Offer sessions/workshops through partner organizations to support provincial directions. Contribute to conversations at CASS Zone 1 meetings to understand leadership needs

<ul style="list-style-type: none"> • Work collaboratively with Alberta Education, CASS Zone 1 and school authorities to understand and address leadership needs in conjunction with priority areas. • Align leadership learning with the Leadership Quality Standard (LQS). 	<ul style="list-style-type: none"> • Identify provincial learning needs that could be met through ARPDC collaboration. • Align leadership learning with the Leadership Quality Standard (LQS) 	as determined by the group in congruence with provincial directions and the Leadership Quality Standard (LQS).
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OUTPUTS: GOAL FIVE

PERFORMANCE MEASURES	METRIC	RESULTS QUANTITATIVE
Number of sessions provided for developing leadership capacity	<i>Number of Registrations</i>	9 learning opportunities 336 registrants
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity.	<i>NRLC Education Stakeholder Results</i>	*N/A

**NRLC Education Stakeholder Survey – Not Administered in Spring 2019 due to Local Authorities' Election Act and the restrictions upon the operations of ARPDC*

ANALYSIS OF OUTCOMES OF GOAL FIVE

Developing leadership capacity within school jurisdictions and authorities is a key part of adult learning support and success. During the 2018-19 programming year, NRLC was able to offer sessions for current and aspiring educational leaders including Instructional Leadership capacity building with Dr. Jim Knight as well as leadership in the Collaborative Response Model with Kurtis Hewson. Beyond the intentional and focused leadership learning opportunities, a variety of NRLC learning opportunities, across the priority areas, included leadership development such as: the Elementary Math Leadership Cohort with Geri Lorway, Leading Education For Reconciliation sessions with HFCRD, NSD and PWPSD with NRLC consultant Kim Barker-Kay and Positive Behaviour Support sessions for school teams with Dr. Shayne Lynch.

★ARPDC GOAL SIX

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

OUTCOME 6.1 Consortium will provide professional learning opportunities at a reasonable cost to participants.

STRATEGIES TO ACHIEVE GOAL SIX

NRLC	ARPDC	PARTNERS
<ul style="list-style-type: none"> Budget funds from grants to offset participation costs for learning opportunities. Make fiscally sound and sustainable decisions regarding operating costs for Consortium. Use fiscally sound and sustainable practices to manage Consortia grant funds. 	<ul style="list-style-type: none"> Distribute grant dollars in support of learning through transparent formulas exhibiting fair and equitable distribution. 	<ul style="list-style-type: none"> Collaborate with stakeholders to provide service at reasonable costs.

OUTPUTS: GOAL SIX

PERFORMANCE MEASURES	METRIC	RESULTS QUANTITATIVE
Percentage of session participants agreeing that the session cost was reasonable	<i>Professional Learning Reflection and Needs Assessment</i> distributed electronically following each event. (#5)	96% of program participants were satisfied that session costs were reasonable
Overall percentage of stakeholders that were satisfied with the overall services provided by the Consortium.	<i>Education Stakeholder Survey</i>	*N/A

**NRLC Education Stakeholder Survey – Not Administered in Spring 2019 due to Local Authorities' Election Act and the restrictions upon the operations of ARPDC*

ANALYSIS OF OUTCOMES OF GOAL SIX

NRLC strives to offer learning opportunities at the lowest possible cost to participants. Though 96% of participants agree that NRLC sessions were provided at a reasonable cost, it should be noted that only 3.7% participant response rate was accumulated.

NRLC continues to strategically plan each learning opportunities with fiscal prudence in order to provide our stakeholders high quality learning opportunities at reasonable costs.

The screenshot displays the Facebook profile of the Northwest Regional Learning Consortium - NRLC. The page header includes the Facebook logo, the page name, a search bar, and navigation links for Home, Create, and user avatars. Below the header, a secondary navigation bar lists options like Page, Inbox (15), Manage Jobs, Notifications, Insights, Publishing Tools, and More. The main content area features a large cover photo with the text "Sign up for the NRLC Newsletter" and "Get the latest updates to your inbox!", accompanied by "SUBSCRIBE" and "VIEW ONLINE" buttons. To the left of the cover photo is the profile picture and the page name "Northwest Regional Learning Consortium - NRLC" with the handle "@nrlc.net". A left-hand menu lists various page features: Home, Services, Reviews, Shop, Offers, Photos, Videos, Posts, Events, About, Community, and Jobs, with a "Promote" button at the bottom. Below the cover photo, there are interaction buttons (Liked, Following, Share) and a "Call Now" button. A "Create" section offers options for Live, Event, Offer, and Job. Below this is a "Write a post..." section with options for Photo/Video, Get Messages, and Feeling/Activ... A "1 Co-Hosting Request" notification is visible. At the bottom, there are two buttons: "Reach People Nearby" and "Get More Page Likes". On the right side, there is a "No Rating Yet" section and a "Our Story" section that describes NRLC's mission to provide quality professional learning opportunities for educators in northern Alberta, with a link to "Finish your story to tell people more about your business."



Alberta **Regional** Consortia

COORDINATED, COLLABORATIVE, COMPREHENSIVE 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. With alignment to the provincial vision for education, identified needs of regional school authorities and recent trends in education, consortia are responsive and work in a collaborative, coordinated manner, to design and deliver cost-efficient professional learning opportunities to Alberta educators.

Consortia provide these professional learning opportunities through Curriculum Implementation funding from Alberta Education, fee for service contracts, grant specific work and cost recovery offerings that are in alignment with Consortia goals, and are responsive to the needs of our regional stakeholders. Each professional learning opportunity design and delivery is intended to support dynamic professional learning that positively impacts teaching and learning in our regions, whether brokered through Consortia or offered directly by Consortia.



Overall, the ARPDC shares the vision of Alberta Education and our regional stakeholders to improve the learning of all participants in education, so they can best support student learning.

The system of Alberta regional professional development has operated since the mid 1990's with considerable success and has grown both in quality, influence and impact on educators across the province as an exemplary model for effective and efficient delivery of professional development to various education stakeholder groups based on common Consortia goals:

- to **facilitate** professional development which supports the effective implementation of components of:
 - the Alberta Education Business Plan
 - Jurisdiction and school education plans
 - Regional School Council priorities,
- to **facilitate** professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes,
- to **coordinate, broker, and act** as a referral centre to assist stakeholders to identify available professional development resources,
- to **deliver** professional development based on the identified and emerging needs of educational stakeholders,
- to **promote and support** the development of professional development leadership capacity, and
- to **provide** educational stakeholders with access to professional development at a reasonable cost.

The ARPDC is representative of the collective work of the seven Executive Directors and their teams, who report to their respective boards and provide service to school authorities across designated regions.

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.

PROVINCIAL COLLABORATIVE INITIATIVES

SUPPORTING PROFESSIONAL LEARNING THROUGH TECHNOLOGY

Access to Resources*

ARPDC develops professional development resources to provide ongoing, job-embedded support to nurture the growth of all educators and "*continue the conversation*" across the various priority areas.

These “made in Alberta” resources include videos and learning guides, archived webinars, facilitator guides, and a collection of resource websites. www.arpdcresources.ca

The following data demonstrated the increased interest in access to resources online, anytime:

2016-2017	55,000 page views	500+ Resources
2017-2018	94,540 page views	600+ Resources
2018-2019	392,232 page views	600+ Resources

*Resources: online professional resources in the form of videos, learning guides, and websites

eCourses - Literacy and Numeracy

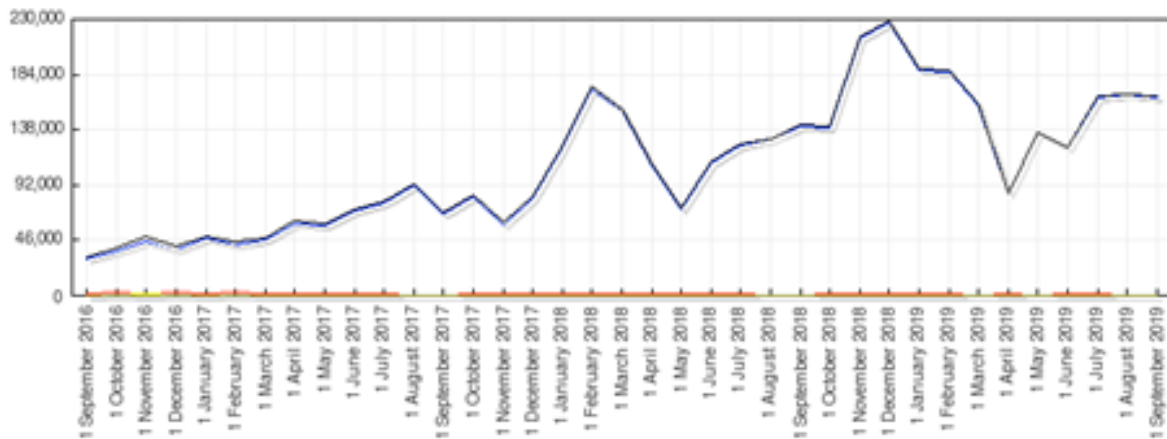
Online-facilitated learning through the creation of eCourses continues to be a popular choice for participants as it provides an any time, any place and any pace professional learning opportunity. This past year saw two eCourses developed related to curriculum implementation priority areas, which invited education stakeholders to explore the meaning of literacy and numeracy. Through engaging in online learning and collaborative conversations, participants were guided as to how they might effectively integrate literacy and numeracy skill development within their current curriculum as well as how to think about the skill development through the respective progressions. In 2018-19, there were two offerings with 188 registered participants.

Learning Portal

A provincial ARPDC Learning Portal has been active for eight years and houses many opportunities for educators to find a variety of resources, strategies and ideas for implementation of the Alberta curriculum. The resources developed under the Elementary Mathematics Professional Learning project and high school mathematics demo courses are the main body of resources on this site and are what is accessed most frequently at <http://learning.arpdc.ab.ca>. Again, the data over the past three school years demonstrates the increased interest in access to online, anytime resources.

2016-2017: 706,055 page views 2017-2018: 1,373,406 page views

2018-2019: 1,964,009 page views



PROVINCIAL PROJECTS

Education for Reconciliation Grant

The ARPDC Education for Reconciliation (EFR) grant work centred around four key deliverables from January 2017 to June 2019:

1. Building Indigenous foundational knowledge in school communities
2. Working with and through curriculum to support provincial teachers
3. Strengthening instructional leadership to lead learning related to Indigenous foundational knowledge and its application within the school community
4. Creating mechanisms for capacity building and sustainability through mobilization of information to the Empowering the Spirit website.

Throughout the three years of the ARPDC Education for Reconciliation grant, the EFR team designed and delivered a variety of resources and supports related to the four key deliverables. The ARPDC EFR team ensured learning opportunities were accessible through a variety of formats, allowing participants to choose the learning methods and times that were best for them. This included offering sessions online through eCourse learning and webinars, as well as face-to-face learning opportunities in schools and school districts.

To support the regional work, Executive Directors from each consortium across the province identified Indigenous leaders, facilitators and consultants to lead professional learning sessions in their region. Through a train the trainer model, the ARPDC EFR team worked with the regional consultants to build their capacity to provide meaningful professional learning opportunities and supports to stakeholders in their region. Each consortium connected with their local Indigenous communities to contextualize the learning at the regional level. As regional sessions and supports were designed and delivered, the provincial EFR team continued to design and deliver a range of

provincial supports, which augmented the professional learning occurring simultaneously at the regional level. In its entirety, the EFR team created just over 370 learning opportunities on both a *provincial* and *regional* level, with accessible options for over 17,000 education stakeholders.

As an ongoing support for education stakeholders, the ARPDC EFR team ensured access of information through mobilization of resources and learning supports to Empowering the Spirit website. www.empoweringthespirit.ca

Each step in the journey of creating resources and learning supports through the duration of the grant was guided by Indigenous voices from a variety of communities. With the help, guidance and direction of Elders, Knowledge Keepers and Indigenous peoples, the ARPDC EFR team achieved the successes in this grant work that they wished to see.

Supporting the Future of Education and the New Curriculum in Alberta

Workshop Goals:

- Build capacity to implement future K-12 curriculum in schools.
- Provide opportunities for system leaders to collaborate with their colleagues.
- Obtain input and feedback relative to directions in new curriculum development and implementation.

Workshop Outcomes:

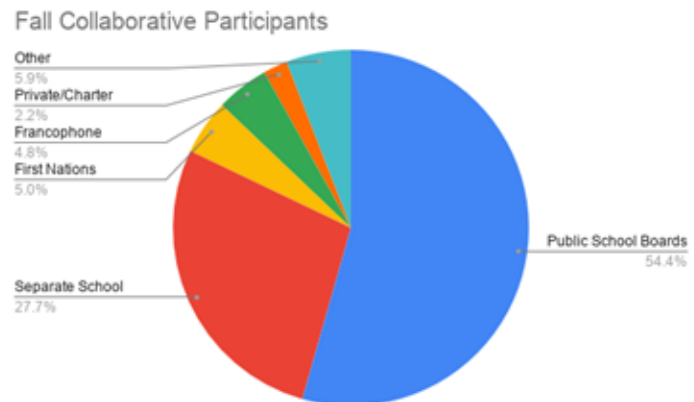
- Provide learning opportunities for system leaders to enable them to build awareness and understanding of the shifts in the new K-12 curriculum in their school authorities.
- Provide learning on New.LearnAlberta.ca for system leaders to become familiar with the custom-developed software tool to help implement provincial curriculum in a digital format.
- Provide updates from the Alberta Teachers' Association and the Alberta Assessment Consortium.

Moving Forward with High School Redesign Grant

The Central Alberta Regional Consortium, on behalf of the Alberta Regional Professional Development Consortium, received a grant to support understanding and implementation of the foundational principles guiding High School Redesign, and to build leadership and teacher capacity in schools and school jurisdictions, regionally and provincially. The 2018-2019 school year was the seventh year of implementation of Moving Forward With High School Redesign. As of the 2018/19 school year, 310 schools were engaged in High School Redesign implementation. This represents 271 (public, separate, francophone and charter) high schools, 31 alternate delivery schools and eight First Nations schools.

Moving Forward with High School Redesign is about more than simply shifting a timetable. It's about shifting mindsets. While timetable shifts open the door for schools to create flexible learning environments, the mindset shift leads to changes in practice that ensure the flexible learning environments are used to support increased student engagement in learning, improved student achievement and enhanced teacher practice.

The Teacher/Leader High School Fall Collaborative was held in Red Deer at the Crossroads Church on October 25, 2018 (446 participants). *Themes:* Conditions for Successful Implementation, Supporting Student Success, Attendance and Engagement, Mental Health and Wellness, Welcoming Respectful, Caring, Safe Learning Environments, Teacher Collaboration, Mastery Learning Strategies, Leadership, Literacy, Trauma-Informed Practices, Instructional Design, Strategies Supporting Indigenous Learner.



Four spring regional network meetings were held across the province during the 2018-2019 school year. Regional network meetings were held:

- North (NRLC) March 14, 2019 – Grande Prairie – 43 participants
- Edmonton (ERLC) and Learning Network (LNES) March 21, 2019 – Edmonton – 136 participants
- Calgary (CRC) March 11, 2019 – Calgary – 173 participants
- South (SAPDC) March 19, 2019 – Lethbridge – 86 participants

A number of regional networking opportunities directed by ARPDC were held across the province.

Total provincial participants in networking opportunities - 160

Examples of regional networking opportunities:

- Changing Structures, Changing Practice, Changing Outcomes session
- Leading Successful Change - High School Redesign and Other Initiatives session
- Online informative francophone session
- Teachers Convention sessions
- School visits
- Francophone Networking days North and South
- Video production and editing for francophone resources
- Enhanced Learning Model district partnership project

Extensive work was done to update, enhance and promote the ARPDC Moving Forward with High School Redesign website.

The website had 1836 users in 2018 – 2019, with 1806 of these as new users, and the site had 5584 page views. Of the 1836 users, 1467 were viewed on a desktop, 276 on a mobile device and 93 on a tablet. <http://abhsredesign.ca/>

The top pages viewed outside of the homepage were:

- Flexible learning environments
- Effective practices
- Mastery Learning
- Assessment
- High School Redesign Research
- Successful Implementation Resources
- HS Flexibility Enhancement Project
- School Stories
- Personalization
- Student Centered
- Talk Redesign Videos
- Re-thinking High School Online Symposium Presentations
- Ministry Resources

Creating Pathways of Hope

The Learning Network Educational Services (LNES) and the Calgary Regional Consortium (CRC) received a 32-month grant from Alberta Children's Services for the purpose of co-creating a model of support for school authorities to ensure the successful development and implementation of protocols related to youth suicide prevention, intervention and postvention.

In communication with content area experts, the consortia are in the process of developing a suicide prevention, intervention, postvention protocols and processes framework which is informed by suicide prevention, intervention and postvention protocols currently under development by Alberta Education. In the creation of implementation models, consortia will also engage in collaborative communities with pilot school authorities and their natural networks and refine and inform the work.

This model will work to ensure that local expertise is developed, including those areas that are rural and remote, or with high-risk populations. The creation of protocols and processes will consider high-risk populations (LGBTQ+2, Indigenous youth, youth with mental illness, youth struggling with addictions, survivors of suicide) and will be customizable for different education environments (e.g. elementary, junior high, senior high, urban/remote/rural).

In the final year of the project, the LNES and CRC will provide professional learning opportunities for all school leaders and their school/school authority natural network team, who will assume responsibility for ensuring successful implementation. These professional learning opportunities will be created at the provincial and regional levels through the 7 Alberta Regional Professional Development Consortia (ARPDC) consortia partners.

Official Languages in Education Programs Grant

The seven regional consortia throughout the province planned and implemented professional learning opportunities in collaboration with their school stakeholders representing the "French" communities in each geographic region of Alberta. While each consortium offered specific opportunities to meet the needs of their individual communities, there were many similarities throughout the province. Professional learning opportunities are offered and sponsored by one consortium. They are advertised and open to all interested teachers throughout the province. As previously mentioned, some geographic regions have limited numbers of French Immersion programs and FSL teachers; placing those individual teachers at a disadvantage if they were not provided the opportunity to attend and become involved in professional learning offered by all provincial consortia. Throughout the 2018-2019 school year, 116 learning opportunities were sponsored with 1077 participants registered. A number of sessions were cancelled because of low registration and the directive from government during the election.

The work of the consortia was supported financially from Alberta Education. The deliverables associated with that funding have been directly related to building an awareness of the infusion of literacy, numeracy, competencies in instructional practices and the work of instructing through a lens focused on conceptual understanding for transfer as part of a pedagogical approach to instruction and curriculum. Throughout the learning opportunities that have been provided, these elements were embedded and infused to facilitate teachers' understandings of specific pedagogical strategies and processes within the Alberta context. The funds from the OLEP grant are used to support the development of the French language and culture found within the Francophone, French Immersion, and French as a Second Language classrooms. Professional learning opportunities were provided that supported Alberta's teachers as they worked with their students in the development of competencies in French language and culture within the Alberta context.

Support for the work inside our "French" education communities was led through our regional steering committees in each of the consortia. The conversations and research of possible professional development opportunities provided the impetus to support local and regional work advancing understanding and practice for teachers and administrators of French, school and division, who support that work. In addition to the advisory committees, specific professional development sessions and "at the elbow" support, the ARPDC Learning Portal provides an opportunity for teachers to share and collaborate on an electronic forum managed by the consortium. Sessions and webinars are available to French Immersion and Francophone teachers. Materials are archived on the portal for future access and support. (<http://learning.arpdc.ab.ca/course/index.php>)

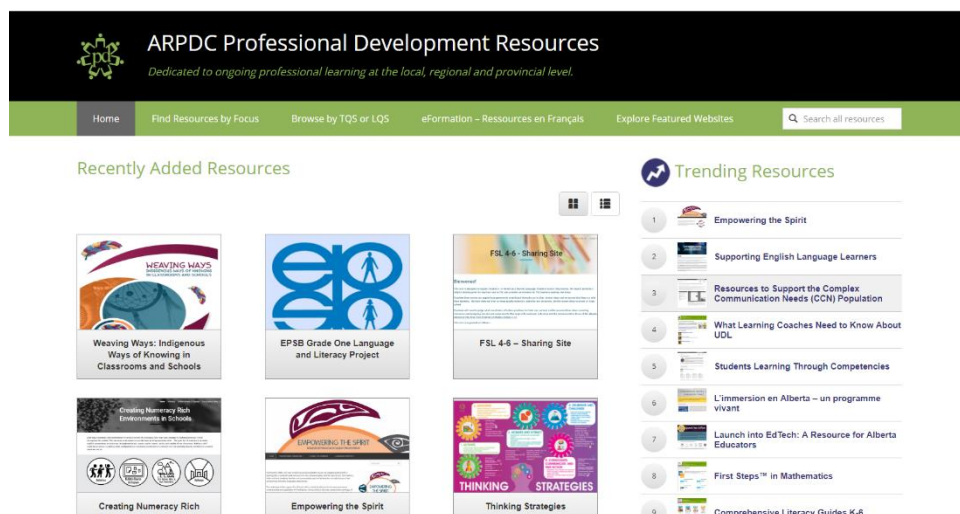
Challenges, Celebrations and Trends in Professional Learning

The spring 2019 provincial election proved to be a challenging time for ARPDC as, for the first time for consortium, learning opportunities and programming operations were suspended during the election, including the transition period after the election, until the end of June. During this time, impacts to consortia included: unrecoverable financial expenditures, including cancellation fees, decreases in annual quantitative session and participant data, elimination of annual stakeholders' survey qualitative data, and strained relations with consortia's consumer stakeholders. The election has also had an impact on implementation planning for the new K-4 Program of Studies and affected the identification of curriculum priority areas for 2019-20 programming year.

Despite these and other trends and challenges in education, Consortia accepts and celebrates changes and we strive to support all education stakeholders in Alberta by providing adult learning opportunities and capacity building resources designed to impact professional practice and enhance student learning. In response to challenges, changes, celebrations and trends in professional learning, ARPDC is:

- Researching trends and current developments in the field of education, sharing best practices, and sharing this information with our stakeholders.
- Updating technology and maximizing the use of technology to coordinate provincial learning opportunities as evidenced by the increased offerings of eCourses and online collaborative communities.
- Forming partnerships with a variety of PD providers and partnering on brokering presentations on behalf of regional stakeholder groups.
- Being responsive to requests from Alberta Education, districts and education partners.

The ARPDC continues to collaborate with Alberta Education and our regional partners to improve the learning of all education stakeholders.



APPENDICES

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

A. NRLC 2018-2019 Financial Statements

Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2019 (in dollars)

CONSORTIUM NAME:			
Northwest Regional Learning Consortium			
	Budget 2018/19	Actual 2018/19	Actual 2017/2018
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	329,925	481,823	235,687
Regional Programs (Schedule 1)	41,280	47,634	
Fee For Service Contracts (Note 2)			1,542
Other Alberta Education			
Total Alberta Education	563,192	721,444	429,216
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)	127,325	114,961	197,540
Regional Programs (Schedule 1)		-	
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)		72,702	14,240
Other fees (Schedule 4)		31,811	62,995
Other (Note 4):			
(Specify)			
(Specify)			
(Specify)			
TOTAL REVENUES	690,517	940,918	703,991
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	345,170	268,726	328,474
Board expenses (Note 8)	2,000	1,873	2,652
Less: Program Cost Allocations (Note 9)	155,183	78,500	138,328
Net Management & Infrastructure expenses (Note 9)	191,987	192,099	192,798
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)	457,250	596,784	433,227
Regional Programs (Schedule 1)	41,280	47,634	-
Cost Recovery Programs (Schedule 4)		104,513	77,235
Other:			
Fee for Service Contracts			1,542
Accounting and Audit Fees			
(Specify)			
(Specify)			
(Specify)			
TOTAL EXPENSES	690,517	941,030	704,802
ANNUAL SURPLUS (DEFICIT)	-	(112)	(811)
Accumulated Surplus at beginning of year	12,092	12,092	12,903
Accumulated Surplus at end of year	12,092	11,980	12,092

* 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:
Sharon Johnson c/o School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5
BY DECEMBER 31, 2019

Regional Consortium
Statement of Financial Position
As at August 31, 2019 (in dollars)

CONSORTIUM NAME:

Northwest Regional Learning Consortium

	August 31, 2019	August 31, 2018
ASSETS		
Cash in Bank and Temporary Investments	117,077	223,525
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions	46,207	83,485
Other		35
Prepaid Expenses (e.g. deposits for future programming)	6,426	22,913
Other assets		
TOTAL ASSETS	169,710	329,958
LIABILITIES		
Accounts payable (Note 12)	69,139	
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	85,075	236,973
Regional Programs (Schedule 3)	-	41,200
Prepaid registration (Note 13)	3,516	39,693
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	88,591	317,866
TOTAL LIABILITIES	157,730	317,866
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)	11,980	12,092
Operating Reserves (Note 15)		
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	11,980	12,092
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	169,710	329,958



Northwest Regional Learning Consortium

DEDUCT:

Cost of Delivering Programs (Note 7)	+	Cost of Delivering Programs (Note 7)	=	Total Cost of Delivering Programs	-	Program Registration Fees Note (a)	=	Net Conditional Grant Revenue
Allocated (Note 18)		Incremental (Note 19)						

Allocated (Note 18)

Incremental (Note 19)

Total Cost of Delivering Programs

Program Registration Fees
Note (a)

Net Conditional Grant Revenue

Curriculum Implementation

[illegible]

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

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, 2019 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

		Amount Transferred 2018/19 Note (b)
(Specify Program)		
(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)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total		-
(Specify Program)		
(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)		
(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*



CONSORTIUM NAME:

Northwest Regional Learning Consortium

2018/19

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.



Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended August 31, 2019 (in dollars)

Northwest Regional Learning Consortium

[illegible]

Notes to Schedule 4:

a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.



**Certification of
Regional Consortium Financial Statements
For the Year Ended August 31, 2019 (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)

November 26/2019
Date

Financial Officer (Signature)

November 26, 2019
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.