

2017-2018 Northwest Regional Learning Consortium (NRLC)

Annual Report and Curriculum Implementation Final Report (Combined)

Submitted November 2018



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.

Northwest Regional Learning Consortium
10127-120 Avenue
Grande Prairie, AB T8V 8H8
Sandra Ciurysek, Executive Director

info@nrlc.net
www.nrlc.net
sandra.ciurysek@gppsd.ab.ca

Twitter: NRLC Info
Facebook: <https://www.facebook.com/nrlc.net>

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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)
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
LN	Learning Network (Eastern Alberta Learning Consortium) (ARPDC)
LRRCN	Little Red River Cree Nation Board of Education
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)

(use for acronym reference throughout this report)

ARPDC Curriculum Development Beliefs

ALBERTA EDUCATION VISION STATEMENT

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

ARPDC (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 (LN)
- Edmonton Regional Learning Consortium (ERLC)
- Central Alberta Regional Consortium (CARC)
- Calgary Regional Consortium (CRC)
- Consortium provincial francophone pour le perfectionnement professionnel (CPFPP)
- Southern Alberta 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 2017-2018 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 2017-18 Financial Statement is submitted as Appendix A to this report.

Nick Radujko

Board Chair

Sandra Ciurysek

Executive Director

MESSAGE FROM THE MANAGEMENT TEAM CHAIR

Respectfully submitted by: Nick Radujko, Board Chair, Zone 1 College of Alberta School Superintendents

It is with great pride and with a sense of accomplishment that the Board of NRLC recognizes the work over the 2017-2018 year.

Education, and a commitment to lifelong learning are intrinsically joined when we choose to pursue working in a school division. When we look at the essential overreaching understanding of the Alberta Regional Professional Development Consortia, we see 'effective curriculum implementation leads to a change in practice that enhances student learning', and the NRLC has done a commendable job in this area as noted in this report. As a Board, we encourage that people read this report and continue to work with the NRLC team in providing professional learning opportunities in our area.

MESSAGE FROM THE EXECUTIVE DIRECTOR

Submitted by: *Sandra Ciurysek*, Executive Director

This report provides a record of the learning opportunities completed, collaborative projects shared throughout Zone 1, as well as comprehensive reporting on how NRLC met the priorities and deliverables of the Curriculum Implementation grant allocation for our service area.

The 2017-18 year brought change to the operations of the NRLC. Along with the change of myself as the new Executive Director, and the hiring of a Curriculum Facilitator, Bill Sheets, we also welcomed three new Management Team Members: Jodi Peebles with Grande Prairie Regional College (GPRC), Aimee Hirtle with Association of School Business Officials of Alberta and Rick Sakundiak with Alberta School Councils' Association. The transition has been positive and though change can have challenges the NRLC data, as reflected in this report, shows positive results from stakeholders and learning opportunity survey data.

NRLC is particularly pleased with the 96.7% participant satisfaction in the learning opportunities offered being relevant and engaging as well as with the increased percentage in satisfaction, to 98.7%, that learning opportunities were provided at a reasonable cost. Though, it is important to note that there was a dramatic drop in survey participation in the 2017-18 year. Learning Opportunity survey response rate dropped from 70% to 30% and stakeholder survey responses dropped from 25% to 12%. Therefore each respondent to the stakeholders' survey represents approximately 7% of the data reported in the accountability goals. Though addressed within the report, it is worth highlighting that this is an area of concern that is being addressed in further strategic planning.

I would like to honor all of the of NRLC's vital stakeholders who engage in programming and ongoing collaboration within our Zone. Our work with school authority and school jurisdiction personnel, advisory groups, Alberta Education, and all our partners is key to promoting learning that goes deeper, builds local capacity and leverages "Adult Learning for Students Sake".

Finally, thank you to the NRLC staff, Tammie Diesel, Jenn Labrecque, Bill Sheets; and consultants, Kim Barker-Kay and Geri Lorway for their dedicated professional service to the success of the 2017-18 program year.



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 SD)
Wendy Kelm (Member)	Alberta School Boards Association (Peace Wapiti Public 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
No Representative	Alberta Education, Senior Manager Stakeholder Engagement
No Representatives	Alberta Teachers' Association (3 member seats)

STAFF AND CONSULTANTS 2017 - 2018

Sandra Ciurysek	Executive Director
Tammie Diesel	Executive Assistant
Jenn Labrecque	Administrative Assistant
Bill Sheets	Curriculum Facilitator
Kim Barker-Kay	First Nations, Métis Education Consultant
Geri Lorway	Mathematics Curriculum Consultant

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.

DISTRICTS

Fort Vermilion School Division No. 52	www.fvsvd.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	www.ktcea.ca
BigStone Cree Nation Education Authority	www.bigstone.ca
Little Red River Cree Nation	http://lrrcn.ab.ca
Valhalla Charter School	https://vcs.education
Sturgeon Lake First Nations	http://www.slfnc.ca

NRLC 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 is to meet grant deliverables as identified through provincial grants. In the 2017-2018 school year, Sandra Ciurysek assumed the Executive Director role following Karen Egge's retirement on October 31, 2017. In addition, two administrative support positions: Tammie Diesel, Executive Assistant and Jenn Labrecque, Admin Assistant, completed the office team. Additionally, Bill Sheets, was 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 nine school jurisdictions with over 185 schools, including private, charter, and First Nation Schools, in a large geographical area covering the northern half of Alberta, Treaty 8 Territory. Approximately 2100 FTE teachers are employed within these school authorities in various subject and grade configurations, serving well over 36,000 students.
- Three jurisdictions with almost half of all of the teachers are located within one small urban center (Grande Prairie) served by this consortium. These same jurisdictions also serve 45% of all students in the Zone.

Number of Alberta Schools and Authorities

Authority Type	Authorities	Schools
Public	42	1498
Separate	17	391
Francophone	4	40
Charter	13	22
ECS Priv Operator	97	130
Private School	150	182
Provincial	16	56
Federal - First Nations	35	62
Federal	1	7
Total	375	2388

- The majority of jurisdictions have a high percentage of First Nations, Métis, Inuit students; some 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.
- Distance and scattered locations within the region provides a challenge in providing professional development learning opportunities for teachers within the region. As a result, NRLC continues to provide programming wherever feasible in each district or community. We use a variety of locations, thereby reducing travel time for participants to attend sessions. Distributed learning/online professional development plays an integral role in the overall planning, also reducing time and travel commitments.
- NRLC services and professional learning opportunities include activities that individuals undertake to develop skills and knowledge and to enhance practice and growth. Opportunities and supports for learning are provided in many ways including:
 - face-to-face sessions, such as workshops and presentations;
 - courses and qualification programs;
 - technology-based learning opportunities, such as webinars;
 - job-embedded professional learning, such as mentoring, collaborative planning and learning communities;
 - professional development material and resources, available on the NRLC and ARPDC websites.
- 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.

Over the past few years, our consortium work and planning has been fine tuned in response to building our knowledge of effective professional development design 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 2017-2018 year, Curriculum Coordinator meetings included invitations for dialogue on Inclusive Education and an awareness of Curriculum Design 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, 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.

Celebrating Karen's Retirement



Curricular Areas of Priority 2017-18

The 2017-18 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 **Northwest Regional Learning Consortium Regional Plan to Support Curriculum 2017-2018** was developed with the following priorities identified and allocated funding:

Total Allocation \$329,925.00

Base Funding	2017-18 Proposed	2017-18 Actual
NRLC Office Management and Support	75,000	75,000
<i>Proportional Funding (*implementation support provided by the Curriculum Support Consultant where denoted below)</i>		
First Nations, Métis and Inuit*	30,000	23,095
Mathematics	35,000	32,615
Supporting competencies in current curriculum*	30,000	21,640
Supporting literacy and numeracy in current curriculum *	37,000	39,124
Provincial Assessment - Diploma Programs/Student Learner Assessments *	8,000	3,347
Inclusive Education *	45,000	73,506
Learning Commons Policy*	5,000	0
Curriculum Development *	5,000	9,336
Francisation	18,000	0
Dual Credit*	5,000	2,383
Other* (Assessment, Coaching, Curriculum, Leadership, Mental Health, Technology)	36,925	31,595
Total	329,925.00	236,641

Included here are some sample responses from participants who attended sessions within these priority areas:

1. **First Nations, Métis, and Inuit:** Support for all levels of school authorities that results in an increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools education and Truth and Reconciliation Commission calls to action for education, and commitments related to the United Nations Declaration on the Rights of Indigenous Peoples.

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

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

- ✓ Sharing of information, best practices and strategies
- ✓ It is wonderful to hear each division and nation sharing their successes; this provides us opportunity to take back information to our districts.

An aspect that might be improved:

- ✓ when presenters are presenting more focus on their strategies, not just touching the tip, for me I would like to see more detail on the specific topic- the how, why, what, where
- ✓ Weaving of indigenous culture into curricular areas would be a nice focus

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

- ✓ Continue to meet to develop a supportive network
- ✓ To focus more on specific topics with detailed clarity and examples
- ✓ A clearer understanding of the equity framework that everyone was talking about. I've had an arm's length understanding of the documents but now I'm needing a more in-depth knowledge of the material.
- ✓ Time to read and digest the resources we were given and shown.

FOLLOW UP SURVEY (completed approximately 30 days following the event)

Please describe what you did or tried since the learning opportunity:

- ✓ A lot of discussions - tried to initiate conversations about what we, as teachers, need to change about our practice to help students achieve.
- ✓ We used the equity framework to inform the development of a numeracy framework for our division.
- ✓ Set up meetings with local people to follow up on some suggestions

One thing I observed after applying the new learning with staff and students (observable result):

- ✓ Staff has buy-in.
- ✓ I have become even more reflective about what I am doing in the school and how can I improve to help our students. I am hoping that this way of thinking will transfer to more of our staff.
- ✓ You really need to start with growth positive mindsets and changing professional attitudes in order to make transformational change. In other words, change cannot happen if you do not take care of school culture.

2. Mathematics: Support for:

- Kindergarten to grade 12 teachers in helping students develop higher-order thinking skills, (i.e.: reasoning and problem solving).
- Building awareness and understanding of revised learning outcomes and achievement indicators for grades 1-9 for September 2016 implementation.

- Grade 6 teachers to build awareness and understanding of the Grade 6 Mathematics PAT Part A that is being added starting the 2016-17 school year on number operations that students will complete without the assistance of calculators.
- Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the assessment standards for Math 30-1 and for Math 30-2.

Sessions showed a diversity ranging from multi-day sessions “Transforming the Mathematics Classroom” and “Building a Thinking Classroom” to single day information sharing sessions focused on SLAs, PATs and Diploma exam written response format. Comments towards the content of sessions is generally positive with many participants appreciative of the relevance to their teaching. Participants also desired more time to implement and discuss ideas and strategies.

SAMPLE RESPONSES from *Mathematics* sessions

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

- ✓ It had us thinking about the different types of instruction and how they can be applied to an ever-changing group of teenagers. The discussion about differentiation of teaching strategies was very interesting.
- ✓ We had a chance to collaborate with other teachers in the area who were also Math teachers. Discussion with other teachers and the ability to network outside of my school.
- ✓ Renewed interested in quality problems. Rethinking types of assessment. Being with other teachers interested in math.
- ✓ I respect the presenter as a very learned individual who has knowledge I would like to understand. Thought provoking, hands on direction that helps you to see what’s best for students.
- ✓ We practiced what we learned the entire time. It was very hands on.
- ✓ Relevant to me directly in the classroom- I will be using what I learned the next day in the classroom

SAMPLE RESPONSES FOLLOW UP SURVEY (completed approx 30 days following the event) from *Mathematics* session

Please describe what you did or tried since the learning opportunity:

- ✓ I have begun to use vertical non-permanent surfaces in my classroom and am beginning to create a culture of thinking.
- ✓ As an instructional coach, the content I learned in these sessions easily applies to the beginning teachers I work with. It has helped restructure the PD I give by allowing more time for discussion, which has led to teachers challenging their preconceived notions of teaching and learning.
- ✓ After the last session, I edited the continuum rubric and gave it to my students as a pre-assessment for a new unit. We will be completing the post-assessment this coming week.

3. Supporting Competencies in Current Curriculum: Support for all levels of school authorities for the implementation of the streamlined competencies and revised draft competency indicators in current programs of study by developing an awareness and understanding of how competencies and competency indicators support learning outcomes for student-centered, competency-focused learning.

SAMPLE RESPONSES from *Competencies* sessions

PROFESSIONAL LEARNING REFLECTION AND NEEDS ASSESSMENT (completed immediately following an event)

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

- ✓ It allowed me to go past textbook learning and gave me resources/ideas/problems to implement into my math class the next day.

- ✓ The discussions were rich and each time I came, I had a new idea or something to try in my classroom that could not be learned in a textbook or teachers guide.
- ✓ Getting to work with teachers from other divisions 5 meeting days throughout the year helped hold the group members accountable between meetings to bring back data/activities done in class to share with the group.

An aspect that might be improved:

- ✓ The only thing I can come up with is to keep this learning going as my learning improved each time and so I feel it is so important to teacher learning.
- ✓ Ensuring that the 4-5 days throughout the year are evenly spread out (This year our first 2 or 3 were close together and then it was a long wait till the 4th meeting)

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

- ✓ For the cohort to continue and be open to more teachers. I will continue to be a part of it for as long as it is offered while I am still a teacher. I believe that the areas debated at these meetings would be extremely valuable for any teacher to be a part of. It will challenge you to be a better math teacher and teacher in general as well.
- ✓ I need more of this delving into the curriculum in Math as it is so all encompassing and the more I learn, the more my students benefit and I can share with my fellow teachers. I would love to continue this learning again next year.
- ✓ Love this cohort and would definitely join again in the 2018-2019 to continue to learn and improve in my math understanding and teaching! Only two teachers from each school were allowed to go, but having 3 or even 4 would be great so that MORE people are learning and can bring that back to the rest of the staff!

SAMPLE RESPONSES from *Competencies* sessions

FOLLOW UP SURVEY (completed approximately 30 days following the event)

Please share any comments on how you have increased awareness with colleagues:

- ✓ Each time I came, I went back to my colleagues and shared any new activities and understandings in our PLC group. We all implemented them into our classroom.
- ✓ There was lots of discussions around the things we were doing in our own classrooms and teachings but also introductions to new resources, learning and teaching ideas. Time shared with colleagues was beneficial and very helpful for my personal development.
- ✓ I was able to discuss and try new learning with my grade partner and my profession learning plan colleague after attending each of the Cohort Days. I am able to discuss the direction we are taking our students in their learning to create a classroom environment of critical thinking and problem solving through the activities and discussion we cover in our Cohort.

Please describe what you did or tried since the learning opportunity:

- ✓ I came away from every meeting with a list of things to try with my students and to share with staff. It was great to see other teachers' examples of what they are doing in their classrooms.
- ✓ I've used all the examples from creating short tasks for the students to work on, to using the creative low floor, high ceiling activities to engage students, to specific tasks on volume, area and perimeter to trying to push my students farther along into multiplicative reasoning because I also now understand it better and how to help the students. These are only a few of the examples. I felt energized and excited to bring what I learned back to class.

- ✓ I have really tried to move away from using paper and pencil in Math this year, and instead of focusing solely on getting the correct answer - ensuring that students truly understand and can explain their thinking. This Cohort encouraged me and supported me in doing so!
- ✓ I gave school wide PD sharing new ideas and resources for my colleagues to try and incorporate with their students.

One thing I observed after applying the new learning with staff and students (observable result):

- ✓ After doing more number sense activities with my children, addition was easy. Each student knew how to break apart numbers to add them up with far less guidance than they used to need.
- ✓ Students were more engaged, hands on learning making connections to real life learning. Kids were active and thinking working collaboratively with their peers. Most ideas generated great classroom discussions.
- ✓ It makes me very confident that the sequence of learning that I am using is indeed proven to be proper and where my students are in their developmental stage!
- ✓ There is a lot of excitement when kids are moving forward in math and they are understanding the process. They do not realize how much their confidence changes in Math throughout the year. Students are more likely to take risks when they feel more comfortable in their own abilities. I would really like for our cohort to continue. I am starting to take a lot away with me from each session.

4. Supporting Literacy and Numeracy in Current Curriculum: Support for all levels of school authorities in continuing to build awareness and understanding of literacy and numeracy. Support for all levels of school authorities in building their awareness of literacy and numeracy in existing programs of study. When the Literacy and Numeracy Progressions are released, build understanding of the Progressions and the ways that they support teachers and students.

Sessions included division 1 and 2 literacy and numeracy connections, Fountas and Pinnell, Academic Vocabulary in Social Studies and Combined Grades planning. Participants commented on the value of the information, the ability to connect with colleagues, and expressed a desire for time to implement ideas and follow-up sessions to revisit strategies.

SAMPLE RESPONSES FOLLOW UP SURVEY (completed approx 30 days following the event) from *Literacy* session

One thing I observed after applying the new learning with staff and students (observable result):

- ✓ Staff is indeed getting faster at implementing the assessment, the more they do it.
- ✓ I feel much more confident administering the F&P benchmark assessment as the course was very practical.
- ✓ Has helped both low and high students of each level to participate in group discussions better.

FOLLOW UP SURVEY (completed approximately 30 days following the event) from *Numeracy* session

One thing I observed after applying the new learning with staff and students (observable result):

- ✓ I have challenged my Kindergarten students to define their patterns, and was surprised that they have grown to easily accept when I substitute a different item into the pattern they make that still meets their criteria. The first time I did that I had one girl in tears - now she gets it:) My kinders have also begun to understand what a pattern "core" is and are mostly able to extend the pattern when given the core - they can most often find the core when looking at a pattern as well.
- ✓ Staff are excited about math in kindergarten - and are starting to see that hands on is so much better than worksheets! They are capable of understanding more things and are often up to bigger challenges.

5. Provincial Assessment - Student Learning Assessments: Support for 20 school authorities (provincially) participating in Year 3 pilot sample in:

- building their awareness and understanding for the implementation of Student Learning Assessments
- building their awareness and understanding of ways to effectively train teachers to locally assess the SLA Performance Tasks
 - providing training and support materials
 - supporting the planning of collaborative marking sessions
- building their awareness and understanding for:
 - interpreting and sharing information in the reports (individual student report and class report) that are based on the Student Learning Assessment digital interactive questions
 - interpreting and sharing the results from the locally assessed Student Learning Assessment Performance Tasks
- assisting with the development of supports, based on information from the SLAs, that can be used to enhance classroom instruction
- helping teachers build their understanding of student learning through the use of interpreting the results of provincial assessments.

6. Provincial Assessment – Diploma Programs: Support for:

- all levels of school authorities in professional learning supports for interpreting results
- 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

Sessions topics included Formative Assessment, SLAs, Gr. 6 & 9 Pat Exam Formats, Analysis of Diploma Exam Results, Written Response for Math 30-1 and 30-2. Participants' comments showed appreciation for the opportunity to engage with colleagues and assessment exemplars, gratitude for having experts present, and a desire to have more teachers attend sessions.

SAMPLE RESPONSES from *Assessment* sessions

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

- ✓ Even though interpreting Diploma results is really complex and mathematical, the presenter had great visuals to help me interpret and understand the information and apply the knowledge to my own teaching and reflection.
- ✓ The persuasive examples--they make these fixes especially convincing despite the challenges of implementing some of them. I'm grateful that Ken O'Connor, a real leader in assessment, was available in Peace River. Thank you! I read the book several years ago but I learned a few new things too.
- ✓ Learning more about the theory and background behind concept based curriculum.
- ✓ A clearer idea of the time allotment for the PAT and discussion of how to schedule the two parts.
- ✓ The round-table format run by the presenter was extremely insightful and useful to be able to share and challenge ideas of other teachers and leadership members.

An aspect that might be improved:

- ✓ As a person with a lot of experience teaching in Diploma Classes and utilizing the results, I would like a more advanced look at the data.
- ✓ I would have liked to talk more about specific examples of how we could have used the data from the SLAs to better plan for instruction.

- ✓ I wish that more teachers from our division and more teachers from other school divisions had attended. I am not sure how to make this happen. If it had occurred in another location I am pretty sure that my teachers would not have been able to attend.

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

- ✓ I need to have a focused discussion with each school (hopefully specific teachers) prior to the exam this spring.
- ✓ Looking at sample written response answers and marking them, then seeing what marks were given to those questions by the markers and seeing how accurate we were at marking. I really liked having the opportunity to see the marking rubric and how they will make it specific for each question.
- ✓ More sessions and conversations like these.

7. Inclusive Education:

- Support all levels of school authorities to build capacity for facilitating and implementing best practices in inclusive education to ensure success for all students.
- Support for all levels of school authorities in developing increased awareness and understanding needed to implement flexible and responsive learning experiences that acknowledge every students' individual learning needs.

Sessions spanned the concepts of FASD, ADHD, Autism, Level B assessments, Educational Assistants conferences, B.O.A.T.S. (Behavior, Observation, Assessment, Teaching, Strategies) with the Northwest Regional Council for Inclusive Education, and Mental Health First Aid, among others. Participants' comments showed appreciation for the expertise of presenters, the ability to implement strategies immediately in their practice, and a willingness to engage in further study on the topics presented.

SAMPLE RESPONSES from *Inclusive Education* sessions

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

- ✓ The templates and strategies in the handbook will be very useful to supplement what is currently being done in our schools and will provide continuity across the district to be using the same process.
- ✓ Helps understand more about some of the children we work with. Working with FASD is a new experience for me. Enjoyed having some information about how they learn.

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

- ✓ To attend more sessions and go beyond my knowledge of how to handle these circumstances that happen in classroom.
- ✓ I love to delve deeper and would like a list of favorite books, website to get more info in each area.
- ✓ Sessions like this available to parents and the beginning, middle and the end of the school year. PD for parents/children supervised/entertained during sessions.

An aspect that might be improved:

- ✓ As it was a broad topic and many intervention approaches were introduced, having a two day training with the second day focused on skill development or following up with additional skill trainings would be very helpful.
- ✓ Longer... I could train like this for three full days and every minute would be useful. Training for grade 9 and CALM sexual ed. would be very helpful as well.

- ✓ More time spent on strategies to help these students in our classrooms, and just an overview of the science about it. The science is key in understanding the diagnosis but for teachers it is more about practical strategies to implement within our classrooms on a daily basis.

SAMPLE RESPONSES FOLLOW UP SURVEY (completed approx 30 days following the event) from *Inclusive Education* sessions

Please share any comments on how you have increased awareness with colleagues:

- ✓ We had discussions on what things worked best in our classes at the JH level. :)
- ✓ Planned differently how to respond/follow-up re: crying behavior of child who may be ASD who has great difficulty with transitions.
- ✓ Lots of new and leading edge research developments presented that may make significant changes to our practice in the future. I have had some great conversations with colleagues who also attended the seminar as well as shared information with colleagues who did not.
- ✓ I have been sharing what I learned in discussions with staff, at staff meetings, whenever I can.
- ✓ I am currently having a weekly practice session with my colleague who also took the course so we are able to retain the information.
- ✓ We discussed the reports and plans that were in the book. There was so much great information that was discussed in the course, and also in the book that was given to us.
- ✓ We are hoping to have a presentation to all our staff to start off the new school year in 2018-2019. I was so excited that I asked for a 20 minute time slot at our staff meeting!

8. Learning Commons Policy:

- Support for all levels of school authorities that result in an increased awareness and understanding of the Learning Commons Policy.
- Support at all levels of school authorities for the implementation of the Learning Commons Policy.

Although NRLC did not hold any specific learning opportunities or session around the priority of Learning Commons Policy, cross zone networking was facilitated between High Prairie School Division and Lethbridge School District No. 51.

9. Curriculum Development: Support curriculum development within the ministry's priority of curriculum renewal by:

- Organizing and leading sessions with education stakeholders to support them in responding to Alberta Education's online surveys about provincial curriculum that will inform the development of future curriculum.
- Organizing and leading sessions with education stakeholders to support the validation of draft kindergarten to grade 12 subject introductions and scope and sequences in six subjects.

Sessions included an introduction to Concept-Based Curriculum and Prioritizing Curriculum. Participants communicated an appreciation for the content and were keen to engage in further learnings on the topics.

SAMPLE RESPONSES from *Curriculum Development* sessions

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

- ✓ Used curricular outcomes and strategies that teachers took from their grade level. They were walked through the process of making teaching meaningful for teacher and learner. Better understanding of

assessment for learning and of learning. USEFUL information!!! One of the most practical and useful PD I have attended in a very long time.

- ✓ Learning more about the theory and background behind concept-based curriculum.

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

- ✓ The transition ideas... how do we encourage teachers to try this, to play with it, to let it be messy and perhaps struggle? Is there a cheat sheet for planning?
- ✓ It was a good introduction but it would be good to have another session that deals more specifically with writing and implementing concept plans.
- ✓ I appreciate the clear focus of support that has been articulated by NRLC for the coming year and will be accessing the sessions as much as possible.

FOLLOW UP SURVEY (completed approx. 30 days following the event) from *Curriculum Development* sessions

Please describe what you did or tried since the learning opportunity:

- ✓ Put up and used “I” statements and used the prioritized outcomes to create lessons.
- ✓ Met with groups of teachers and offered introductory info
- ✓ We continue to discuss the curriculum shift with our Administrators. We are also actively organizing PD for the 2018-2019 school year that incorporates this philosophy.

10. Francisation: Support for implementation of Pre-K to Grade 12 Francisation Benchmarks, specifically:

- within various subject-areas to ensure academic success;
- to connect and support the learning outcomes through the use of Francisation benchmarks and Literacy Progressions.

Sessions included Phonemic Awareness, DELF Exam training, French Ed Matters Symposium, Neurolinguistics Approach, and the Impact of Second Language Learning.

Participants’ comments voiced an appreciation for classroom ready materials, a deeper understanding of the DELF Assessments, and a desire for differentiation between French Immersion and French as a Second Language in PD.

SAMPLE RESPONSES from *French* sessions

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

- ✓ This was by far the best French PD I have ever attended. The information was totally relevant and practical to me for use in my classroom. And to make things even better, the resources that were shared are awesome!
- ✓ Presents an approach to teaching the French language that goes beyond satisfying areas of just the curriculum. It provides an ability goal setting outline that would be reflective of the student's age level. It provides a framework with which to build the student's actual ability that will produce meaningful & pragmatic results while in an authentic situation.

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

- ✓ The willingness for the board and superintendents to let me pilot this. I think it is most EXCELLENT.
- ✓ To try look at website in-class strategies and lessons (and resources!) for how to offer meaningful experiences in French Culture on a budget and within a short timeline.

An aspect that might be improved:

Having a FI class and an FLA class. If all FI teachers were together, I think the class could have been condensed to one day. Some parts were rather lengthy in lecture format and could have been a bit better with more group interaction!

11. Dual Credit: Support the provincial implementation of a new Alberta Dual Credit Framework by organizing and leading sessions with education stakeholders to support them in the implementation of a new Alberta Dual Credit Framework and implementation resources for the 2017-2018 school year (including new application and funding processes).

Sessions included both a face to face and technology mediated session with representatives from AB Education.

SAMPLE RESPONSES from *Dual Credit* sessions

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

- ✓ An understanding of the structure of dual credit
- ✓ It was very timely given the end of January funding application deadline.
- ✓ Good overview provided by presenters with time for questions and open discussion; very practical and informative
- ✓ The presenters were from Alberta Education. This made it very meaningful.

12. Other Regional and Provincial Priorities: Professional learning support identified as a need by regional consortia or Alberta Education in topics or subjects that are not listed above, provided that this support strengthens the application of the priorities identified in previous years' grants.

- Career & Technology Foundations (CTF), Competencies, Curriculum, Technology Integration, Leadership, Fine Arts, Moving Forward with High School Redesign

Sessions in this section spanned many topics including: G-suite for Educators, Moving Forward With High School Redesign, EA conference and High School Completion. Participants voiced appreciation for a deeper understanding of High School Redesign, a need to continue dialogue concerning school practices with respect to High School Redesign, and a need for more practice time with G-suite applications during the session.

SAMPLE RESPONSES from *Technology Integration* sessions

An aspect of this learning opportunity that might be improved is:

- ✓ Maybe offering a step between beginner and intermediate? The beginner session in the morning didn't get as involved as he planned because it had to be "extra" beginner.
- ✓ More focused. The presenters tried to cover a lot in a short period of time. It would be more effective to slow it down and really understand how to use specific aspects of g-suite.
- ✓ People need to have a closer at look at their interpretation of their level of knowledge and which level the presentation reaches.

SAMPLE RESPONSES from *Moving Forward with High School Redesign* sessions

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

- ✓ More collaboration time with other schools. Organized visits and admin tours would be good as well.

- ✓ How does the new TQS, and LQS, High School Redesign and curriculum redesign leverage ideas like personalization, professional judgement, and diversity align with ideas like a diploma/graduation requirement that is the same for all?
- ✓ More concrete info re: how AB Ed is supporting implementation, expectations for divisions re: what they must do to support innovative thinking vs. what they can simply choose to do, data and case studies to support the use of various redesign practices. Not just anecdotal info, but hard evidence of gains made in student achievement (the oft-disregarded reason we all do what we do) as a result of specific redesign elements. These would be similar to the original case studies presented at the beginning of HSR, but hopefully include more examples of Alberta-specific schools who have experienced measurable increases in achievement and mastery learning.
- ✓ We were getting information from one school/school division to another but only by word of mouth. When schools and school divisions make significant changes to their High School Redesign format how is that information updated to any central repository for others to see and take advantage of? After a school is in the program, what stops them from totally going in a different direction than was first intended? Inquiring minds want to know.

SAMPLE RESPONSES from the *Northern Alberta NRLC Educational Assistant's Conference [March 9 & 10, 2018]*

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

- ✓ The presenters were really good. It was very well presented and they answered all of our questions. I really got a lot out of taking this. Outstanding speaker, every school should have her speak to their staff. Reminded everyone that any connection, even the smallest ones are still connections. I feel she gave many people faith that they are making a difference. Would highly recommend.
- ✓ It was real. It gave me information that I can comprehend the disorder and adjust my strategies to assist ADHD kids in the classroom. It was funny, heartbreaking and pertinent. Les is a fabulous presenter and everyone in the school setting should attend one of his presentations.
- ✓ The instructors made sure everyone learned at least 5 activities that could be used in their own classroom
- ✓ This session helped me to remember that we all come with a story...as EA's, we need to remember that this story is a part of these children's lives and their parents lives. As we enter, help, and leave their lives, we too become a part of that story...we need to be mindful of how we impact the fabric of this child's life and the lives of their families. Carmen was an excellent presenter.
- ✓ Instructor kept us all involved, she didn't just teach, she asked for our feedback throughout. I liked how she met our needs specifically.

SAMPLE RESPONSES from *Leadership sessions*

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

- ✓ I appreciated the mix of theory with interaction, practical application, and reflection time.
- ✓ I really enjoyed the practice and wished there had been more. There was a lot of information and theory, but the hands on practice of the different strategies was really beneficial.
- ✓ The various strategies presented that can be used between teachers and student, teachers and parent, etc. I really got a lot out of working with others during the sessions to practice implementing the strategies via role play.

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

- ✓ I would love it if there was a way to set up a cohort or group. I really valued the wisdom and experience from the speaker and the other participants. I wished we could continue to work together. I am new in my role and it was invigorating to learn from people with more experience. It was really great, but I wish there was a way to contact the people in my group and create a cohort of some description.

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

Please describe what you did or tried since the learning opportunity

- ✓ I am working with a school leadership team on Academic Emphasis, Faculty Trust in Parents & Students, and collective efficacy.

One thing I observed after applying the new learning with staff and students (observable result):

- ✓ My students understood clearly what I wanted to say.
- ✓ Staff were encouraged to reexamine their expectations of some students.



Centre 2000 Grande Prairie Visitor Centre

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 CONSORTIA (ARPDC)

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

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

CURRICULUM PARTNERSHIPS

Sheldon Rowe, Superintendent
Heather Putio, Assistant Superintendent
Darren Young, Assistant Superintendent

Peace Wapiti Public School Division
Peace Wapiti Public School Division
Peace Wapiti Public School Division

Paul Bennett, Superintendent
Karen Penney, Deputy Superintendent
Jeff Thompson, Assistant Superintendent of Teaching & Learning
Aleeta Ploc, Assistant Superintendent of Inclusion

Peace River School Division
Peace River School Division
Peace River School Division
Peace River School Division

Alexander (Sandy) McDonald, Superintendent
Nick Radujko, Assistant Superintendent, Human Resources
Angela DesBarres, Director of Instruction P-6
Kim Frykas, Director of Instruction 7-12

Grande Prairie Public School District
Grande Prairie Public School District
Grande Prairie Public School District
Grande Prairie Public School District

Karl Germann, Superintendent
Jessie Shirley, Assistant Superintendent of Teaching & Learning

Grande Prairie & District Catholic Schools
Grande Prairie & District Catholic Schools

Betty Turpin, Superintendent
Cora Ostermeier, Assistant Superintendent
Jim Taplin, Assistant Superintendent

Holy Family Catholic Regional Division
Holy Family Catholic Regional Division
Holy Family Catholic Regional Division

Mike McMann, Superintendent
Kathryn Kirby, Assistant Superintendent of Learning
Scot Leys, Assistant Superintendent of Operations
Karen Smith, Supervisor of Learning Services - Connectivity

Fort Vermilion School Division
Fort Vermilion School Division
Fort Vermilion School Division
Fort Vermilion School Division

Laura Poloz, Superintendent
 Margaret Hartman, Deputy Superintendent
 Treva Emter, Assistant Superintendent of Curriculum
 John Wiedrick, Assistant Superintendent of HR
 Julia Drefs, Supervisor of Curriculum

High Prairie School Division
 High Prairie School Division
 High Prairie School Division
 High Prairie School Division
 High Prairie School Division

Gord Atkinson, Superintendent
 Shelly Willier, Associate Superintendent Area 1
 Crystal Colville, Pedagogical Supervisor Area 1
 Lorraine Cardinal-Roy

Northland School Division
 Northland School Division
 Northland School Division
 Northland School Division

Brigette Kropielnicki, Superintendent
 Sylvette Fillion, Pedagogical Advisor

Conseil scolaire du Nord-Ouest
 Conseil scolaire du Nord-Ouest

Ferne McFadden, Regional Student Services Coordinator

Little Red River Board of Education

NRLC 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.

First Nations, Métis, and Inuit Advisory Committee

Darrell Willier	Peace Wapiti Public School Division
Heather Putio	Peace Wapiti Public School Division
Lorraine Cardinal Roy	Northland School Division
Pear Calahasen	Northland School Division
Delores Cox	High Prairie School Division
Laura Tapon	Grande Prairie & District Catholic Schools
Shannon Dunfield	Grande Prairie Public School District
Karen Smith	Ft. Vermilion School Division
Charlene Noskey	Holy Family Catholic Regional School District
Holly Crumpton	Peace River School District #10
Terry Lynn Cook	ATA Walking Together Consultant

French Language Advisory Committee

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



REGIONAL PROFESSIONAL LEARNING PARTNERSHIPS

The following Regional partnerships work in collaboration with NRLC to encourage and maintain professional learning projects and relationships across the region.

North Zone EA Conference Team

- Chris Farquharson, GPPSD
- Karen Chrenek, PWSD
- Nancy Gorgichuk, GPPSD
- Tammie Maurer, GPPSD



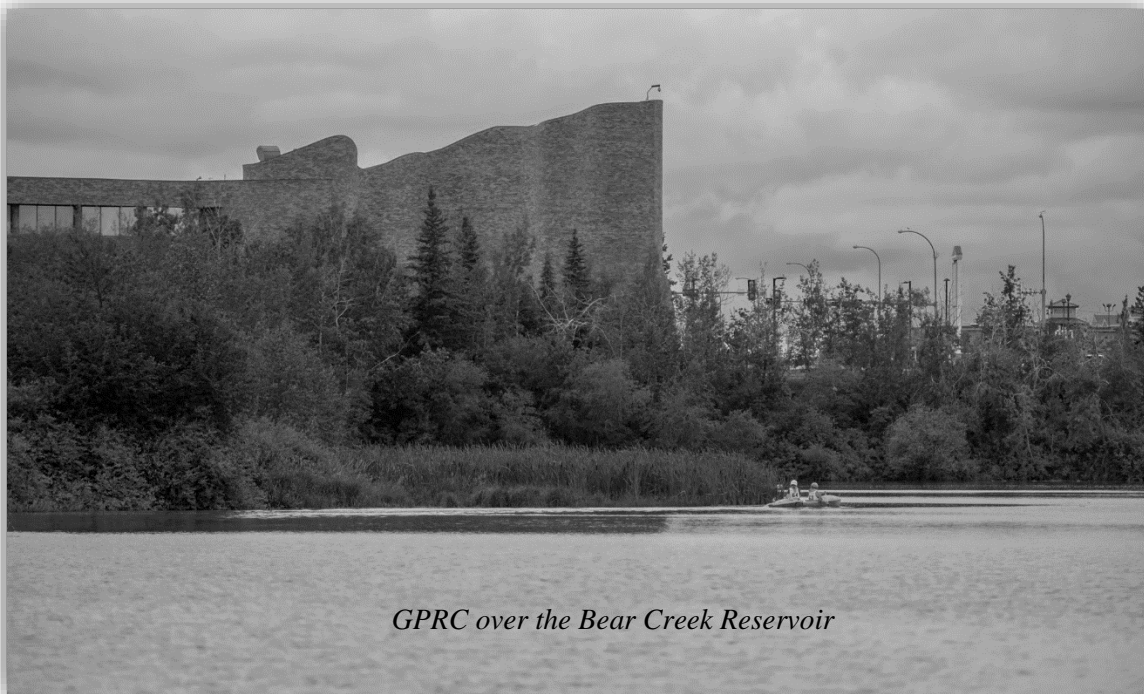
Greater Peace ATA Local 13

- Wanda Laurin
- Kathy Gall



Mighty Peace Teacher Association

- Jodi Dell
- Julie Gummesen



GPRC over the Bear Creek Reservoir

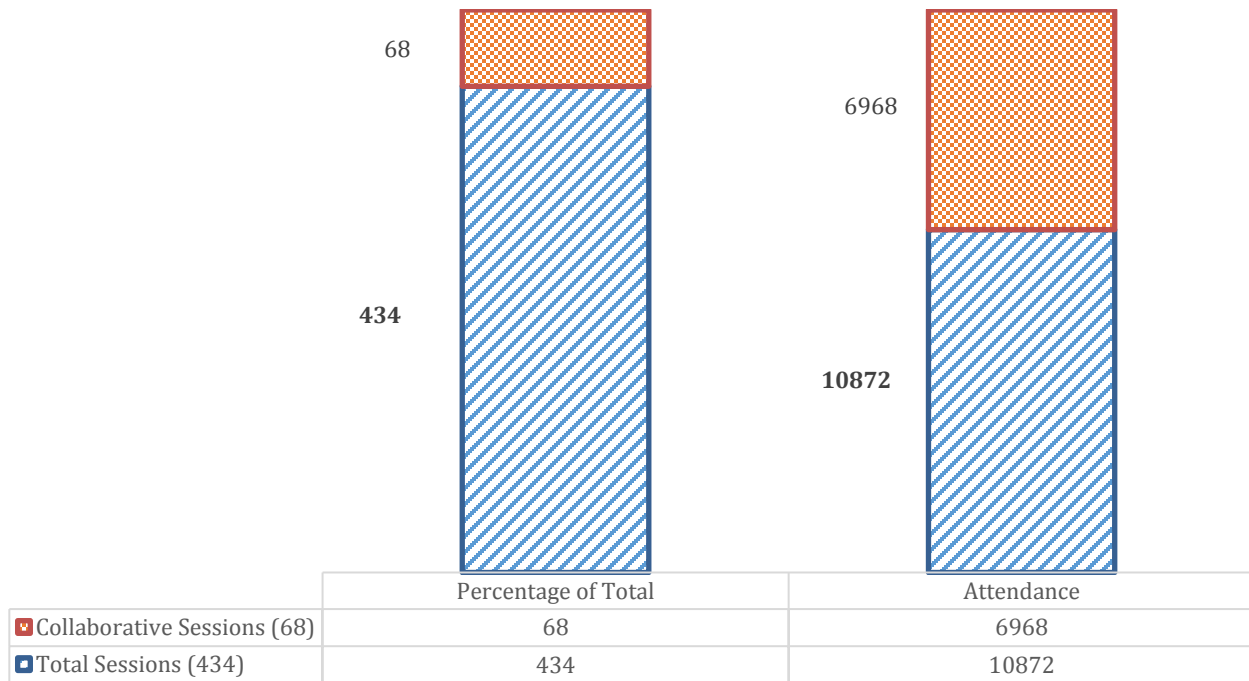
Regional PD Collaborative Projects

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

In the 2017-2018 year, the NRLC team worked closely at a school and a jurisdiction level to co-plan and collaborate on effective professional development that met specific needs and initiatives identified by the jurisdictions. These programs, delivered during common district or school-based PD days continue to be an opportunity for embedded PD that creates professional learning communities in various districts to create lasting results and connections. Collaborative Partnerships are open to Zone 1 teachers and support staff and are regularly subscribed to by those districts within a 500 km radius. In the 2017-18 year, **13%** of NRLC programming were collaborative partnership projects and approximately **6716** participants took part in these collaborative projects. *(3 Learning Opportunities were cancelled)*

Partner	Learning Opportunities	Session Total	Registrations
ATA/NRLC First Nations, Métis, Inuit Advisory Committee	1	3	32
CASA - Emotional Regulation Training	1	1	37
Elizabeth Métis Settlement School	1	3	12
Fort Vermilion School Division	7	29	512
French Language Resource Centre	2	4	18
Grande Prairie and Area Catholic School Division	2	6	176
Grande Prairie Public School Division	10	13	383
Greater Peace ATA Local #13	1	6	70
High Prairie School Division	1	1	8
Holy Family Catholic School Division	3	6	94
Horse Lake First Nation Band	1	1	10
Northern Lakes Collaborative Services	2	8	349
Northland School Division	3	14	224
Northwest Regional Council for Inclusive Education	1	1	89
Peace Collaborative Services	2	3	298
Peace River School Division	2	3	43
Peace Wapiti Public School Division	7	13	582
Multi-District Projects			
Building Thinking Classroom (GPPSD/PWSD)	2	6	180
Collaborative Response - Jigsaw Learning	1	1	11
Dr. Eva Olsson Tour (FVSD/HPSD/PWSD/HFCRD)	1	11	637
Level B Assessment (GPPSD/PRSD)	2	4	71
Mental Health Matters Leadership Review (GPPSD/PWSD/GPCSD)	1	1	5
Summer Institute - Thinking 101	1	5	57
Transitioning Life After High School (GPPSD/PWSD/GPCSD)	1	4	52
Zone 1 Mamawhitowin Sub-Committee Planning Meeting	1	1	4
	68	170	6968

Comparison of Collaborative Sessions to Total Sessions



Northland School Division Numeracy Initiative



FEE FOR SERVICE PARTNERSHIPS 2017 - 2018

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.: AB Ed., ATA/ATA Locals, CASS, Early Childhood Coalitions, Zone 1 Educational Assistant Conference Group, 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 2017-18:

	Collaborative Partner	Learning Opportunities	Sessions	Registrations
CASS/AB Education Learning Conference	CASS	1	4	743
Collaborative Response Model	Jigsaw Learning	1	1	11
Emotional Regulation Training	CASA	1	1	37
	total	27	113	2647

Dr Eva Olsson Tour



Collaborative Programming Highlights

FUNDED OR SUPPORTED THROUGH THE CURRICULUM GRANT 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 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 Inclusion Day and Parent Events, over 340 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 and FSL educators' needs, through the federal Other Language Education Protocol grant held by the Southern Alberta Consortia for the ARPDC. In 2017-2018 thirteen (13) separate learning opportunities were co-hosted, serving 314 participants.

Grande Prairie & District Catholic Schools (GPCSD) The NRLC supported the GPCSD in co-designing and delivering four learning opportunities; including a district delivery of *Examining & Prioritizing Curriculum - Grades 6 & 9* and *Building a Thinking Classroom*. Three districts (GPPSD/PWSD/GPCSD) also partnered in the development of two sessions: *Transitioning Life After High School* and *Mental Health Matters Leadership Review*.

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. Six Planning Committee meetings were held during the year involving 70 participants. The committee developed a district PD Day (October 23, 2017) featuring 25 sessions entitled *Technology & Innovation/Technologie et innovation*. Three hundred and ninety (390) participants attended this day in several school and district facilities.

Little Red River Cree Nation Board of Education (LRRCN) Within Treaty 8, LRRBOE serves four (4) school communities in Northern Alberta, with an estimated staff base of 130 fte and over 1100 students. For the past three 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 have assisted with brokering facilitators for the annual Treaty 8 education conference in Edmonton in March.

Northland School Division (NSD) The NRLC assisted NSD in developing and facilitating 4, 2-day sessions of a Numeracy Review and Initiative with administrators and teachers across Northland School Division, resulting in a data and process toward a draft plan for division implementation during the 2018-19 school year. Principals in Area 1 of NSD also embarked on year one of a two year project toward building leadership capacity and systemic change in their individual schools to close the achievement gap with FNMI Consultant Kim Barker-Kay.

Peace Wapiti Public School Division (PWPSD) The NRLC works closely with the PWPSD 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 were developed in a cohort-based model to promote the team and peer-to-peer learning aspect. Sessions included: a district wide First Nations Métis PD Day, subject-specific literary sessions, student achievement, wellness and art.

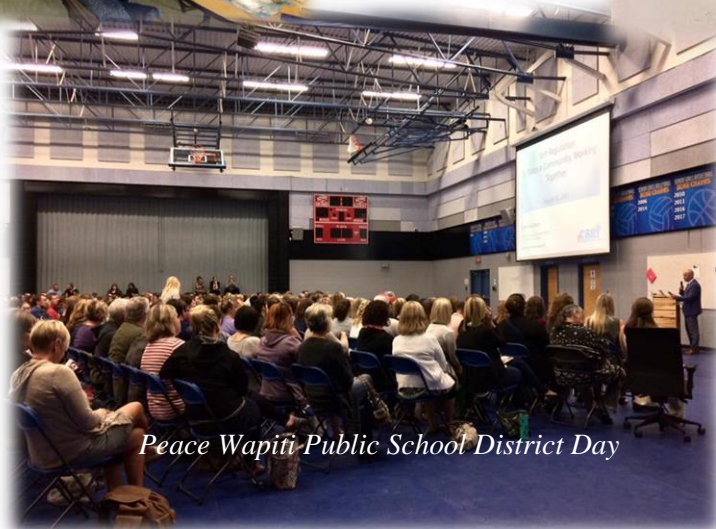
Alberta Education (AE) Alberta Education is the provincial government department responsible for the delivery of education programs and services for people of all ages. It works with parents, educators, business and industry to create opportunities for Albertans to learn throughout their lives.



Horse Lake First Nation Conference



North Zone EA Conference



Peace Wapiti Public School District Day

NRLC Regional PD Statistics and Participation 2017-18

The NRLC planned four hundred thirty-four (434) regional professional development sessions through our Consortium in 2017-18 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, 428 were developed and funded under the Curriculum Implementation Grant and served 6,611 registrants. We continue to develop and participate in innovative steps to provide delivery of PD via online means, including ARPDC initiatives such as Adobe Connect Webinars, Learning Portal curriculum resources, Community of Practices, Google Hangout, and webcasts.

NRLC continues a trend of planning, developing, and implementing a greater number of learning opportunities based on identified zone needs and Alberta Education priorities; with fewer cancellations over the past six years due primarily to this more collaborative approach to planning. These learning opportunities continue to be flexible in meeting needs such as delivering to smaller groups, delivering as class support, and delivering online to team groups or communities of practice. Many of these opportunities continue on 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 in ARPDC, have moved to online pre-registrations for workshops and conferences. The capability to provide website and online registration are vital to offering effective learning opportunities and hosting duties. Pre-registration also allows us to foresee low participation and the ability to approach our partners and stakeholders in order to reduce the number of cancellations and improves efficiency of resources.

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

ALBERTA REGIONAL PROFESSIONAL DEVELOPMENT CONSORTIA (ARPDC)

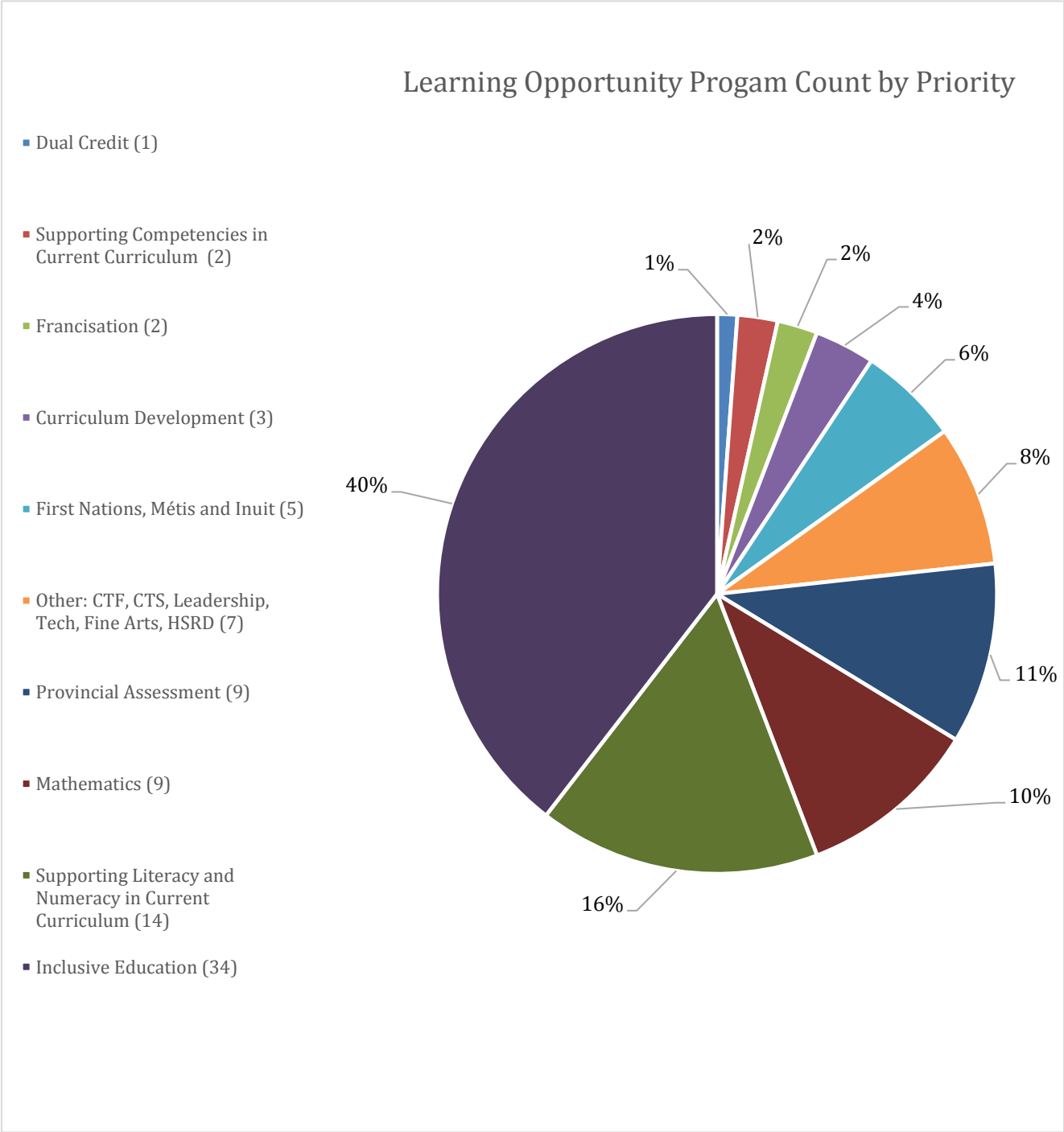
In order to be consistent in determining participation rates among consortia, ARPDC has developed a PD counting model. The guidelines used by the seven consortia are:

- 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 and counting LO's and session by priority gives a more definitive summary and understanding of the consortia work.

PD PROGRAMS & PARTICIPANTS

The chart below provides a summary of programs by priority area, indicating the variety of ongoing professional learning opportunities offered through this past year.



Reported below is a five-year comparison of attendance by Zone 1 jurisdictions in NRLC professional development learning opportunities. Note that the Francophone school jurisdiction in Zone 1, Conseil scolaire du Nord-Ouest, is served by the ARPDC sister consortia, Consortium Provincial Francophone (CPFPP) and will appear in the CPFPP report.

Attendance can be influenced by travel distance and location within the region, weather, and availability to transportation which affects access to some communities. To alleviate these restricting influences, consideration is given to the use of online delivery methods such as Adobe Connect webinar, Google Meet and webcasting; as well as access to the online learning resources on the [ARPDC Learning Portal](#).

This data includes the GPATA#13 and MPTA sessions and participants. Meetings participants have also been included in these totals as most are related to programming and will include presentations to the group. Example: First Nations, Métis, Inuit Advisory, Curriculum Coordinators' meetings

	2013-14	2014-15	2015-16	2016-17	2017-18
Participants	12,180	11,604	11,901	9,258	10,872
Programs Planned	480	437	579	541	434

CURRICULUM IMPLEMENTATION GRANT

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

	Learning Opportunities	Sessions	Registrations
Curriculum Development	3	134	140
Dual Credit	1	2	34
First Nations, Métis and Inuit	7	129	881
Francisation	2	4	18
Inclusive Education	6	34	7771
Learning Commons Policy	0	0	0
Mathematics	9	35	626
Other - CTF	1	1	11
Other - Fine Arts	2	6	48
Other - Leadership	2	3	63
Other - Technology	2	18	68
Supporting Competencies in Current Curriculum	3	55	868
Supporting Literacy/Numeracy in Current Curr	14	36	705
	926	55	1378

As part of these learning opportunities NRLC assisted in facilitating six (6) conferences including: G Suite for Educators Conference, Greater Peace ATA Local #13 PD Day, Little Red River Cree Nation Educational Assistants Conference, Little Red River Cree Nation Professional Development Days, Northern Alberta Educational Assistants Conference and Peace Wapiti Public School District Wellness Day.

TECHNOLOGY MEDIATED LEARNING OPPORTUNITIES

With the increased demand for learning opportunities to be available through technology, NRLC has responded by supporting on-line learning opportunities and meetings.

	Number of Events	*Total Participants attending via Technology
Meetings/Advisory Groups	16	173
PD Learning Opportunities	12	509

In addition to utilizing technology to effectively hold meetings, book studies and numerous learning opportunities, Northwest Regional Learning Consortium also held 6 face-to-face technology sessions which served 429 participants. These included: four (4) technology sessions presented at the Greater Peace ATA Local #13 Professional Development Day; nine (9) sessions in the G Suite for Educators Conference, as well as a review of the ARPDC Website presented at the Mighty Peace Teachers' Convention.

PRIORITIES FUNDED UNDER SEPARATE GRANTS

These programs, not directly supported with Alberta Education Curriculum Grant funding, are supported with separate grant funding within the ARPDC or specific zone 1 school authorities. Grant funds are distributed to consortium to support regional learning opportunities. NRLC supports these programs with administrative staff time and consortium registration services. These programs are open to Zone 1 stakeholders.

	Grant Holder	Learning Opportunities	Sessions	Registrations
Moving Forward With High School Redesign (MFWHSR)	ARPDC- Central Alberta Regional Consortium	1	1	66
French (OLEP)	ARPDC & French Language Resource Centre	11	22	296
First Nation, Métis, Inuit Education for Reconciliation (EFR)	ARPDC- Calgary Regional Consortia & Edmonton Regional Learning Consortium	4	8	107
Horse Lake First Nation Community Conference	Peace Wapiti Public School Division & Horse Lake First Nation	2	2	30
Mental Health Matters (MHM)	ARPDC - Calgary Regional Consortia	5	5	73

Meeting Our Mandate

Needs Assessments and Stakeholder 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; which has increased the challenge in securing responses. However, paper copies of evaluations are still offered for collaborative project conferences co-hosted with school divisions/authorities in some rural areas. With an approximate 40% drop in response rate we have gone from 70% return rate in 2016-17 to a 30% return rate in 2017-18. Continued conversations 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.

In 2017-18, NRLC experienced a **return rate of 29.5%, down from the previous year of 70%**. This feedback guides our future work and we thank all participants for taking the time to complete these surveys.

Immediate Participant Survey Return Rate

2013-14	2014-15	2015-16	2016-17	2017-18
32%	45%	65%	70.8%	29.5%

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 provincially designed 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 teams offer much encouragement to the participating educators to voice how they are applying new knowledge and strategies into their classroom practice. As we meet our mandate of serving the needs of students, we recognize the need to empower teachers, offering them continual support to sustain that involvement. Data for the response rate of the 30 Day Follow-Up survey is unavailable at this time.

1. I shared and/or discussed the new learning with colleagues. (i.e. measure of awareness)
 2. I applied the new learning with my staff or students. (i.e. measure of application)
 3. One thing I observed after applying the new learning with staff and students (i.e. observable result)

PD Satisfaction Results

In the Curricular Areas of Priority section of this report (see pages 15-24), are **SAMPLE RESPONSES** taken directly from the *NRLC's* Professional Learning Reflection and Needs Assessment forms completed by participants following each learning opportunity or the 30 Day Follow-up Reflection.

Cumulative Participant Survey Responses 2017-18:

Quantitative Results – SAMPLE RESPONSES detailed in Curricular Areas of Priority

96.7% satisfaction with the following:

This professional learning opportunity:

1. contributed to my awareness and/or deeper understanding of the topic.
2. provided opportunities for me to be actively involved in the learning.
3. provided strategies for integration of the learning into my current practice.
4. provided opportunity for me to reflect on my knowledge, skills and attributes about the topic

98.7% satisfaction with the following:

1. was provided at a reasonable cost.

Qualitative Results – SAMPLE RESPONSES detailed in Curricular Areas of Priority

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

NRLC Annual Stakeholder Survey

The Northwest Regional Learning Consortium reports annually through a Stakeholder Survey from educational stakeholders, the school jurisdictions we serve. An electronic 2017/18 survey was distributed within Zone 1 to approximately 123 recipients (superintendents, PD Chairs, PD committees, project partners, curriculum contacts, advisory teams), with a 12% return rate from stakeholders. Results of this survey are reported in the accountability measures for each ARPD goal outlined.

With a decline in response rate from our stakeholders since the last annual reporting period, NRLC will continue to seek to improve the response rate for the coming year through various measures including, individual jurisdiction conversations and planning, promotion through CASS meetings and distribution of the survey in a more timely fashion to coincide with school year ends/jurisdictional planning meetings. The Executive Director is an affiliate member of CASS and attends the meetings to build understanding and context. The face to face opportunities for conversation and brainstorming are much appreciated as we continue to look at longer term planning now with more sustainable curriculum support funding in the future.

Stakeholder Survey Return Rate Percentage

2013-14	2014-15	2015-16	2016-17	2017-18
12%	38%	12%	25%	12%

NRLC ANNUAL STAKEHOLDER SURVEY RESPONDENT COMMENTS

- ✓ Extremely helpful and knowledgeable individuals leading the consortium. Thank you.
- ✓ While I do see that the GP and Peace River areas get a lot of PD, unfortunately not much is available further north. And since most PD is offered in the middle of the week it requires too many days off from school for us to attend. Webinars do help but they are not the same as in person PD.
- ✓ Keep up the great work supporting teachers with PD!
- ✓ Very good group to use and very helpful in getting us organized with our PD day. Thank you so much.
- ✓ Interesting topics and sessions; will try to encourage more Francophone teachers to participate.
- ✓ Some of our teachers went to a BOATS training and they found so helpful that we brought the facilitator to our start-up planning for the school year.

JOINT ATA / NRLC NEEDS ASSESSMENT SURVEY

Northwest Regional Learning Consortium and the ATA collaborate to develop a Zone 1 Needs Assessment survey which is reviewed and administered every two years. The most recent survey was circulated in April 2017 and the results were shared with the Zone 1 Curriculum Coordinators in 2017.

For further data please refer to the [2016-17 NRLC Annual Results Report](#).



Wapiti River at Pipestone Creek

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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 Used 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.	<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.	<ul style="list-style-type: none">• Hold meetings with stakeholders (ASCA, ATA and Universities) to determine deliverables related to Curriculum Implementation.
<ul style="list-style-type: none">• Hold collaborative conversations with jurisdictional representatives to understand the needs for professional learning based on their Three Year Education Plan.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Hold collaborative conversations with stakeholders to understand how the consortium may support their work in the region related to Curriculum Implementation priority areas.
<ul style="list-style-type: none">• Conduct post learning opportunity surveys with participants to help identify additional learning needs	<ul style="list-style-type: none">• Conduct a common post survey for administration to session participants.	<ul style="list-style-type: none">• Develop a common needs assessment with ATA to determine stakeholder needs.

OUTPUTS GOAL 1

Performance Measures	Metric	Results Qualitative
Number of participants that attended NRLC PD offerings.	Participant Count	410 learning opportunities 434 planned sessions 24 cancelled sessions 10,872 participants attended NRLC offerings
Overall percentage of stakeholders' satisfied that the consortium effectively addresses provincial and regional needs identified in planning documents.	Survey of stakeholders (#1)	90% agreed that PD offerings aligned with identified plans.
Overall percentage of stakeholders' satisfied with the consortium's response to emerging PD needs, outside of those identified in planning documents.	Survey of stakeholders (#2)	93% of program participants were satisfied with services provided by the Consortium
Host formal/informal conversations with key Alberta Education personnel.		Ongoing
Number of collaborative meetings for ARPDC in actualizing the priority areas provincially.	Record of ARPDC Executive Directors Meetings	14 face-to-face meetings 6 Adobe Connect meetings 98 guests
Host regional jurisdictional District Contact and Advisory Committee meetings to provide direction for planning learning opportunities and to positively impact district leadership and teacher practice.	Advisory Committees: First Nations, Métis, Inuit French Language Resource Centre	2 Curriculum Coordinators' meetings 4 NRLC Board of Directors meetings 6 Greater Peace ATA online planning meetings 1 Mamawhitowin (Indigenous Educators Conference) sub-committee planning meeting
Administer multiple surveys to gather data to inform future planning.	Bi-annual ATA/NRLC Needs Assessment <i>ARPDC Professional Learning Reflection and Needs Assessment</i> survey <i>Learning Reflection [Follow up]</i> survey NRLC Educational Stakeholder Survey	Reviewed spring 2017 Joint Survey results. Administered following each learning opportunity. Administered approximately 30 days following each learning opportunity. Administered September 2018
Satisfaction of stakeholder contacts with Consortium services overall	Survey of stakeholders (#8)	93% of program participants were satisfied with the services provided by the Consortium.

OUTCOMES GOAL 1

Stakeholder Survey Results

The Consortium was effective in helping us address needs identified in our planning documents.				
2013-14	2014-15	2015-16	2016-17	2017-18
100%	100%	91.3%	93.3%	90%

Analysis of Outcomes of Goal One

Despite the slight decline in stakeholder data, 93% are satisfied with NRLC services and 90% of stakeholders remain satisfied that NRLC is effective in addressing their individual Annual Education Results Report (AERR) and 3 Year Education Plan goals and professional development plans. The variation may be due to a decrease in the number of survey respondents. As stated previously response was down by 50% from the previous year.

The NRLC Executive Director and Curriculum Facilitator continue to review district three year education plans and discuss priorities for the zone at CASS meetings. The Executive Director met with individual district personnel a minimum of twice last year, once in the fall and once in the spring, to allow NRLC to more fully understand district context (e.g. district priorities, scheduling, etc.). These meetings allow NRLC to assist with more in-depth planning and to establish collaborative partnerships. These meetings also provide information and context that minimizes scheduling conflicts and works to ensure PD that will be timely, relevant and well attended. The goal continues to be reasonable local access to program support at a reasonable cost.

NRLC was fortunate in our ability to hire a full time Curriculum Facilitator to work with individual districts as well as facilitate presentations open to all of Zone 1 starting in January of 2018. We were able to increase the number of learning opportunities offered in outlying areas of Zone 1 by having the Curriculum Facilitator travel to participants (e.g. High Level, High Prairie, Peace River) rather than having participants travel to populously centralized locations, such as Grande Prairie.

NRLC continued to participate in the French Language Resource Centre Board and Advisory Committee as well as partnered with the Alberta Teachers Association's *Walking Together* team to lead a Zone 1 First Nations, Metis and Inuit Advisory Committee. Among the products of this work, NRLC co-planned several French Language learning events with the FLRC, and the First Nation, Metis and Inuit Mamawhitowin Conference was brought back into the programming for the 2018-19 year.

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 Used 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.” 	<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. 	<ul style="list-style-type: none"> • Work with and model the use of <i>A Guide to Comprehensive Professional Development</i> and <i>A Guide to Support Implementation: Essential Conditions</i> to understand how the consortium may support stakeholders’ work related to curriculum redesign.
<ul style="list-style-type: none"> • Develop plans and processes that reflect change management elements and cultural shifts required for transformational change. 	<ul style="list-style-type: none"> • Work towards developing provincial plans and processes that reflect change management elements and cultural shifts required for transformational change. 	<ul style="list-style-type: none"> • Work with stakeholders to understand how the consortium may support provincial plans and processes which reflect transformational change.
<ul style="list-style-type: none"> • Provide professional learning opportunities to support curriculum implementation based on regional needs. 	<ul style="list-style-type: none"> • Provide consortia support in developing learning opportunities to support curriculum implementation based on consortia expertise. 	<ul style="list-style-type: none"> • Work with stakeholders to align learning opportunities to support curriculum implementation.
<ul style="list-style-type: none"> • Assist educators with understanding components of new curriculum and their roles and responsibilities in implementation. 	<ul style="list-style-type: none"> • Assist consortia with understanding the components of new curriculum and their roles and responsibilities in implementation. 	<ul style="list-style-type: none"> • Assist partners with understanding the components of new curriculum and their roles and responsibilities in implementation.
<ul style="list-style-type: none"> • Establish communities of practice based on related research and/or field experts. 	<ul style="list-style-type: none"> • Support communities of practice based on related research and/or field experts. 	<ul style="list-style-type: none"> • Communicate with partners the available communities of practice in the region and province.

OUTPUTS GOAL TWO

Performance Measures	Metrics	Results
Overall percentage of school authorities having access to online materials created by ARPDC.	These 'made in Alberta' resources include videos and learning guides, archived webinars, facilitator guides, and a collection of resource websites. www.arpdcresources.ca	100% of districts have access
Number of sessions and participants attending learning opportunities in the following areas: <ul style="list-style-type: none"> • Assessment • Curriculum Development • Dual Credit • First Nations, Métis and Inuit • French (FI/FSL/Francisation) • Inclusive Education • Literacy and Numeracy • Mathematics • Other • Supporting Competencies 	Registration Data LO – Learning Opportunities S – Sessions R - Registrants	<ul style="list-style-type: none"> • Assessment 9 LO / 13 S / 129 R • Curriculum Development 3 LO / 4 S / 140 R • Dual Credit 1 LO / 2 S / 34 R • First Nations, Métis and Inuit 40 LO / 221 S / 6670 R • French (FI/FSL/Francisation) 13 LO / 26 S / 314 R • Inclusive Education 12 LO / 22 S / 610 R • Literacy and Numeracy 14 LO / 36 S / 705 R • Mathematics 9 LO / 35 S / 626 R • Other 7 LO / 23 S / 899 R • Supporting Competencies 2 LO / 30 S / 478 R
Performance Measures	Metrics	Results
Overall percentage of stakeholder's satisfied that the PD offered by the consortium supported effective curriculum implementation.	Survey of stakeholders (#3)	100% of district contacts were satisfied that NRLC facilitated PD supports for effective implementation of curricula

OUTCOMES GOAL TWO

Stakeholder Survey Results

PD facilitated by the Consortium supported effective implementation of curricula.				
2013-14	2014-15	2015-16	2016-17	2017-18
100%	100%	100%	93.3%	100%

Analysis of Outcomes of Goal Two

NRLC is appreciative 100% of those that responded to the stakeholders’ survey were pleased the learning opportunities facilitated supported the implementation of curriculum. Having met with each individual jurisdiction Curriculum Learning Leads in the fall of 2017 as well as the spring of 2018 allowed strategic program planning to align with jurisdiction needs.

Hiring a Curriculum Facilitator also allowed NRLC to increase sessions in AB Education identified priority areas in the second half of our programming year, including sessions for Provincial Assessment, Curriculum Development, Curriculum Validation and Supporting Competencies in the Current Curriculum. These sessions were also able to span venues across the zone, including High Level, High Prairie and Peace River, by having the Curriculum Facilitator travel versus participants having to travel.



Peter Liljedahl
Building a Thinking Classroom Series



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 (e.g., Early Childhood Coalitions, AAC, 2Learn, ATLE, Galileo, Alberta post-secondary institutions, ATA, TC2, CASS, 2Learn Society, RCSD)

STRATEGIES Used 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. 		
<ul style="list-style-type: none"> Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings. 		
<ul style="list-style-type: none"> Design learning opportunities with other professional learning providers to respond to regional needs. 	<ul style="list-style-type: none"> Design and deliver professional learning opportunities provincially that capitalize on the resources of partners. 	<ul style="list-style-type: none"> Design and deliver professional learning opportunities that capitalize on the resources of partners.

OUTPUTS GOAL THREE

Performance Measures	Metrics	Results
Percentage of stakeholders satisfied that the consortium's coordinating, brokering and/or referral services were effective in helping access PD resources.	Survey of stakeholders (#5)	93% of district contacts accessing NRLC services were satisfied
Overall number of sessions provided through collaborative partnerships	Number of learning opportunities	79 LO / 369 S / 9833 R

OUTCOMES GOAL THREE

Stakeholder Survey Results

The Consortium's coordinating, brokering and or referral services were effective in helping us access PD resources.				
2013-14	2014-15	2015-16	2016-17	2017-18
100%	96.1%	100%	86.7%	93%

Analysis of Outcomes of Goal Three

An increase in satisfaction, to 93%, of stakeholders indicates that NRLC is effective in supporting their access to PD resources. In an effort to design learning plans which are responsive to the needs of all our teachers, schools, and jurisdictions, in both rural and urban areas, an important part of our work is brokering professional learning providers to travel to the school jurisdiction communities we serve. Within the 2018-19 programming year, NRLC is actively offering more sessions at the district level, including district PD days, individual sessions, learning series and conference support in various communities across the zone.

It is worth noting that the ability for the ARPDC group to design appropriate provincial tours of expert speakers is welcomed in our region and continues to be a part of our brokerage work, as both lead consortia and as a participating consortia for speaking tours.

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 ARPDC 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 and opportunities to meet provincial identified needs in congruence with provincial direction.

STRATEGIES Used to Achieve Goal Four

NRLC	ARPDC	Partners
<ul style="list-style-type: none"> Develop professional learning opportunities based on identified jurisdictional needs through various advisory committees. 	<ul style="list-style-type: none"> Work collaboratively with Alberta Education staff to understand <i>provincial</i> emerging needs. 	<ul style="list-style-type: none"> Work collaboratively with partners to understand <i>regional</i> emerging needs.
<ul style="list-style-type: none"> Plan and develop a wide range of professional learning opportunities based on identified needs through the use of emerging technologies for adults to learn synchronously and asynchronously. (face to face, online, ...) 	<ul style="list-style-type: none"> Work collaboratively with ARPDC to develop professional learning opportunities based on <i>provincial</i> emerging needs. 	<ul style="list-style-type: none"> Work collaboratively with partners to develop professional learning opportunities based on <i>regional</i> emerging needs.
<ul style="list-style-type: none"> Identify feedback mechanisms to determine needs and impact of professional learning opportunities. 	<ul style="list-style-type: none"> Use a common post-survey for administration to session participants to determine needs and impact of professional learning opportunities. ARPDC attend train-the-trainer meetings with Alberta Education staff to deliver accurate information in professional learning opportunities around the Alberta Education priority areas. 	

OUTPUTS GOAL FOUR

Performance Measures	Metrics	Results
Number of learning opportunities (*all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders.	Registrations received	120 learning opportunities / 434 sessions were planned and delivered 10,872 participants
Number of learning opportunities (all formats) that were planned and cancelled.	Planned sessions cancelled	16 learning opportunities planned and cancelled
Percentage of stakeholders satisfied that NRLC was effective meeting emerging PD needs, outside of those identified in planning documents.	Survey of stakeholders (#2)	93% of district contacts were satisfied that NRLC was effective in meeting emerging PD needs outside of those identified in planning documents.
District Collaboration	Number of Collaborative Projects	Collaborative Projects Planned 68 LO's / 170 S / 6958 R
*all formats: face-to-face, webinars, communities of practice, webcasts, websites, videos		

OUTCOMES GOAL FOUR

Stakeholder Survey Results

The Consortium was effective in helping us meet emerging PD needs, outside of those identified in our planning documents.				
2013-14	2014-15	2015-16	2016-17	2017-18
100%	100%	100%	93.8%	93%

Analysis of Outcomes of Goal Four

With an increasing amount of NRLC programming coming from specific requests of individual schools, school jurisdictions and school authorities, it is positive that satisfaction remained consistent and that NRLC continues to be effective in meeting the individual needs and requests of stakeholders. Continued collaborative planning and intentional identification of emerging needs across Zone 1 support our work in this area. Highlights from our collaborative programs can be viewed in the “Collaborative Programming Highlights” section on page 30 of this report.

In the 2017-18 year ARPDC Executive Directors met regularly, both face-to-face and online, in an effort to support professional development in Alberta. Many of our meetings welcomed guests from AB Education, including representatives from Curriculum Coordination and Implementation and Assessment. ARPDC was able to offer feedback, from stakeholders in our various zones, contributing to the establishment of priority areas for the 2018-19 programming year.

ARPDC 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 • Supporting Competencies in Current Curriculum • Supporting Literacy and Numeracy in Current Curriculum • Provincial Assessments – Student Learning Assessments • Provincial Assessments – Diploma Programs • Inclusive Education • Career and Technology Foundations • Learning Commons Policy • Curriculum Development

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

STRATEGIES Used to Achieve Goal Five

NRLC	ARPDC	Partners
<ul style="list-style-type: none"> Identify jurisdictional needs through various advisory committees. 	<ul style="list-style-type: none"> Work collaboratively with Alberta Education staff to understand <i>provincial</i> emerging needs. 	<ul style="list-style-type: none"> Work collaboratively with partners to understand <i>regional</i> emerging needs.
<ul style="list-style-type: none"> Plan, develop and facilitate a wide range of professional learning opportunities and/or resources based on identified needs. 	<ul style="list-style-type: none"> Work collaboratively with ARPDC to plan and develop professional learning opportunities and/or resources based on <i>provincial</i> emerging needs. 	<ul style="list-style-type: none"> Work collaboratively with partners to develop professional learning opportunities and/or resources based on <i>regional</i> emerging needs.

OUTPUTS GOAL FIVE

Performance Measures	Metrics	Results
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity. (DC#6)	Survey of stakeholders (#6)	93% of stakeholders responded that they were satisfied with the efforts of NRLC to develop professional development leadership capacity in a number of areas.
Number of sessions provided for developing leadership capacity	Registrations	7 LO / 23 S / 899 R
Number of learning sessions to support identified emerging jurisdictional needs.	Registrations	7 LO / 23 S / 220 R

OUTCOMES GOAL FIVE

Stakeholder Survey Results

The Consortium has contributed to the development of PD leadership capacity within my organization.				
2013-14	2014-15	2015-16	2016-17	2017-2018
100%	100%	90.5%	88.5%	93%

Analysis of Outcomes of Goal Five

Developing leadership capacity within school jurisdictions and authorities is a key part of adult learning support and success. NRLC was able to support sessions for current and aspiring educational leaders including sessions on Teacher Leadership from Cal Hauserman and workshops for several Principals/Admin Teams on *Closing the Achievement Gap* with consultant Kim Barker-Kay. These sessions had a potential impact on the increase, to 93%, of stakeholders being satisfied that NRLC contributed to developing leadership capacity.

In addition to formalized leadership sessions, for several years, NRLC has supported an Elementary Math Cohort, led by consultant Geri Lorway. In an effort to determine leadership capacity building, during the 2017-18 program year, participants were asked to report back to consortia how and when they used their learning to lead mathematics professional development in their schools. With eleven (11) out of the 22 participants completing the voluntary survey, we were able to collect evidence of peer leadership and potential for increasing leadership capacity.

How have you shared your learning with other colleague(s) so far THIS YEAR? :

- ✓ *I have monthly math meetings where we share our thoughts. I have also shared arrays and patterns with my grade 4 teacher.*
- ✓ *I have shared specific resources from last year to my colleagues this year in the area of activities to do in Math that create thinking and is a hands on experience. I also shared the multiplicative reasoning concepts and activities to my Grade 4 colleagues.*
- ✓ *Shared my math year plan, assessments and quick draws*
- ✓ *I am working with a cohort of preschool teachers to help them bring to the surface their awareness of mathematics in the activities they have children engaged in, as well as planning and implementing specific tasks that have rich mathematical opportunities embedded in them. Awareness of the kinds of language to use to bring about mathematical conversations and how to conduct pedagogical documentation are also discussed.*

How has your participation in the cohort had an impact on your practice? :

- ✓ *I re-organized my long range plan, I started doing multiplication and division differently. I have been using different manipulatives.*
- ✓ *I have improved assessment as well as helped new teachers organizing their math outcomes.*
- ✓ *This year, I have incorporated Math Starters into my Math program. They no longer take up all of my Math block because I am able to effectively implement them into my classroom. I love starting off my Math year with Cuisenaire Rods to introduce Multiplication and Area and Perimeter. I feel that I incorporate visual and spatial awareness and build on student learning about how they think about multiplication.*
- ✓ *This cohort helps me think which helps me get my students thinking. We work on unpacking curriculum and looking at student work to see what we can do to help students learn in the classroom. Last cohort meeting we looked at curriculum spreads that gave me some ideas to use in the classroom. Using more visuals for numeracy was something that really stuck with me.*

ARPCD 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 Used to Achieve Goal Six

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

OUTPUTS GOAL SIX

Performance Measures	Metrics	Results
Percentage of stakeholders agreeing that services are provided at a reasonable cost	Survey of stakeholders (#7)	93% of district contacts were satisfied that NRLC met this goal.
Percentage of stakeholders agreeing that NRLC provided good value for the grant dollars they were provided to support implementation of curricula	Survey of stakeholders (#4)	80% of district contacts agreed or strongly agreed that this performance measure was met.
Percentage of session participants agreeing that the session cost was reasonable	<i>Professional Learning Reflection and Needs Assessment</i> distributed electronically or in hard copy following each event. (#5)	98.7% of program participants were satisfied that session costs were reasonable

OUTCOMES GOAL SIX

Stakeholder Survey Results

The Consortium provided good value for the grant dollars they were provided to support implementation of curriculum.				
2013-14	2014-15	2015-16	2016-17	2017-18
100%	96.1%	100%	96.7%	80%
The Consortium services are provided at reasonable cost.				
2013-14	2014-15	2015-16	2016-17	2017-18
100%	100%	100%	100%	93%

Analysis of Outcomes of Goal Six

With financial sustainability that is provided in the 2017-2018 funding manual, our ability to serve our region, and the province, has significantly improved from previous years. NRLC has the ability to plan financially in a more consistent manner, meeting the needs of our stakeholders, as well as addressing the AB Education identified priorities.

Though 93% of stakeholders agree NRLC services are provided at a reasonable cost, only 80% agree NRLC provided good value for the grant dollars they were provided to support implementation of curriculum. Reflection on the decreased satisfaction in this data could give consideration to some school jurisdictions views on wanting to receive funding directly from Alberta Education to individual school authorities/jurisdictions for professional development of curriculum implementation rather than funds being distributed to ARPDC for regional professional development. Statistically, it is significant to note each respondent represented 7% of data reported. Therefore the decrease from 100% to 93% satisfaction in services being provided at a reasonable cost is attributed to one individual response.

NRLC continues to explore partnership opportunities with our stakeholders to provide collaborative professional development toward the implementation of current and future curriculum.

ARPDC Provincial Professional Development

Northwest Regional Learning Consortium is one of seven provincial consortia who report to their respective boards and provide service to school authorities across designated regions. The ARPDC are dedicated to promoting student learning and achievement; school improvement; and parental engagement in the educational process through the provision of effective professional development services, at the local, regional and provincial levels.

For a detailed summary of provincial collaborative work please see the ARPDC 2017-2018 Provincial Professional Development Summary. (Appendix B)

NRLC as ARPDC Grant Lead

First Nations, Métis and Inuit Professional Learning Strategy

Grant #2014-0039, #2017-0100

Purpose: to use remaining funds to finish revisions to the website, maintain the website and Moodle until August 2018 and assist with the promotion and use of the website and learning resources and learning guide.

With the completion of this grant extension and final report, (Appendix C), the <http://www.fnmiprofessionallearning.ca/> was updated along with links to the learning Moodle. The website and professional documents are permanently housed on the www.ARPDC.ca website.

Introduction to Appendices

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

A. NRLC 2017-2018 Audited Financial Statements

The audited financial statements are a complete and accurate reflection of the ongoing business operation NRLC.

B. Alberta Regional Professional Development Consortia (ARPDC) Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

This document highlights the collective work of the seven Executive Directors and their teams in the 2017-18 programming year.

C. First Nations Métis and Inuit Professional Learning Final Report

This document is the report that was submitted to Alberta Education upon the completion of the First Nations, Metis and Inuit Professional Learning Project.



Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2017 (in dollars)

CONSORTIUM NAME:	Northwest Regional Learning Consortium		
	Budget 2016/2017	Actual 2016/2017	Actual 2015/2016
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)		58,614	982,039
Regional Programs (Schedule 1)		-	313,904
Fee For Service Contracts (Note 2)			
Other Alberta Education			
Total Alberta Education	191,987	250,601	1,487,930
Other Revenue:			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)		3,300	
Regional Programs (Schedule 1)		-	56,641
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)		3,300	12,187
Other fees (Schedule 4)		61,576	15,836
Other (Note 4):			
(Specify)			
(Specify)			
(Specify)			
TOTAL REVENUES	191,987	318,776	1,572,594
EXPENSES			
Management & Infrastructure (Note 6):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)			315,311
Board expenses (Note 8)			1,681
Less: Program Cost Allocations (Note 9)			122,005
Net Management & Infrastructure expenses (Note 9)	-	-	194,987
Program Delivery Costs (Note 10):			
Conditional programs:			
Provincial Programs (Schedule 1)		61,914	982,039
Regional Programs (Schedule 1)		-	370,545
Cost Recovery Programs (Schedule 4)		33,728	28,023
Other:			
Fee for Service Contracts			
Accounting and Audit Fees			
(Specify)			
(Specify)			
(Specify)			
TOTAL EXPENSES	-	95,642	1,575,594
ANNUAL SURPLUS (DEFICIT)	191,987	223,135	(3,000)
Accumulated Surplus at beginning of year	14,461	14,461	17,461
Accumulated Surplus at end of year	206,448	237,596	14,461

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

PLEASE RETURN hard copies of completed statements and schedules and the certification to:
 Allan Pon c/o School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5
BY DECEMBER 31, 2017



Regional Consortium
Statement of Financial Position
As at August 31, 2017 (in dollars)

CONSORTIUM NAME:

Northwest Regional Learning Consortium

	August 31, 2017	August 31, 2016
ASSETS		
Cash in Bank and Temporary Investments		368,447
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions		50,949
Other		
Prepaid Expenses (e.g. deposits for future programming)		11,497
Other assets		
TOTAL ASSETS	-	430,893
LIABILITIES		
Accounts payable (Note 12)		5,890
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	(58,614)	345,324
Regional Programs (Schedule 3)	-	26,478
Prepaid registration (Note 13)		38,740
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	(58,614)	410,542
TOTAL LIABILITIES	(58,614)	416,432
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)		17,461
Operating Reserves (Note 15)		
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	-	17,461
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	(58,614)	433,893



Northwest Regional Learning Consortium

2016/2017

	+ Cost of Delivering Programs (Note 7)	=	- Total Cost of Delivering Programs	=	DEDUCT: Program Registration Fees Note (a)	=	Net Conditional Grant Revenue
	Allocated (Note 18)		Incremental (Note 19)				
Conditional Grant Programs:							
Provincial Programs							
Education for Reconciliation (ERIC)	24,700					24,700	24,700
Mental Health Matters (CRC)	6,478					6,478	6,478
French Language OLEPGrant (SAPDC)	27,870				3,300	27,870	24,570
High School Completion Toolkit (CRC)	2,866					2,866	2,866
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
Total:	61,914		-		3,300	61,914	58,614
Regional Programs							
Curriculum Implementation #						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
(Specify)						-	-
Total:						-	-

Notes to Schedule 1:

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



Schedule 2

Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
For the Year Ended August 31, 2017 (in dollars)

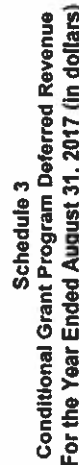
CONSORTIUM NAME:

Northwest Regional Learning Consortium

		Amount Transferred 2016/2017 Note (b)
Elementary Mathematics Professional Learning 2014-0141		
Central Alberta Reg Consortium		17,499
Francophone PD Consortium (CPFPP)		39,499
Edmonton Regional Learning Consortium		
Learning Network Ed Services		
Calgary Regional Consortium		
Southern Alberta PD Consortium		
(Specify Consortium)		
Program Total	Elementary Mathematics Professional Learning 2014-0141	56,999
Provincial FNMI PD Strategy #2014-0039		
Southern Alberta PD Consortium & Calgary Regional		10,560
Francophone PD Consortium (CPFPP)		2,010
Edmonton Regional Learning Consortium		7,890
Learning Network Ed Services / Central Alberta PD		6,450
Program Total	Provincial FNMI PD Strategy #2014-0039	26,910
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	(Specify Program)	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	(Specify Program)	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
Program Total	(Specify Program)	-
Total transfers to Other Consortia		83,909

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*

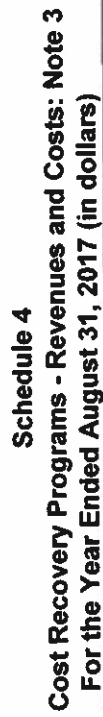
**CONSORTIUM NAME:**

Northwest Regional Learning Consortium

2016/2017

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.



Northwest Regional Learning Consortium

Program Total

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, 2017 (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 28/2018
Date


Financial Officer (Signature)

November 26, 2018
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.



Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

The Alberta Regional Professional Development Consortia (ARPDC) is the term regional consortia use to highlight collective provincial “adult learning for students’ sake” learning opportunities.

The 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.



Supporting Professional Learning through Technology

Online Learning Opportunities

Through 2017-18, Alberta educators continued to access learning opportunities as a result of technology tools that facilitated the distribution of learning. Online learning opportunities were provided via a variety of platforms and were offered in both as synchronous (real time) and asynchronous opportunities principally: PowerSchool, Moodle, Adobe Connect, Google Hangouts, Skype and SmartTalk.

SmartTalk Communities



Calgary Regional Consortium launched a new online version of their collaborative community design for learning in January 2017. SmartTalk eCommunities provided a platform for participants to learn and share with like-minded educators around topics that supported provincial ARPDC grant work and regional curriculum implementation priorities. In total, nine eCommunities were launched in SmartTalk with just under 250 participants engaging in collaborative facilitated conversations through this new learning platform.

eCourses

This form of eLearning continues to grow as the feedback is unanimous that this approach to professional learning meets the need of our educators' busy lifestyles. In the area of *Literacy and Numeracy* there were six eCourses offered to a total of 219 educators and in the area of *Education for Reconciliation*, a total of 820 participants.

Learning Portal (Moodle platform)

The 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. This is a go-to site for many Math teachers from across the province. To the right, is a table showing page views – the ARPDC section is where our teams access shared resources.

Course	Activity
ARPDC	277593
ERLCMath30-1	111045
ERLCMath30-2	103890
ERLCMATH20-2	58196
EMPL	46134
ERLCMATH10C	30217

ARPDC Professional Development Resource Website

www.arpdcresources.ca

ARPDC Professional Development Resources
Dedicated to ongoing professional learning at the local, regional and provincial level.

Home Find Resources by Focus Browse by TQS or LQS eFormation - Ressources en Français Explore Featured Websites Search all resources

Recently Added Resources

Trending Resources

1 Empowering the Spirit

2 Supporting English Language Learners

3 Resources to Support the Complex Communication Needs (CCN) Population

4 What Learning Coaches Need to Know About UDL

5 Students Learning Through Competencies

6 L'immersion en Alberta - un programme vivant

7 Launch Into EdTech: A Resource for Alberta Educators

8 First Steps™ in Mathematics

9 Comprehensive Literacy Guides K-6

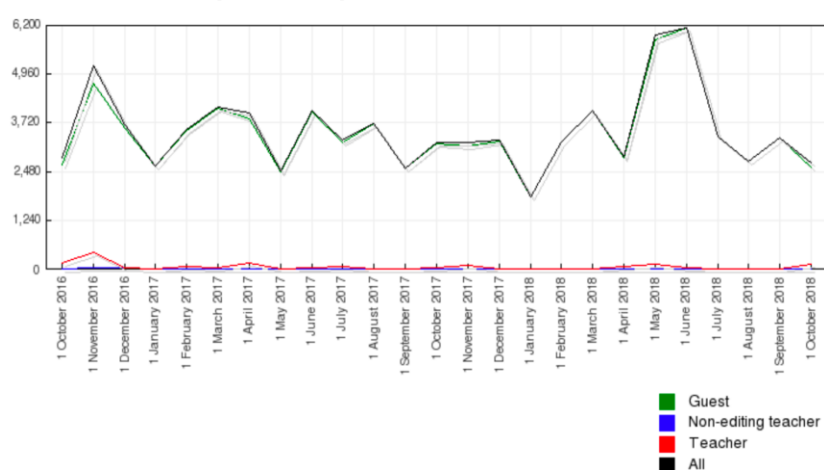
ARPDC develops professional development resources to provide ongoing, job-embedded support to nurture the growth of all educators across the various priority areas. These “made in Alberta” resources include videos and learning guides, archived webinars, facilitator guides, and a collection of resource websites. In 2017-18 the ARPDC resources site had 94,540 page views – up from 55,000 the previous year.

Provincial Projects

Elementary Mathematics Professional Learning

Although the funding for this project ended in 2016-17 ARPDC teams from across the province continued to ensure that the resources developed and shared on the Learning Portal were highlighted in all professional learning opportunities and elbow to elbow support offered to elementary teachers. This is evidenced by the increased access to the site of 37% over 2016-17 with 46 134 participants accessing the site. The image below shows the activity in the EMPL course by month (over the last 2 years, for comparison).

EMPL - Views (all roles)



Official Languages in Education Programs Grant

ARPDC is in its final year of a five-year grant. Each year, \$210,000 is divided through a distribution formula to each individual consortium to provide support for French Instruction. The six* 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. Certain 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 2017 – 2018 school year, 120 learning opportunities were sponsored with 1,576 participants registered. One professional learning opportunity was cancelled in 2017 - 2018 due to limited registered participants.

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, 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 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.

*the seventh regional Consortium (Francophone) is not included in this grant

Mental Health Matters Grant

To support mobilization of the *Working Together to Support Mental Health in Alberta Schools* resource, ARPDC, co-led by CRC and ERLC, was provided a Mental Health Matters Grant spanning August 2016 to August 2018. Components of this project were focused around a two-pronged approach to knowledge mobilization at both the regional and provincial levels, with intentional focuses on both *capacity building* and *community building*. In total, over 750 people from education, health and community and private services joined in collaborative provincial opportunities. The opportunity to collaborate across sectors was a unique feature of these learning events. As one impact survey respondent noted "*Having a wide range of professional disciplines allowed for networking and idea generating. Hearing from multiple perspectives and being exposed to all the different types of people involved in the discussion about mental health made this a meaningful learning opportunity.*" Similar comments were echoed by many of the survey respondents. In addition to provincial learning opportunities, there were over 72 regional learning opportunities offered. These sessions were well received with over 90 % of survey respondents indicating that the sessions increased their knowledge, and that they were provided strategies to incorporate learnings into their current practice.

Working Together to Support Mental Health in Alberta Schools:

<https://arpdcreources.ca/consortia/working-together-support-mental-health-alberta-schools/>

High School Completion Tool Kit Grant

As a result of this grant, CRC, in collaboration with Alberta Education, created the *Supporting High School Completion: A Tool Kit for Success* resource to support high school completion for youth who have left school or are at risk of leaving school. Provincial professional learning opportunities for school leaders to support implementation of the resource were provided as well. 27 regional learning opportunities were provided to support awareness and implementation of the Tool Kit. Results indicate that these professional learning opportunities were highly effective in raising awareness of the Tool Kit and its use. 100% of participants felt that the learning opportunities contributed to their own awareness and depth of understanding. Additionally, 4 provincial learning opportunities through both webinar and sessions at the MFWSR Fall Collaborative day reached an audience of almost 320 people. The Tool Kit was shared and well received with other education stakeholders as well through learning opportunities with CASS, Alberta Education's High School Completion External Committee, and Calgary's All in For Youth Summit.

Supporting High School Completion: A Tool Kit for Success:

<https://arpdcreources.ca/consortia/supporting-high-school-completion-tool-kit-success/>

Education for Reconciliation Grant

As members of the Joint Commitment to Action in Alberta, ARPDC, co-led by the Calgary Regional Consortium (CRC) and the Edmonton Regional Learning Consortium (ERLC), received a grant from Alberta Education to support Albertans working in school communities in implementing 'Education for Reconciliation'. In year one and two of the grant, the ARPDC Education for Reconciliation team designed, developed and delivered professional learning provincially and regionally that led to an increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools' education and the Truth and Reconciliation Commission *Calls to Action* for education within school communities. Having created the tools and resources to support a foundation for reconciliation in education, the ARPDC Education for Reconciliation team moved forward in creating supports and professional learning opportunities that would strengthen instructional leadership to lead this learning and its application in relation to the *Leadership Quality Standard*. At the same time, the ARPDC team began delving deeper into developing the supports for teachers in the achievement of their competency within the *Teaching Quality Standard* related to First Nations, Métis and Inuit as well as curriculum implementation of Education for Reconciliation. To this end, the EFR provincial team worked through a collaborative community design alongside our Elder Bruce Starlight and educators from the Calgary Board of Education, to create the *Weaving Ways* resource where teachers are invited to think about how they might weave Indigenous knowledge systems into their current classroom practices. Deeper learning around this resource will unfold in year 3 of this grant.

Through 2017-2018, the Education for Reconciliation team created a robust menu for learning at both the provincial and regional levels related to the key outcomes of our grant work. Conversation Guides, downloadable PowerPoint presentations, and other usable resources have been mobilized to the [Empowering the Spirit](#) website for ease of access by any member of a school community. Provincial webinars and regional learning sessions helped us to reach over 4000 participants in our collective journey towards reconciliation in education in 2017-2018.

During 2017-2018 our provincial EFR team also launched two new online designs for learning. The first was the introduction of eCommunities within SmartTalk. Through membership in these online communities, participants were able to share and collaborate with other educators in areas of Indigenous foundational knowledge. SmartTalk eCommunities launched in January 2017 and supported just over 75 participants. The second design came in the form of the *Education for Reconciliation: Assembling Strength eCourse*. This online learning course proved to be a huge success in providing participants with 24/7 facilitated learning of foundational knowledge to over 820 participants. The true impact of learning through the eCourse can be felt in the reflections from one of the participants after completion of the learning modules:

"I am exhilarated! I have gained much more of an understanding of what true reconciliation should look like. I have a heart filled with sorrow & hurt for the past. What I would like to think is that we can act on it in a positive way. I will be meeting with my administrator to come up with a solid plan to stay on our path of reconciliation. I know there is another administrator within this group that is a part of our school community. Perhaps it can be collaborative. I am committed to continue on a journey as a knowledge keeper. I have something to say, I have something to stand up for. Knowledge is power!!"

Moving Forward with High School Redesign Grant

COLLABORATION

During the 2017-2018 school year, collaboration opportunities were provided in three areas. In Red Deer, 633 participants attended the MFWHSR Fall Collaborative which provided networking opportunities and breakout sessions focusing on the foundational principles. Four Spring Network Meetings were held with a total of 630 attendees. These events were planned by regional planning committees from feedback and data from MFWHSR participants in the area. Finally, funding was provided to each consortium to offer MFWHSR Collaborative learning opportunities based on jurisdiction needs participating in the program. A total of 18 learning opportunities served 446 attendees throughout the province.

Supporting Future Curriculum in Alberta

CONCEPT –BASED CURRICULUM

In the spring of 2018, the Alberta Regional Professional Development Consortia led professional learning on the topic of Concept-Based Curriculum and Instruction. Consultants from each consortium formed a cohort and participated in an online book study of *Concept-Based Curriculum and Instruction for the Thinking Classroom* (Erikson, Lanning, French) and *Transitioning to Concept-Based Curriculum and Instruction: How to Bring Content and Process Together*, (Erikson, Lanning). As a product of the book study, a slide deck presentation, "Concept-Based Curriculum and Instruction: An Overview", was shared with each regional consortium for use in hosting learning opportunities with stakeholders. A provincial tour was coordinated for author Lynn Erikson, with full-day sessions hosted in Calgary, Edmonton and Red Deer.

VALIDATION SESSIONS

In May 2018, ARPDC supported Alberta Education in designing and facilitating three spring validation sessions in Edmonton to gather feedback for the draft K-4 curriculum documents. ARPDC facilitated focus group conversations for 'Teacher and Educator Stakeholders', 'Education Stakeholders', and Non-Profit Organization Stakeholders'. All feedback provided during the focus group facilitated conversations was collected through an online survey from Alberta Education to be shared back with curriculum working groups to inform their work with further development. As well, ARPDC was

pleased to provide technical support to Alberta Education in support of their online validation session with the College of Alberta School Superintendents (CASS). A total of 235 participants were invited by Alberta Education to be a part of the spring validation focus group conversations facilitated and supported by ARPDC.

Challenges, Celebrations and Trends in Professional Learning

Like all educational stakeholders, Alberta Regional Professional Development Consortia (ARPDC) continues to experience a myriad of changes and complexities as they respond to the goals, initiatives and areas of focus of the Alberta Education Business Plan and the identified professional learning needs of educators and jurisdictions throughout Alberta. The provincial education vision, trends in education, and dedication to changes in current and future curriculum provide a road map for Consortia to be responsive and work in a collaborative, coordinated manner, continuing to design and deliver cost-efficient professional learning opportunities to Alberta educators, school communities and education stakeholders.

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

- Researching trends and current developments in the field of education and sharing best practices, and sharing this information with our stakeholders.
- Finding a balance between process, content and relevance when providing access to a variety of professional learning opportunities.
- Collecting and analyzing data, and utilizing this evidence to collaboratively plan programs responsive to the needs in each region.
- 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, or brokering presentations on behalf of regional stakeholder groups.
- Hiring, training, and supervising staff involved in regional and provincial projects.
- Leading, modelling and exploring new learning modalities to support professional learning.
- Providing cost effective, long term planning, and maintaining staff through a sustained funding commitment.
- 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.

Northwest Regional Learning Consortium
March 2, 2018

Final Report for the
Conditional Grant Proposal
for

First Nations Metis and Inuit
Professional Learning Project
(#2014-0039 and #2017-0100)

I.	SUMMARY	3
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V.	RECOMMENDATIONS MOVING FORWARD.....	7

I. Summary

Northwest Regional Learning Consortium is one of seven provincial consortia within the province of Alberta which makes up a collective. The collective of Alberta Regional Professional Development Consortium (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.

Individual Consortia within ARPDC develops, schedules, and provides professional development opportunities for Alberta teachers that supports effective implementation of curricula, including instruction, assessment and student learning outcomes. The collective supports the belief that successful implementation requires the coordinated, collaborative, and comprehensive efforts of education partners working together towards a shared vision of learning success for all students.

Northwest Regional Learning Consortium provides services and learning opportunities for nine school jurisdictions with over 197 schools, including private, charter, and First Nation Schools, in a large geographical area covering the northern half of Alberta. The majority of jurisdictions have a high percentage of FNMI students; some include Colony schools and/or French Immersion schools.

An extension, to the original conditional grant agreement, contract 2014-0039, was approved in May 2017, for completion by August 2018. The purpose of the extension was to provide for revisions to the First Nations, Metis and Inuit Professional Learning Project website and resources as well as to enhance the website using its capacity to connect with future professional learning resources and tools.

Funds requested totaled \$103,105.12 carried over from prior conditional grant agreement 2014-0039. Funds were used for promotion of the First Nations Metis and Inuit Professional Learning Final Report and Learning Guides, within the collective of the Alberta Regional Professional Learning Consortia, as well as for the improvements and maintenance of the accompanying website and learning Moodle portal.

II. Goals/Objectives Proposed

The following goals were outlined in the extended conditional grant proposal:

- Goal 1: Revise and maintain the current First Nations, Metis and Inuit Professional Learning Project website
- Goal 2: Develop and implement a resource user guide based on the findings of the First Nations, Metis and Inuit Professional Learning Project final report and website to enrich the teacher resource base and content.
- Goal 3: Provide resource and supports to the collective of ARPDC for the delivery and support of the First Nations, Metis and Inuit Professional Learning Project website and resource tools.
- Goal 4: Deliver introductory sessions on the website and findings to Alberta Education and to education stakeholders' provincial conferences such as CASS FNMI Spring Gathering April 26-28, 2017.

Accomplishments of these goals are outlined in the Activities report below.

III. Activities/Accomplishments of the Project

Summary of Activity

FNMI Professional Learning Project Learning Guides were created to accompany the findings of the FNMI Professional Learning Final Report and Guiding documents. These learning guides include Key Findings, Questions for Discussion and tools to assist in Building Understandings and Planning a Process for Implementing professional development. Copies of the FNMI Professional Learning Final Report document and Guiding Document, with the Learning Guides have been shared with each of the pilot schools involved in the project, as well as each of the ARPDC consortia.

Former NRLC Executive Director, Karen Egge, presented the FNMI Professional Learning Final Report document and Guiding Document at two provincial learning opportunities during the 2016-2017 fiscal year.

Knowing Our Spirit Conference	November 17, 2016	Edmonton	14
FNMI Professional Learning (CASS) – Sharing The Findings and Moving Forward	April 27, 2017	Edmonton	28

In 2017-18, NRLC completed development and enhancements to the website, <http://www.fnmiprofessionallearning.ca/>, including links to the learning Moodle and resources on the Google platform. Electronic updates to Final Report Document, Learning Guide links on the website as well as additional updates to other parts of the website were made up to and including dates in December 2017. The learning Moodle was also updated and enhanced, including current contact information and up to date links to the <https://arpdc.ab.ca/> website up to and including dates in December 2017.

NRLC has continued to work with the ARPDC collective to promote the FNMI Professional Learning Project resources and website during the current fiscal year, in conjunction with work being done toward Education for Reconciliation. A train-the-trainer webinar module was delivered to ARPDC Consultants on March 1st, 2018 to promote and share the resources and website and offer suggestions for promotion of the resources in each regional consortium as they continue work in Education for Reconciliation and First Nations and Metis Inuit professional Learning.

Impact Statements

Regionally, NRLC hired a consultant to align promotion opportunities of the FNMI Professional Learning Resources as well as Education for Reconciliation work being done under the conditional grant lead by Edmonton Regional Consortium and Calgary Regional Consortium for a total of 25 learning opportunities across Zone 1. The Learning Network has included the promotion of the FNMI Professional Learning Resources as a part of their Education for Reconciliation programming during their upcoming spring gathering May 22-24th, 2018 in St. Paul.

The FNMI Professional Learning Resources were have been included within the ARPDC's Empowering the Spirit website as an additional resource to support education for reconciliation and professional development in First Nations, Métis and Inuit Education for teachers across the province.

The FNMI Professional Learning Project resources and website have had little ongoing impact on the pilot schools involved in the project since the pilots ended in 2016. Schools/School Jurisdictions and ARPDC regions involved have been informed of the completion of the project and resources.

Findings

Though the timing of the completion and promotion of the FNMI Professional Learning Project resources and website have coincided nicely with the approved changes in the provincial TQS and PLQS FNMI standards, it has also coincided with, and been overshadowed by, the initiatives toward Education for Reconciliation (EFR) in the province. With the promotion of the Alberta Teacher's Association's "Walking Together" website, resources and consultants as well as the AB Ed/ARPDC "Empowering the Spirit" website and resources, which directly and specifically work toward building foundational knowledge toward the TQS/PLQS, the FNMI Professional Learning Resources and Learning Guides have taken a secondary seat. Though still referenced, included and promoted among these resources it has not received as positive or as popular response among stakeholders.

IV. Financial Reporting

Funds requested totaled \$103,105.12 carried over in grant agreement #201-0100 from prior conditional grant agreement 2014-0039.

This 2016-2017 financial report is to be considered as the closing financial statement of the grant and therefore there is nothing to report for 2017-2018 financial year.

First Nation Metis Inuit Professional Learning	Current Budget 2016-2017	Current Y-T-D 2016-2017	Current Year Over(-) Under (+)
Grant Revenue			
Conditional Grant Income FNMI CF 15-16	103,105.12	103,105.12	-
			0.00
TOTAL REVENUE	103,105.12	103,105.12	0.00

FNMI Provincial Facilitation Grant			
Conditional Grant Income FNMI	103,105.12	103,105.12	-
Project Resources & Website	60,000.00	42,685.72	17,314.28
Materials & Supplies	2,605.12	2,751.43	(146.31)
NRLC Operational Fees	10,500.00	27,667.97	(17,167.97)
Grant Distribution (to ARPDC)	30,000.00	30,000.00	-
	103,105.12	103,105.12	-0.00

V. Recommendations Moving Forward

As work toward Education for Reconciliation continues in the province of Alberta, the FNMI Professional Learning Project resources and website can and will continue to be a source of reference. It is recommended that Alberta Education add a link to FNMI Professional Learning Project resources and website on the Alberta Education website, along with other resources such as Empowering the Spirit, and the ATA's Walking Together. As principals strive to meet the FNMI Principal Quality Leadership Standards and lead their teachers in meeting the FNMI Teacher Quality Standards these resources can serve as a part of this journey.

