

**2019-2020**

**Northwest Regional Learning Consortium**



## **Annual Report and Curriculum Implementation Final Report**

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

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NRLC Mission, Vision, Regional Context .....	5
Messages	
Accountability .....	7
Management Team Chair .....	8
Executive Director .....	9
Introductions: Stakeholders .....	10
Creating Context for the 2019-2020 Annual Report.....	12
Working in Collaboration with Regional and Provincial Partners	
ARPCD/Curriculum Partnerships/Advisory Committee Partnerships .....	13
Fee for Service Partnerships.....	14
Cost Recovery Sessions .....	15
Collaborative Programming Highlights.....	16
Curricular Areas of Priority 2019-2020.....	19
Quality Metrics.....	21
NRLC Regional PD Statistics and Participation 2019-2020.....	24
Specialty Grants: Funded Under Other Regional, Provincial and Federal Priorities .....	25
Accountability Measures - Goals, Strategies, Outputs, Outcomes and Analysis	
Goal 1     Facilitate Professional Development Goal .....	27
Goal 2     Effective Curricula Implementation.....	32
Goal 3     Coordination, Brokerage and Referral.....	41
Goal 4     Emerging Needs .....	45
Goal 5     Leadership Capacity .....	48
Goal 6     Cost Effectiveness .....	50
ARPCD Provincial Professional Development.....	53
<b>Appendices</b>	
Appendix A. NRLC 2019-2020 Financial Statements .....	62

## ACRONYM LEGEND

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

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## MISSION, VISION AND REGIONAL CONTEXT

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### 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, division and school goals so that sustainable, meaningful learning opportunities are available to its learning community members. The Consortium promotes learning and learning connections for the diverse community of adults who share the responsibility for student learning.

### Regional Context

Northwest Regional Learning Consortium operates with one Executive Director, who represents both the regional jurisdiction and provincial partners, and whose role it is to meet grant deliverables as identified through provincial implementation funding. In the 2019-2020 school year, the Northwest Regional Consortium extended the contract of Executive Director, Sandra Ciurysek.

In the NRLC office, Anu Ayanleke holds the full-time position of Executive Assistant and Laura McLeod was the financial assistant for most of the program year.

The Northwest Regional Learning Consortium provides services and learning opportunities for eight school divisions as well as various First Nation school authorities, private and charter schools in a large geographical area covering the northern half of Alberta. Some of the school divisions we serve include French Immersion schools/programs as well as Colony schools and many of the schools we serve have a high percentage of Indigenous students. Approximately **2400 teachers** and **1250 educational assistants** are employed within these school authorities. NRLC regularly connects with two Advisory Committees, various Regional Planning Teams, as well as with numerous contacts from various school divisions/authorities.

NRLC continues to provide programming opportunities and supports for learning in many ways including **face-to-face sessions**, such as workshops, presentations and qualification programs; **online learning opportunities**, such as webinars and webcasts of face-to-face sessions; **job embedded personalized professional learning**, such as collaborative planning, support to professional learning communities and 'elbow to elbow' work with individuals; and **asynchronous learning and professional development resources** available on the NRLC and ARPDC websites.

The distance within the Zone 1 region presents a challenge in providing professional learning opportunities for teachers at a single location and as a result, we attempt to rotate a variety of locations, thereby reducing travel time for participants to attend sessions. Additionally, the availability and cost for substitute teachers and teacher access for PD funding remains a challenge for teachers and divisions.

The 2019-2020 regional plan included support for quality professional learning opportunities for all educators related to the provincial priorities in the areas of:

- Curriculum and Pedagogical Practice,
- First Nation Métis and Inuit,
- Inclusive Education,
- Instructional Leadership,
- Literacy,
- Mathematics,
- Numeracy, and
- Other Priorities based on the needs of the regions served.

Curriculum Implementation funding, as outlined in the Alberta Education Funding Manual, supports the facilitation and delivery of professional learning for curriculum implementation that aligns with the priorities determined by Alberta Education. The supports provided by NRLC include high quality professional learning opportunities and resources, involving a wide variety of research-informed approaches, that build capacity within schools and school jurisdictions, regionally and provincially.

*“NRLC has been a blessing for our organization. We are an emerging new authority with many new teachers or teachers from out of province and with NRLC’s help, we were able to help these new personnel become change agents in our schools. They also were instrumental in partnering with our Central Office Teams to achieve the greatest synergy possible. Thank you NRLC.”*

NRLC Annual Stakeholder Survey response



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## MESSAGES

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### Accountability Statement

The Northwest Regional Learning Consortium Annual Report for the 2019-2020 year was prepared under the direction of the Board 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.

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 2019-20 Financial Statement is submitted as Appendix A to this report.



**Nick Radujko**  
Board Chair



**Sandra Ciurysek**  
Executive Director



## Message from the Board Management Team Chair

There is an ancient Chinese blessing/curse that notes, “may you live in interesting times.” The past year has proven this adage to hold more than a grain of truth. The Northwest Regional Learning Consortium (NRLC) along with its sister consortia throughout the province began the year with new plans and a positive outlook. The goal of the consortia and for good professional learning is for their work to lead to a change in practice by the teachers that then results in enhanced student learning.

The work undertaken by the NRLC was focused on ensuring that the planned curriculum rollout be well supported during the year. The NRLC team began the year with focus on providing the teachers served in our zone with opportunities to engage in powerful, focused, and effective professional development. As the task was to ensure we supported Alberta Education’s curriculum planning and the needs of our partner divisions and Band schools, the planning echoed these requirements.

Funding became an issue early in the school year with events coming to a head in January 2020 when, with government funding changes, we were forced to consider shutting the Northwest Regional Learning Consortium down. This would have been the fate of all the consortia without a reconsideration of the budget for their work. After much conversation (and hand wringing worry), the consortia worked collaboratively with Alberta Education, the College of Alberta School Superintendents (CASS) and crafted a new deal to ensure funding that protected the vital work of the consortia.

Shortly after this was finalized, the province went into pandemic lockdown and in-person schooling came to an end. As a result, face-to-face professional learning also ended. The NRLC considered the new reality and, along with the other provincial consortia partners, crafted new online sessions for teachers.

It is the resilience of the NRLC team, and the importance of the consortia work in the province that has made me proud to serve as the Management Team chair for the 2019-2020 school year.

I also want to note the support of my fellow team members from CASS, the Association of School Business Officials of Alberta (ASBOA), the Alberta School Boards Association (ASBA), the Alberta School Councils’ Association and Alberta Education. Each of us working collaboratively helped the NRLC team with the support they needed to make the new plan come to fruition.

I wish all the success that I can to the NRLC in the future.

Yours,



Nick Radujko  
Zone 1 (CASS) and Board Chair



## Message from the Executive Director

The irregularities in operations faced by ARPDC and NRLC over the past two program years have made it difficult to use comparative data or view data trends as a part of analysis for the annual report. From a programming interruption during the election period in 2019, the AB Ed funding deferral leading to the near closure of the NRLC office in early 2020 to the pivot from regional face-to-face programming to provincial online programming during the first wave of the COVID-19 pandemic in Alberta, in the spring of 2020, the only constant in our operations has been continuous anomalies. Despite the various trials and turbulent times, NRLC rose to the challenge and had a very successful program year.

Highlights of NRLC work during the 2019-20 year include our collaborative partnerships. For the second year in a row NRLC celebrates that 55% of our total NRLC programs were collaborative partnership projects. Key to this continued success are the strategic planning meetings held with each of our individual school divisions and authorities. Working collaboratively to meet their individual jurisdictional needs with creative solutions for effective professional development while considering the evolving challenges of limited professional development funding, substitute shortages and even unique circumstances such as the pandemic, are all integral in building effective professional learning and educator capacity toward effective implementation of curriculum.

As we close the 2019-20 program year, we will also close a chapter of NRLC/ARPDC history. Consortia will no longer be governed by Regional Boards and moves to governance by the College of Alberta School Superintendents (CASS). I would like to thank not only this past year's NRLC Board Management Team for their dedication and service to professional development in Northwestern Alberta, but all stakeholder members who served on the NRLC Board Management Team over the years. Your dedication to professional development has been a gift to all teachers, educational assistants, and education partners over the many years.

Finally, I would like to thank the NRLC staff, Anu Ayanleke, Laura McLeod and consultants, Kim Barker-Kay and Geri Lorway for their dedicated professional service and flexibility in contributing to the success of the 2019-20 program year.

Respectfully,



Sandra Ciurysek  
Executive Director

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## INTRODUCTIONS: STAKEHOLDERS

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

### Board of Directors

Sandra Ciurysek.....NRLC Executive Director; Grande Prairie  
Nick Radujko .....Board Chair; CASS; Assistant Superintendent, GPPSD  
Rhonda Freeman.....ASBOA; Secretary Treasurer, Peace River School Division  
Jodi Peebles .....GPRC TEN Program, Education Coordinator Instructor, University of Alberta  
Delainah Velichka.....ASBA, Trustee, Peace River School Division  
Wendy Kelm.....Alternate, ASBA, Peace Wapiti Public School Division  
Rick Sakundiak .....ASCA, Alberta School Councils' Association  
No Representatives.....Alberta Teachers' Association (3 member seats)



### Staff and Consultants

Sandra Ciurysek .....Executive Director  
Anu Ayanleke .....Executive Assistant  
Laura McLeod .....Financial Administrative  
Assistant  
Kim Barker-Kay .....First Nations, Métis  
Education Consultant  
Geri Lorway.....Mathematics Curriculum  
Contractor

## Districts

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

Fort Vermilion School Division	<a href="http://www.fvdsd.ab.ca">www.fvdsd.ab.ca</a>
Grande Prairie Catholic School Division	<a href="http://www.gpcsd.ca">www.gpcsd.ca</a>
Grande Prairie Public School District	<a href="http://www.gppsd.ab.ca">www.gppsd.ab.ca</a>
High Prairie School Division	<a href="http://www.hpsd.ca">www.hpsd.ca</a>
Holy Family Catholic Regional Division	<a href="http://www.hfcrd.ab.ca">www.hfcrd.ab.ca</a>
Peace River School Division	<a href="http://www.prdsd.ab.ca">www.prdsd.ab.ca</a>
Peace Wapiti Public School Division	<a href="http://www.pwsd76.ab.ca">www.pwsd76.ab.ca</a>
Northland School Division	<a href="http://www.nsd61.ca">www.nsd61.ca</a>
BigStone Cree Nation Education Authority	<a href="http://www.bigstone.ca">www.bigstone.ca</a>
Kee Tas Kee Now Tribal Council Education Authority	<a href="http://www.ktcea.ca">www.ktcea.ca</a>
Little Red River Board of Education	<a href="http://lrrcn.ab.ca">http://lrrcn.ab.ca</a>
Dene Tha' Education Authority	<a href="https://denetha.ca/">https://denetha.ca/</a>
Driftpile Cree Nation Community Education	<a href="http://www.dpcn.ca/">http://www.dpcn.ca/</a>
Horse Lake First Nation	<a href="http://horselakefn.ca/">http://horselakefn.ca/</a>
Sturgeon Lake Cree Nation	<a href="http://www.sln.ca">http://www.sln.ca</a>
Swan River First Nation	<a href="https://swanriverfirstnation.com/">https://swanriverfirstnation.com/</a>
Tallcree Tribal Government School Division	<a href="https://www.tallcreefirstnation.ca/">https://www.tallcreefirstnation.ca/</a>
Valhalla Charter School	<a href="https://vcs.education">https://vcs.education</a>

Consortium work and planning has been strategically refined to respond to the needs of our regional stakeholders and our regional context as well as meeting the expectations of Alberta Education and School Division Business Plans. Conversations and planning meetings provincially and regionally have enabled NRLC to develop strategic implementation plans to coordinate with and complement the work of school districts in the region effectively with resources provided through provincial implementation funding and sharing of regional expertise.

NRLC works closely with regional advisory teams as well as provincial ARPCD consultants and executive directors to develop effective professional development that will have an impact on student learning. Additionally, it should be noted that NRLC Executive Director, Sandra Ciurysek, and consultants, Kim Barker-Kay, and Geri Lorway often held individual meetings to refine professional development programs and or design specific sessions based on district requests.

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## **\*CREATING CONTEXT FOR THE 2019-2020 REPORT\***

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As is referenced in the ARPDC Provincial Professional Development section of this report, the data, outcomes, and analysis in this report should be read through the lens of the challenging context of ARPDC/NRLC program year.

The delayed delivery, and limitation of only two Provincial Curriculum Implementation Support Priorities, provided by Alberta Education on November 15, 2019, with a directed change in planning and reporting practices from regional implementation plans to one provincial implementation plan, placed constraints on the consortia's ability to meet the needs of its school division/authority partners and stakeholders, and this led to limited partnership opportunities and requests for programming.

Significant funding concerns, stemming from the announcement of delayed funding in January 2020, leading to the near closure of the NRLC office, compacted limitations for our stakeholder partners to access professional learning services and this led to further distractions of business and program operations. Fortunately, the advocacy by the College of Alberta School Superintendents (CASS) to the Ministry led to proposal/approval for CASS to become the ARPDC Governance and banker board for the coming 2020-2021 program year. This was followed by the presentation of a new and broader set of Curriculum Implementation Support Provincial Priorities, developed collaboratively with ARPDC and the Ministry, that paved the way to re-engage with our school division/authority partners and stakeholders in March 2020.

One week after the new Curriculum Implementation Support Provincial Priorities was released, the impact of the COVID - 19 pandemic on school authorities created the need for a switch to At Home Learning for Alberta students and virtual professional learning opportunities for educators. In response, the ARPDC pivoted from regional face-to-face programming to provincial online programming for the remainder of the spring and early summer of 2020.

NRLC negotiated each challenge, limitation and change in practice, and is thankful to be able to celebrate accomplishments toward each of the six (6) goals of Consortia.

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## WORKING IN COLLABORATION WITH REGIONAL AND PROVINCIAL PARTNERS

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

### **Alberta Regional Professional Development Consortium (ARPDC)**

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

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

### **Curriculum Partnerships**

Executive Director, Sandra Ciurysek, meets bi-annually with Superintendents, Assistant and Deputy Superintendents, Supervisors of Curriculum, Directors of Instruction, Pedagogical Supervisors, and/or Regional Student Services Coordinators from each Zone 1 School Division and as many First Nation School Authorities as are available, as well as with the Directrice of the French Language Resource Centre.

### **Advisory Committee Partnerships**

To ensure the needs of school districts, charter, private and band schools are met, Northwest Regional Learning Consortium collaborates by forming advisory committees which represent stakeholder groups. Advisory Committees provide collaborative opportunities for input and direction for NRLC’ Professional Learning programs and plans.

Advisory committees address the following Consortia goals:

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

In 2019-2020, two Advisory Committees provided valuable input:

#### **First Nations, Métis, and Inuit Advisory Committee**

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

#### **French Language Resource Centre Board, Advisory Committee**

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

## **Fee for Service Partnerships**

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

The NRLC charges education related clients (i.e.: Alberta Education, ATA/ATA Locals, Early Childhood Coalitions, Independent Education Consultants, PCS etc.) a minimal or reduced fee, from 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 2019-2020:

- **PARTNER - Greater Peace Teachers A.T. A. Local #13**

*Teachers’ Fall PD Day 2019 – 335 participants*

*North Peace Educational Assistants Fall PD Day 2019 – 146 participants*

Each fall, teachers from Peace River Public School Division and Holy Family Catholic School Division come together as their Greater Peace Alberta Teachers Association Local #13 (GPATA#13) to participate in professional learning. This year’s annual event which held October 28, 2019 featured Dr. Jody Carrington and the power of the relationships with the people we love, lead, and teach. The Education Station was also on site for convenience in purchasing classroom materials. The GPATA#13 Executive Council also welcomed educational assistants from PRSD and HFCRD to participate in this learning event.

- **PARTNER - Mighty Peace Teacher’s Association (March Convention)**

*Mental Health First Aid Course – March 5 & 6, 2020 - Session Cancelled*

- **PARTNER - Grande Prairie Public School Division**

*2020 Northern Alberta Educational Assistants Conference – March 5 & 6, 2020 – 435 participants*

The Northern Alberta Educational Assistants' Professional Development Conference *"Building Relationships, Engaging Students"* was a local collaboration with Grande Prairie Public School Division No. 2357 and Northwest Regional Learning Consortium. The keynote presentation was given by Canada's social media expert and award-winning speaker and author, Wade Soročan, who provided an informative and humorous presentation on the rise of Social Media Addiction causing an anxiety inducing fixation for "LIKES," FOLLOWERS" and "COMMENTS." Other sessions included:

- ✓ Youth Anxiety Epidemic: How Schools Can Prevent Life-Long Suffering
- ✓ MRE Reading Strategy K-5
- ✓ Picking Up on Early Education Issues
- ✓ Supporting Educational Assistants - How to Read with Kids Who Need Help
- ✓ Games + Activities to Optimize Self-Regulation
- ✓ Burnt! A proactive approach to building stress resilience and avoiding burnout
- ✓ FASD – A Parent's Perspective on Strategies to Help A Child Succeed
- ✓ An Evidence Based Approach to the Prevention of Tobacco and Vaping Use
- ✓ Autism and the General Education Classroom
- ✓ Supporting English Language Learners
- ✓ Building Better Brains
- ✓ Mindful Educators
- ✓ Library Learning Commons
- ✓ Creating A Community of Staff Wellness
- ✓ Everybody Present: Reducing Distraction & Anxiety in the Classroom
- ✓ Indoor Recess Emergency Kit
- ✓ Active Bodies, Thriving Brains. How Movement Fuels Mental Health
- ✓ Foundational Knowledge for Educators: Understanding the Métis in Canada
- ✓ Hip Hop It Off

## Cost Recovery Sessions

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

The cost-recovery session *Joey Moss Literacy Centre for Excellence Presents "Meet Their Needs and They Will Read"*, was planned for April 3, 2020, however, due to implementation of pandemic protocols, the program was cancelled.

## Conferences

- Mamawhitowin "Coming Together" Conference 2019  
*October 17 & 18, 2019 / 118 participants*
- Fort Vermillion School Division PD Day - Everybody's got stuff, Be an Awesomiser?  
*November 12, 2019 / 356 participants*  
NRLC supported this district PD day by brokering some sessions and providing pens and notepads for each participant.



## COLLABORATIVE PROGRAMMING HIGHLIGHTS

### Regional Professional Learning Partnerships

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

In the 2019-2020 year, the NRLC team worked closely at both school and jurisdiction levels to co-plan and collaborate on effective professional development that met specific needs and initiatives identified by the jurisdictions. These programs vary from cost recovery partnerships such as the Northern Alberta Educational Assistants Conference Team, the ATA Northwest Inclusive Education Council, the Greater Peace ATA Local 13 and sessions at the Mighty Peace Teachers' Convention Association, to those delivered during common district or school-based PD days. These partnerships continue to be an opportunity for embedded PD that creates professional learning communities in various districts to create lasting results and connections. In the 2019-2020 year, NRLC continued to make the most of collaborative partnership programming; 55% of learning opportunities involved collaborative partnership projects with approximately 4411 participants taking part.

Partner	Number of Learning Opportunities	Sessions Cancelled	Registrants
A.T. A. Local #13, Greater Peace Teachers	2		481
A.T.A., High Prairie School Division	6	1	255
Alberta Education	1		24
Consortium Provincial Francophone Perfectionnement Professionnel (ARPDC)	1		9
Edmonton Down Syndrome Society	1	1	
Fort Vermilion School Division	1		356
French Language Resource Centre	34		246
GPCSD, GPPSD, PWSD	2	1	27
Grande Prairie & District Catholic Schools	2		40
Grande Prairie Public School Division	13	1	1052
Grande Prairie Public School Division and Peace Collaborative Services	8		536
Grande Prairie Regional College	1	1	
High Prairie School Division	1		233
Holy Family Catholic School Division	1		5
Holy Family Catholic School Division and Peace River School Division	1		19
Kee Tas Kee Now Tribal Council Education Authority	9		277
Learning Network Educational Services (ARPDC)	6	1	78
Outreach Education Council of ATA	1		18
Peace River School Division, Zone 1 ASBA	2		116
Peace Wapiti Public School Division	4		641
<b>21 Partnerships</b>	<b>97</b>	<b>6</b>	<b>4411</b>

## Funded or Supported through the Curriculum Implementation Funding and Other Sources

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

**Fort Vermilion School Division (FVSD)** FVSD regularly requests liaison and brokerage services through the NRLC for their district start up days, and for the district inclusive education day. During the November PD day, *Everybody's Got Stuff Be an Awesomiser*, three hundred and fifty-six (356) FVSD educators received professional development through brokered facilitators and regional jurisdiction 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 Directice, Diana Boisvert, these programs serve to meet regional French Immersion and FSL educators' needs, through support of both the Curriculum Implementation funding and the Federal Government' Official Languages in Education Program (OLEP) grant held by the Southern Alberta Professional Development Consortia and Learning Network Education Services for the ARPDC. In 2019-2020, thirty-four (34) separate learning opportunities were co-hosted, serving two hundred and forty-six (246) participants.

**Grande Prairie Public School Division (GPPSD)** Northwest Regional Learning Consortium partnered with GPPSD for thirteen days of professional development in 2019-2020 including: *The Nonviolent Crisis Intervention® Flex Training* (5 days), *Violent Threat Risk Assessment* (4 days), *Combined Grade Classroom Teaching and Planning*, and *Elementary Music Practices with Anita Perlau*. In addition, the two-day Northern Alberta Educational Assistants' Professional Development Conference "*Building Relationships, Engaging Students*" was a local collaboration with Grande Prairie Public School Division and NRLC.

**Grande Prairie Public School Division and Peace Collaborative Services (GPPSD/PCS)** An eight-day series was jointly developed entitled, *Children and Youths with Complex Communication Needs in the Classroom* which ran from November 2019 to June 2020. This very successful series was enjoyed by five hundred thirty-six (536) registrants.

**Grande Prairie & District Catholic Schools (GPCSD)** The NRLC supported the GPCSD in co-designing and delivering a two-day Instructional Leadership session entitled *Fierce Conversations*, which engaged twenty (20) participants per day.

**Grande Prairie, three districts (GPPSD/PWSD/GPCSD)** NRLC partnered in the development of two sessions: An Inclusive Education session, *Transitioning...Life After High School*, and a learning opportunity related to Dual Credit, *Work Site Inspection*, which was cancelled due to low enrolment.

**Grand Prairie Regional College** A *New Learn Alberta* session was planned for March 17, 2020 but was cancelled due to the corona virus pandemic.

**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 Zoom platform. Approximately five Planning Committee meetings were held during the year involving twenty-four (24) participants. The committee developed a district PD Day (October 28, 2019) featuring Dean Shareski and various sessions were directed toward literacy, numeracy, professional learning communities across subject areas including science and music as well as sessions from NRLC on Curriculum 101 and High School Math Assessment. Three hundred and thirty-five (335) participants attended this day in the Grimshaw Shared School Facility. In addition, NRLC also supported the North Peace Educational Assistants Fall PD Day 2019 held concurrently which served one hundred forty-six (146) participants.

**High Prairie School Division (HPSD)** The NRLC partnered in the development of six (6) sessions including:

- High Prairie School Division PD Day
- Session(s) for Success Coaches with Kim Barker-Kay
- Level B Assessment Training
- Building Educational Equity - Empowering the Spirit
- Infusing Indigenous Foods into CTS/CTF

**Kee Tas Kee Now Tribal Council Education Authority (KTCEA)** A two-day *Joyful Literacy Mini Summit* was held in January 2020 and a seven-day series entitled, *Prioritizing Core Curriculum, Grades 1 - 6, with Indigenous Learning in Mind* ran during July and August 2020.

**Northland School Division (NSD)** The NRLC assisted our sister consortium, LNES, in providing professional learning opportunities for NSD in three (3) sessions related to mathematics developed by LNES and CRC facilitators:

- *K–6 Engaging Students Through Math Games and Activities*
- *Teaching K–6 Mathematics Through the Lens of Conceptual Learning*
- *Teaching 7-12 Mathematics Through the Lens of Conceptual Learning.*

An NSD Area 1 Principals' Meetings was also planned but was later cancelled.

**Peace River School Division (PRSD) and Zone 1 Alberta School Boards Association (ASBA)** The *Regional Headstrong Youth Summit* was planned and held February 7 & 8, 2020 with fifty-eight participants each day.

**Peace Wapiti Public School Division (PWPSD)** The NRLC works closely with the PWPSD, on a regular basis, to support their district in developing professional learning opportunities based on district priorities and goals. Delivered during district or school PD days, these learning opportunities are developed in a cohort-based model to promote the team and peer-to-peer learning aspect. This year, professional development opportunities included:

- *Horse Lake Family Fair*
- *Holocaust Experiences* with Dr. Eva Olson
- *Kids These Days* with Dr. Jody Carrington
- *Building Educational Equity from the Inside Out* with Kim Barker-Kay

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## CURRICULAR AREAS OF PRIORITY 2019-2020

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The 2019-2020 Curriculum Implementation funding facilitated delivery of professional learning supports for curriculum implementation that aligned 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 divisions, regionally and provincially.

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

The ***Northwest Regional Learning Consortium Regional Plan to Support Curriculum 2019-2020*** was developed with the following priorities identified and allocated funding:

- Curriculum and Pedagogical Practice,
- First Nation Métis and Inuit,
- Inclusive Education,
- Instructional Leadership,
- Literacy,
- Numeracy,
- Mathematics and
- Other Priorities based on the needs of the regions served.

### Curriculum and Pedagogical Practice

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

### First Nations, Métis, and Inuit (FNMI)

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

### Inclusive Education (IE)

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

### Instructional Leadership

- ☑ Support for system leaders, school administrators, and instructional coaches to build leadership capacity as well as support instruction and student achievement.

### Literacy (LIT) and Numeracy (NUM)

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

### Mathematics (MA)

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

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

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

## Curriculum Implementation Grant

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

Curriculum Implementation Funded Sessions			
Focus	Sessions Planned	Sessions Cancelled	Total Participants
Curriculum & Pedagogy	16	1	746
First Nation, Métis, and Inuit	9	2	215
Inclusive Education	27	0	1902
Instructional Leadership	12	3	950
Literacy	6	0	325
Mathematics	30	2	526
Other Regional and Provincial Priorities*	4	1	70
	105	10	4734

\*Includes: Assessments, CTF, Dual Credit, Social Studies, Science, Fine Arts, MFWHSR

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## QUALITY METRICS

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### Quantitative

#### ARPDC PD COUNTING MODEL

##### ALBERTA REGIONAL PROFESSIONAL DEVELOPMENT CONSORTIA (ARPDC)

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 has further developed a counting system that more accurately reflects the number of deliveries as a session total within one learning opportunity/cohort/ grouping. Counting LO's and sessions by priority gives a more definitive summary and understanding of the consortia work.

#### PARTICIPANT SURVEYS

##### PROFESSIONAL LEARNING OPPORTUNITY REFLECTION SURVEYS

*Distributed electronically following the learning opportunity.*

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

NRLC offers electronic PD evaluations sent directly to each participant following their learning activity; this has increased the challenge in securing responses. Continued conversations are held to increase the return rate as we engage with our stakeholders to convey the importance of participant feedback in guiding regional work that meets their needs.

*"NRLC is vital to supporting our division to meet its PD needs. They are always open to conversation and our division relies heavily on their service."*

NRLC Annual Stakeholder Survey response



## PROFESSIONAL LEARNING REFLECTION

Beginning with this 2019-20 program year, ARPDC no longer offered a 30-day follow-up survey to participants. Instead, each consortium hosted Focus Group Conversations inviting a random selection of participants from sessions held in each of the identified priority areas. Qualitative data collected in the focus group conversations is included in the annual report and is applied to strategic planning for the following program year.

Focus Group participants are provided prompts which include:

- From the learning, you have participated in: *a. Indicate one or two ideas that affirmed your current practice, b. Indicate one or two strategies that you implemented into your practice, c. Share how your students/colleagues have benefited from the knowledge and skills you have learned*
- How has the professional learning you engaged in through (*Your Consortia*) supported the development of your competencies as it relates to TQS/LQS?
- As you reflect on your professional learning experiences, what additional sessions, supports or resources do you require?
- Was the professional learning you attended provided at a reasonable cost? (optional)

With the irregularity of the program year, and pandemic restrictions, online Zoom conversations were scheduled, with the option to respond to an online survey for those unable to attend live/in-person. As there was limited regional programming after March 15, 2020, the pool of programs and participants for focus groups was also limited to approximately 55 programs. Between 5-20 participants, from a variety of learning opportunities in each priority area were chosen, at random, with consideration given to equity across the geographic area of the zone and invited to participate in a 30-minute online conversation. A total of 117 participants were invited to participate. Of the seven scheduled focus group meetings, two (2) were held and each was conducted with a single, one, participant in each meeting. An additional five (5) replied that they were unable to attend the live meeting(s) but did complete an online survey of the questions. A total of seven (7) responses were collected, with at least one (1) response in each priority area, with the exception of Instructional Leadership, for a total response rate of 6%.

Qualitative data responses are included as a part of the participant responses in Goal 2 of this report.

## Qualitative

### PD SATISFACTION RESULTS

In Goal 2, the Curricular Areas of Priority section of this report, (see pages 32-40), you will find sample responses taken directly from the *NRLC's* Professional Learning Reflection and Needs Assessment forms, for each priority area, completed by participants following each learning opportunity.

### NRLC SURVEY ANALYSIS

In 2019-2020, NRLC experienced a return rate of 6.3% of the post session professional learning opportunity reflection surveys. This is a slight increase from the 3.7% return rate in 2018-19. Measures were taken during the programming year to ensure that the reflection survey would be electronically distributed prior to the end of the learning opportunity and that facilitators reminded participants to complete the survey before the end of the session.



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

## **NRLC ANNUAL STAKEHOLDER SURVEY**

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

In 2019-2020 the Annual Stakeholders Survey was administered within Zone 1 and quantitative and qualitative survey results are reported in the accountability measures of this report.

1. **The Consortium was effective in helping us address PD needs identified in our education plans.** 100% strongly agree or agree
2. **The Consortium was effective in helping us meet emerging PD needs, outside of those identified in our education plans.** 100% strongly agree or agree
3. **PD facilitated by the Consortium supported effective implementation of provincial curricula.** 77% strongly agree or agree
4. **The Consortium provided good value for the grant dollars they were provided to support implementation of provincial curricula.** 84.6% strongly agree or agree
5. **The Consortium's coordinating, brokering and/or referral services were effective in helping us access PD resources.** 100% strongly agree or agree
6. **The Consortium has contributed to the development of PD leadership capacity within my organization.** 69.3% strongly agree or agree
7. **The Consortium's services are provided at reasonable cost.** 100% strongly agree or agree
8. **Overall, I was satisfied with the services provided by the Consortium.** 100% strongly agree or agree
9. Please provide any additional comments for the NRLC.

- ★ I appreciate the Consortium's willingness to cooperate with other groups.
- ★ NRLC has been a blessing for our organization. We are an emerging new Authority with many new teachers or teachers from out of province and with NRLC's help, we were able to help these new personnel become change agents in our schools. They also were instrumental in partnering with our Central Office Teams to achieve the greatest synergy possible. Thank you NRLC.
- ★ I feel the NRLC is vital to ensuring continued quality PD for our staff and I am very glad that funding has been provided to allow for continued support services.
- ★ Thanks for keeping us well informed and to continue working on our individual and provincial needs, it is appreciated.
- ★ I am a supporter of NRLC because there is a concerted effort to personalize supports to meet our district's needs.
- ★ There is good partnership to deliver PD in a cost-effective manner.
- ★ NRLC is vital to supporting our division to meet its PD needs. They are always open to conversation and our division relies heavily on their service.

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## REGIONAL PD STATISTICS AND PARTICIPATION

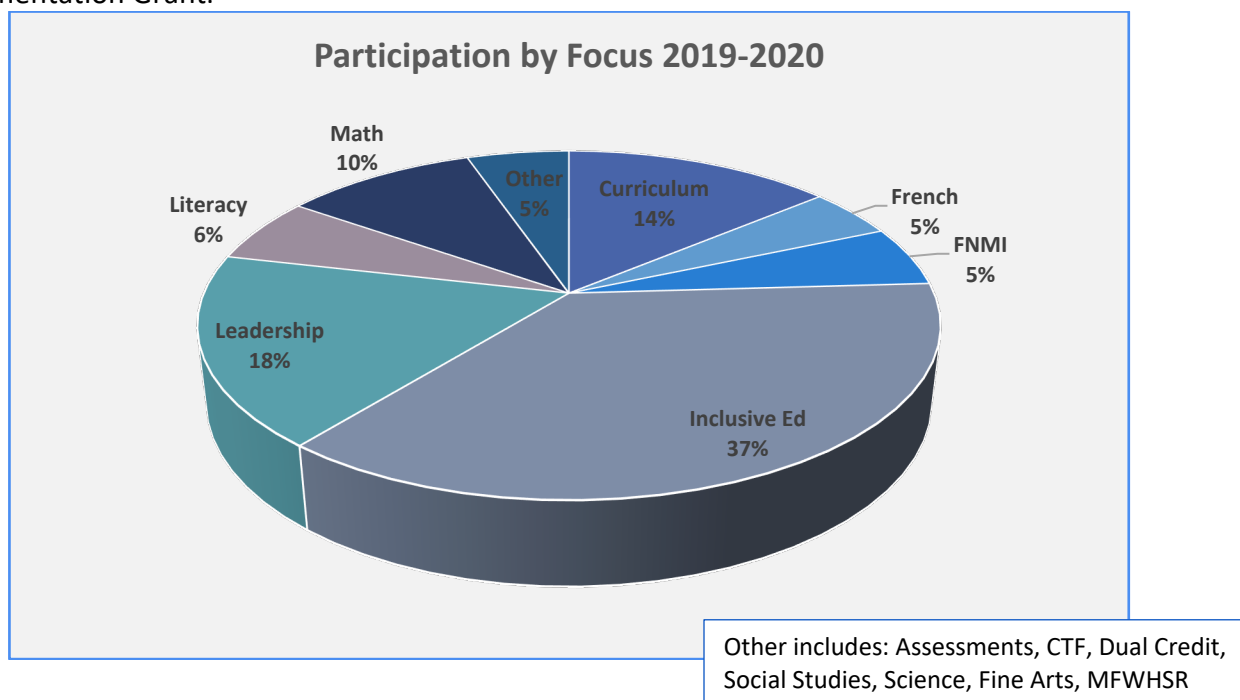
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The NRLC planned one hundred and ninety-six (196) regional professional development sessions through our consortium in 2019-2020 hosted primarily in Grande Prairie and Peace River, with some sessions offered in High Prairie and High Level. These locations have proven to be the most readily and easily accessible by participants across our geographical area. Of these sessions, 115 were developed and funded under the Curriculum Implementation Grant and served 6170 registrants. Twenty (20) learning opportunities were cancelled, some due to low registration, however, approximately half of the session cancellations were primarily due to the requirement to cancel face-to-face professional learning sessions due to the corona virus pandemic protocols (March-June 30, 2020).

NRLC continues to develop and participate in innovative steps to provide delivery of PD via online means, including ARPCD initiatives such as Zoom webinars, creation of asynchronous resources and resource websites, Communities of Practice, and webcasts. We continue a trend of planning, developing, and implementing a greater number of learning opportunities based on identified zone needs and Alberta Education priorities; there have been fewer cancellations over the past four years due primarily to this more collaborative approach to planning. Many of these opportunities continue the emphasis of building into long-term learning plans and cohorts, as one program may be delivered over two or three dates.

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

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



## SPECIALTY GRANTS: OTHER REGIONAL, PROVINCIAL AND FEDERAL PRIORITIES

Professional learning support identified as a need by regional consortia or Alberta Education in topics or subjects that relate outside the identified Curriculum Implementation areas, are supported through funding from other sources, including specialized grants.

- Horse Lake First Nations Band
- Moving Forward with High School Redesign
- Official Languages in Education Program
- Alberta Mentorship Program
- Alberta Education Community Conferencing

OTHER GRANTS		
Horse Lake First Nation Band	Year 2 of 3 of a grant to Peace Wapiti Public School Division	Partners: HL/PWPSD
<ul style="list-style-type: none"> <li>• <b>NRLC' Commitment: Administrative Supports</b></li> <li>• <b>Projects/Programs: <i>Fall Family Fair</i> planned / 75 registrants</b></li> </ul>		
Moving Forward with High School Redesign	ARPDC Grant Lead: CARC	Partner: ARPDC
<ul style="list-style-type: none"> <li>• <b>Spring Network Meeting 2020</b></li> <li>• <b>Projects/Programs: 1 session planned / 24 registrants</b></li> </ul>		
Official Languages in Education Program	ARPDC Grant Leads: LNES /SAPDC Year 5 of 5 OLEP ARPDC funding	Partner: The <i>French Language Resource Centre</i> in Grande Prairie representing thirteen partners including seven school boards: GPPSDD, PWPSD, GPCSD, PRSD, HFCRD, HPSD, Conseil Scolaire du Nord-Ouest, Académie of Nancy-Metz
<ul style="list-style-type: none"> <li>• <b>Projects/Programs: 34 sessions planned / 5 cancelled / 246 registrants</b></li> </ul>		
Alberta Mentorship Program (AMP) Teen Mentoring in Schools Collaborative Community Project	ARPDC Grant Lead: CRC	Partner: ARPDC
<ul style="list-style-type: none"> <li>• <b>Projects/Programs: 5 sessions planned / 35 registrants</b></li> </ul>		
Alberta Education Community Conferencing – Toward the Improvement of School Attendance	ARPDC Grant Lead: ERLC/NRLC	Partner: ARPDC
<ul style="list-style-type: none"> <li>• <b>Projects/Programs: 3 sessions planned / 33 registrants</b></li> </ul>		

## Sample comments from session surveys

### French / French Immersion (supported through the OLEP Grant)

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

- ✓ That there is always someone to collaborate with, even if they aren't at my school.
- ✓ Le principe de poser plus de question aux élèves, voir voir plus loin est super. De belles stratégies ont été partager pour ceci.
- ✓ I liked how we checked in with the core ideas from the POS every few months. It recentred my goals for the next while in class. I will keep doing that.

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

- ✓ More discussion and video use.
- ✓ it would be helpful for my 4-6 students to begin seeing some French literature and current events in these grades, so that if they have occasion to take the DELF in future grades, it would not be such a shock for them.
- ✓ La date pour la formation: durant les journées pédagogiques en début d'année ce n'est pas idéal pour des professeurs qui recherchent des stratégies directement utiles dans leur salle de classe et qui veulent se préparer pour la rentrée scolaire. De plus, je ne pense pas que l'audience pour cette formation était destinée aux profs de m à 4 mais plus au secondaire. C'était une formation qui appelait plus la réflexion sur la pédagogie, c'était très abstrait, très peu pratique dans ma salle de classe. Je n'ai pas appris de nouvelles choses, juste confirmé ce que je savais déjà sur la pédagogie.

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

- ✓ I would like some more concrete strategies and some collaboration with other teachers.
- ✓ Du temps pour faire de la recherche pour me donner une banque de livres intéressants pour mes élèves.



*Horse Lake Fall Family Fair*

# NRLC ACCOUNTABILITY MEASURES

## ★ ARPDC GOAL ONE

**Facilitate professional development** which supports the effective implementation of:

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

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

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

## STRATEGIES TO ACHIEVE GOAL ONE

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

## OUTPUTS: GOAL ONE

MEASURES	METRIC	RESULTS QUANTITATIVE
Zone 1 Curriculum Implementation Support Plan developed and aligned with 2019-2020 Provincial Priorities		<p>NRLC 2019-2020 Implementation Support Plan submitted to Alberta Education September 2019.</p> <p>In November 2019, AB Ed requested a combined Provincial ARPDC Curriculum Implementation Plan, rather than individual regional plans. The ARPDC Provincial Implementation Plan was submitted in December of 2019.</p> <p>No Mid-Year Review Meeting was held with Alberta Education in 2020, for the Provincial or Regional Implementation Plans.</p>
Host formal/informal conversations with key Alberta Education personnel.		In 2019-20 there were frequent meetings with AB Ed Curriculum Branch and QASS staff, up to 4 times per month from October through to February.
Overall percentage of stakeholders who are satisfied that the consortium effectively addresses professional development needs identified in their education plans.	NRLC Annual Stakeholders' Survey (Question #1)	100% of those surveyed agreed that NRLC effectively addresses PD needs identified in their education plans.
Overall percentage of stakeholders that are satisfied the consortium was effective in helping them meet emerging PD needs, <i>outside</i> of those identified in their education plans.	NRLC Annual Stakeholders' Survey (Question #2)	100% of those surveyed agreed that NRLC was effective in helping them meet emerging PD needs, <i>outside</i> of those identified in their education plans.
Number of Zone 1 School District meetings held. The Executive Director met with each School District Superintendent and/or Curriculum Coordinator to identify learning needs twice per year.	Record of Executive Director's meetings.	<p>District visitation meetings held to discuss needs</p> <ul style="list-style-type: none"> <li>• Fort Vermilion School Division (once only)</li> <li>• Grande Prairie Catholic School Division</li> <li>• Grande Prairie Public School Division</li> <li>• High Prairie School Division</li> </ul>

		<ul style="list-style-type: none"> <li>• Holy Family Catholic Regional Division</li> <li>• Peace River School Division</li> <li>• Peace Wapiti Public School Division</li> <li>• Northland School Division (no response)</li> <li>• Kee Tas Kee Now Tribal Council Education Authority</li> <li>• Little Red River Board of Education (once only, by phone)</li> </ul>
Facilitate regional jurisdictional District Contact and Advisory Committee meetings to provide direction for planning learning opportunities and to positively impact district leadership and teacher practice.	Record of Executive Director's meetings	<ul style="list-style-type: none"> <li>• Executive Director attended four CASS Zone 1 meetings</li> <li>• Four regular NRLC Board of Directors Meetings were held with additional emergency meetings called in January 2020 and March 2020, as well as a virtual vote in June 2020.</li> <li>• French/French Immersion Advisory Committee meetings are run by the French Language Resource Centre and attended by the NRLC Executive Director 4 times per year. In Addition, the Executive Director meetings with the Directrice of FLRC 2 times per year for planning purposes.</li> <li>• Four (4) First Nation, Métis, and Inuit Zone One Advisory Committee meetings were held.</li> <li>• Three (3) Elbow to Elbow Work meetings were held by NRLC Curriculum Consultant regarding program planning.</li> <li>• One NSD Principals 1 Meeting was planned but cancelled.</li> </ul>
Administer multiple surveys to gather data to inform future planning.	Bi-annual Consortium Needs Assessment.	<ul style="list-style-type: none"> <li>• Not Administered in Spring of 2019 due to Alberta's Election Act and ARPDC Shutdown.</li> <li>• Not Administered in the Spring of 2020 due to the irregularities involving the COVID-19 pandemic.</li> </ul>



	NRLC Education Stakeholder Survey  ARPDC Professional Learning Reflection and Needs Assessment survey Learning  PD Learning Follow-up Focus Groups	<ul style="list-style-type: none"> <li>• Next administration year is 2021.</li> <li>• Distributed in June 2020</li> <li>• Distributed immediately following each learning opportunity electronically.</li> <li>• Online meetings held via zoom, for each priority area in June 2020.</li> </ul>
Promotional materials developed		<ul style="list-style-type: none"> <li>• NRLC Newsletter – <i>Professional Development Offerings</i></li> <li>• NRLC Social Media posts (Facebook, Twitter)</li> <li>• Participated in ARPDC Provincial “Calendar View” newsletter, April-June 2020</li> <li>• Creation of ARPDC “Changemakers in Education” Podcast Channel</li> </ul>
Satisfaction of stakeholder contacts with Consortium services overall	NRLC Annual Stakeholders’ Survey (Question #8)	<ul style="list-style-type: none"> <li>• 100% of survey respondents were satisfied with the services provided by the Consortium.</li> </ul>

## ANALYSIS OF OUTCOMES OF GOAL ONE

It is affirming to see that 100% of those that responded to the NRLC Stakeholders Survey are satisfied with professional development supports they are receiving from the NRLC. NRLC prioritizes communication, collaboration, and partnership programming with its stakeholders in the achievement of each of the 6 goals of consortia.

NRLC Executive Director continues to meet with school division and school authority leadership teams and curriculum leaders each spring and fall to discuss district priorities and context. Unique to the Spring of 2020 meetings, were that all meetings were held online via zoom and many School Superintendents joined into these planning meetings, along with their assistant superintendents and learning leaders. The Executive Director was able to share NRLC’ data with each individual school division and authority team to show trends in participant registration and partnership programming to add depth to the discussions and planning for the following program year. These regular meetings allow NRLC to assist with more personalized and differentiated planning to leverage collaborative partnerships and valuable programming for stakeholders.

## ★ ARPDC GOAL TWO

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

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

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

### STRATEGIES TO ACHIEVE GOAL TWO

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

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

PERFORMANCE MEASURES	METRIC	RESULTS QUANTITATIVE
Overall percentage of school authorities having access to online materials created by ARPDC members.	These “made in Alberta” resources include videos, learning guides, archived webinars, facilitator guides & a collection of resource websites.	100% of districts have access  <a href="http://www.arpdcresources.ca">www.arpdcresources.ca</a>
Number of participants who attended NRLC PD offerings.	Participant Count	176 learning opportunities held 6 conference days held 20 cancelled session days 6788 total participants
<p>Number of sessions and participants attending learning opportunities in the following areas:</p> <ul style="list-style-type: none"> <li>★ Curriculum and Pedagogical Practice</li> <li>★ First Nation Métis and Inuit</li> <li>★ Inclusive Education</li> <li>★ Instructional Leadership</li> <li>★ Literacy</li> <li>★ Numeracy</li> <li>★ Mathematics</li> <li>★ Other Priorities based on the needs of the regions served.</li> </ul>	<p>Registration Data</p> <p>LO – Learning Opportunities R – Registrants C – Cancelled Sessions</p> <p>Other Regional Priorities include:</p> <ul style="list-style-type: none"> <li>- Dual Credit</li> <li>- Fine Arts</li> <li>- Social Studies</li> <li>- MFWHSR</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum and Pedagogical Practice LO = 17 R = 1081 C = 1</li> <li>First Nations, Métis, and Inuit LO = 11 R = 297</li> <li>Inclusive Education LO = 44 R = 2327</li> <li>Instructional Leadership LO = 13 R = 950 C = 3</li> <li>Literacy (incl OLEP) LO = 33 R = 530 C = 3</li> <li>Mathematics LO = 30 R = 526 C = 2</li> <li>Other LO = 5 R = 220 C = 1</li> </ul>

PERFORMANCE MEASURES	METRIC	RESULTS QUANTITATIVE
Overall percentage of survey respondents who indicated that the professional learning opportunity contributed to their awareness and/or deeper understanding of the topic.	★ <i>Professional Learning Reflection and Needs Assessment survey (#1a)</i>	<b>96%</b> were satisfied that the professional learning opportunity contributed to their awareness and/or deeper understanding of the topic.
Overall percentage of survey respondents satisfied that they were provided opportunities to be engaged in the learning.	★ <i>Professional Learning Reflection and Needs Assessment survey (#1b)</i>	<b>94%</b> were satisfied that sessions provided opportunities to be actively involved in the learning.
Overall percentage of survey respondents who indicated that the learning opportunity provided strategies for integration of the learning into current practice.	★ <i>Professional Learning Reflection and Needs Assessment survey (#1c)</i>	<b>96 %</b> were satisfied that that the learning opportunity provided strategies for integration of the learning into current practice.
Number of participants engaged in Reflection Follow-up focus-groups.	✓ ARPDC Professional Learning Reflection Follow-up	117 participants invited across 7 focus group zoom meetings. 6% response
Overall percentage of survey respondents who indicated that PD facilitated by the NRLC supported effective implementation of provincial curricula.	NRLC Annual Stakeholder Survey (#3)	<b>77 %</b> of survey respondents agreed that PD facilitated by the NRLC supported effective implementation of provincial curricula.

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

✓ **ARPDC Professional Learning Reflection Follow-up** – administered online focus group meeting(s) held in June

**Stakeholder Survey (#3) observable result:**

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

## OUTCOMES OF GOAL TWO

### PD Satisfaction Results

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

#### Curriculum and Pedagogical Practices

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

- ✓ I will follow the strategy to adapt my class as the audience, like the example of using the right vocabulary and different tools when communicating with the audience. Teaching online can be different, sometimes me or my Chinese students can have problems with the connection so having more tools available for class can help to make sure students receive the information that was supposed to be delivered in class. Tools that we used in this webinar included power-points, chat rooms and group discussions. (*webinar*)
- ✓ The research validated current practices and gave me new ideas.

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

- ✓ I think that creating an email group with all the participants could help for the future to have teachers communicating and keeping in touch or sharing materials for different classes.
- ✓ Ways to help students that are considered vulnerable readers/learners in the upper middle years. Ways to help these individuals with inclusive ideas.

#### First Nations, Métis, and Inuit

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

- ✓ It was great to talk to people about our experiences working with schools that are at different places in the reconciliation journey. I found their perspectives and advice affirming.
- ✓ Interesting to hear all the work being done during COVID. Appreciated all the ideas and a number of take-aways and strategies that will be shared.

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

- ✓ I would like to bring in some of the land-based learning practices into our district, with inspiration from both KTC and HPSD.
- ✓ The different elder protocols occurring in the various jurisdictions

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

- ✓ Continue to visit with the group. I would like to go visit some of the districts and learn from them more.
- ✓ To hear more about the Cree language app
- ✓ Interested in the beading and bannock kits that were being delivered in one of the Districts....nice touch on that one...

## Inclusive Education

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

- ✓ Really needed the frameworks provided and how they break down behaviour and when to Intervene
- ✓ I learned strategies to use for distraction and ways to build the relationship after an issue comes up.
- ✓ It is important to recognize anxiety and put supports into place early on.
- ✓ Having had courses in assessment previously, the content supported my earlier learning and was a positive reminder of the coursework I had taken.
- ✓ Using assessments with caution and care. Using multiple inputs of information before making a big decision about a child's future.
- ✓ This helps in understanding the importance of building relationships with our students, that no matter how much we want to instruct them, if they aren't in good mental health, it won't matter what we are trying to get them to learn.

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

- ✓ Recognizing the signs of anxiety and intervening then how to de-escalate; things to watch about my own body language
- ✓ Supporting learning support teachers with their administration and scoring of the assessment protocols will be an important part of the decision-making process for further assessment. Going through the test materials together to ensure standardization and interpretation are accurate with respect to the skills of the student.
- ✓ Make sure that a teacher and support staff can do this course together so they have time to collaborate together and then they can take it back to the classroom the next day with everyone all on the same page. Very helpful.

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

- ✓ More conflict support, self-awareness pieces, team building
- ✓ Training in KeyMath and PPVT assessments.
- ✓ Ensuring the learning support teachers have had adequate training in the assessment tool prior to administration on target students.
- ✓ Would like more training on children on the spectrum. Learn how to better communicate with them and understanding of how they perceive differently.
- ✓ A lesson on how to cope with stress
- ✓ I would like for this information to be given to even more students, than just those who are able to attend the conference. I believe that everyone should be equipped with this mental health knowledge.



*Julie Stern*  
*"Making Sense of Teaching for  
Conceptual Understanding and  
Learning Transfer"*

## Instructional Leadership

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

- ✓ Has better positioned me to work with my team to help support teachers in transitioning to concept-based instructional practices.
- ✓ Important / difficult conversations should not be left unsettled. Deeper conversations lead to better relationships
- ✓ That cross-groupings and teacher collaboration is essential; it would be nice if collab time was built into the timetable.
- ✓ Every session NRLC offers is always connected to the TQS.
- ✓ I really liked the way the presenter modelled the process of identifying the concepts to be taught and how to ensure the interconnection of these concepts to foster deeper learning and transfer learning. I also liked the fact that she used Hattie's work to flag the impact of the various strategies in positively impacting learning.

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

- ✓ How to develop and implement multiple grade curriculum year plans and unit plans
- ✓ More teacher team time to collaborate and unit plan together.
- ✓ Next step is to further develop this model specifically to the subject area with our school teams.
- ✓ Sessions on planning 'writing' long range plan and unit plans, as well as reading plans session on sharing resources where teachers bring units, etc. that they have developed; this way we can also talk and share.

## Literacy

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

- ✓ To give the students more doses of literacy throughout the day, I enjoyed hearing some of the ways teachers incorporated games into gym class. I think the games we learned from the presenters are fun and work well in gym class.
- ✓ Having fun by acting out a poem or story to engage students. The importance of phonics. There were so many ideas that were just so good!!!
- ✓ The research validated current practices and gave me new ideas.

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

- ✓ Teaching through the themes

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

- ✓ Provide support to principals for engaging their schools in promoting Joyful Literacy Project in their classrooms. Provide guidance and support for teachers, my superintendent, on how and what needs to happen to make this work (PLC's, group support, individual support, feedback, etc.).
- ✓ A website that offers more support and ideas.
- ✓ I would love if the presenters could come up again next year and follow up with us in our journey with using new approaches and help direct us or in how to continue to grow in the methodology that was presented.



## Mathematics

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

- ✓ Makes you see math in a new light!!
- ✓ Number sense and being comfortable manipulating numbers is the most important.
- ✓ My thinking around spatial reasoning was reaffirmed during this session as it is a precursor to number sense and engaging students in their learning.
- ✓ The vocabulary we use in mathematics is important for students to be able to communicate their understanding. Knowing the curricular expectations for the grades before and after the grade I teach now is very valuable and helps me guide student learning.
- ✓ The implementation of meaningful notes and checking your understanding questions; how to assess in a thinking classroom.
- ✓ It was my second year with Peter and was good to affirm blueprinting and outcomes based assessment approaches, along with the use of structured questioning.
- ✓ This session affirms we can teach math the same way, and keep differentiating, but just have a better idea of how to assess and group kids.
- ✓ I have booked time with our district learning coach to help implement some of the new learning.

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

- ✓ running records, more concrete work with a concept before moving into abstract
- ✓ more dot collections and chunk-its...I'm ready to have fun with math again!
- ✓ Meeting with district coaches to ensure that I am implementing what I learned in the correct sequence.

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

- ✓ Getting public and political approval. I have found that generally, in small school rural areas, the community is very hard to convince of these best practices, because they are so different from traditional methods. I would be looking for advice for ways to convince upper administration to change policies to allow me to do this, and how we can convince parents in the community that this truly is the best way for their child to learn (despite data driven results, if students are unwilling to do it and parents are at home are not only unwilling to support it but also instill negative beliefs in their children, it is difficult to achieve them). So I want to know if there are more strategies to convince the naysayers?
- ✓ I would love to have a more in-depth session with Dr. Newton
- ✓ Follow up sessions next year to further develop our understanding once we have had a chance to implement in the classroom.



*Building a Thinking Classroom with Peter Liljedahl*

## Other Regional and Provincial Priorities Related to Curriculum Implementation

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

- ✓ This is my first-year teaching science, (not my first-year teaching) the format of the PD was designed in the same way I have planned my lessons and experiments. I felt more confident after the PD and got some great ideas for experiments.
- ✓ There were MANY activities and strategies that I can use immediately in my music classroom. This session was extremely practical.

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

- ✓ I wish they would have had a full day session to go over all four grade 5 science strands.
- ✓ Meeting with other teachers during and after their units to see how they used the ideas in this session.
- ✓ First Nation songs etc...

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

- ✓ Any music pd is always appreciated!

## Professional Development Follow-up Focus Groups

### **IDEAS THAT AFFIRMED YOUR CURRENT PRACTICE:**

- ✓ Interesting problems to solve as well as using vertical surfaces with random groupings
- ✓ It confirmed that outcome-based grading is a strong assessment strategy, and also reinforced ideas about data collection, analysis and biases.
- ✓ Using visuals to begin the thinking process with students.

### **STRATEGIES THAT I IMPLEMENTED INTO MY PRACTICE:**

- ✓ This PD reminded me of the importance of Choral Reading for Fluency, and I started doing choral reading everyday and it helped!
- ✓ I have implemented two experiments already with the air and aerodynamics unit. I plan to implement all of the experiments with the Investigation unit. I have googled the mystery tube and learned how to make one. That was a fantastic PD. Thanks again.
- ✓ I was able to improve my documentation (formative assessment) as a result of some of the strategies I learned in the session.

### **HOW STUDENTS AND COLLEAGUES HAVE BENEFITTED FROM THE KNOWLEDGE AND SKILLS YOU HAVE LEARNED:**

- ✓ All my grade partners attended the session with me which allowed us to collaborate a great deal.
- ✓ I shared all of the things I learned over the two days with my staff at my PLC. Student fluency has also improved.
- ✓ All by students are engaged and learning now, even the ones that are struggling.

## ANALYSIS OF OUTCOMES OF GOAL TWO

NRLC participant' satisfaction remains high. Both quantitative and qualitative data listed above are in Goal 2.

NRLC is pleased to maintain satisfaction with previous year's survey data in the 94%-96% satisfaction rate in the overall percentage of survey respondents who indicated that the professional learning opportunities they participated in contributed to their awareness and/or deeper understanding of the topic, provided opportunities to be engaged in the learning and provided strategies for integration of the learning into current practice.

Though participant satisfaction is high, Stakeholder/Division Leadership satisfaction toward curriculum implementation has declined. As indicated, 77 % (10 of 13) of survey respondents agreed that PD facilitated by the NRLC supported effective implementation of provincial curricula, with the remaining 33% of respondents being Undecided (2 of 13) and Not Applicable (1 of 13). This is a 16% decline in satisfaction rate from the 93% satisfaction two years ago, in 2017-18, when Stakeholder's Survey was last administered. There is a possibility that this decline in satisfaction could be attributed to the minimization of only two (2) priority areas, French Immersion and NewLearnAlberta.ca, in the fall of 2019.

However, priority areas were updated in March 2020 to include a broader spectrum of curriculum implementation support priorities:

- Curriculum & Pedagogy
- Inclusive Education
- First Nations, Metis, and Inuit
- Mathematics & Numeracy
- Literacy
- Instructional Leadership
- Other Regional and Provincial Priorities Related to Curriculum,

This is to be in effect until the 2022 program year. The decline in satisfaction rate may also be attributed to NRLC's simple lack of ability to offer programming or partner on learning opportunities during January and February of 2020 due to lack of government funding and the impending closure of the NRLC office.

Additionally, the Executive Director's observation of comments made by some Superintendents and leaders of learning at School Division/Authority planning meetings held in the Spring of 2020, indicated that some stakeholders do not favor 'one off', individual, professional development sessions as valuable/effective professional learning, which may have also contributed to the decline in the satisfaction rate. This was/has been taken into consideration as part of strategic planning for the 2020-21 program year. As far back as April of 2020, NRLC/ARPDC, have been developing more frequent 'learning opportunity series' which feature three (3) to six (6) learning opportunities of one (1) to two (2) hours per session with the same facilitator. Participants have an opportunity to review and practice learning in between sessions and follow-up with the facilitator and fellow participants in the consecutive sessions.

## ★ARPDC GOAL THREE

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

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

### STRATEGIES TO ACHIEVE GOAL THREE

NRLC	ARPDC	PARTNERS
<ul style="list-style-type: none"> <li>Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders.</li> <li>Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings.</li> <li>Design learning opportunities with other professional learning providers to respond to regional needs.</li> <li>Consortium staff will find opportunities to coordinate, broker or refer stakeholders to appropriate services that meet defined needs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify provincial learning needs that could be met by collaborating with professional learning providers and stakeholders.</li> <li>Explore potential provincial partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings.</li> <li>Design and deliver professional learning opportunities provincially that capitalize on the resources of partners.</li> <li>Host yearly meetings with stakeholder groups to review partnering opportunities from the current year and to invite exploration for further collaborative opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Identify regional and provincial learning needs that could be met by collaborating with professional learning providers and stakeholders.</li> <li>Explore potential partnerships and collaboration opportunities with stakeholder partners through discussions and meetings.</li> <li>Design and deliver professional learning opportunities that capitalize on the resources of partners.</li> <li>Collaboratively share expertise and resources available for potential learning opportunities.</li> </ul>

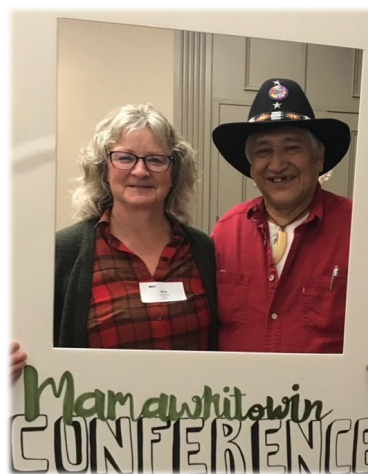
## OUTPUTS: GOAL THREE

PERFORMANCE MEASURES		RESULTS QUANTITATIVE
Number of meetings with potential partners/jurisdiction contacts.	Record of Advisory/Planning Meetings	10 Meetings 74 Attendees
Overall number of sessions provided through partnerships	2019-2020 Program Details	97 Learning Opportunities developed through partnerships 6 sessions cancelled 4411 registrants
Number of Conferences/Symposiums supported through partnerships	2019-2020 Program Details	7 Conferences/15 sessions 2820 Conference Registrants
Overall percentage of stakeholders satisfied with the Consortium's effectiveness in coordinating, brokering, and/or referral services in helping access PD resource.	NRLC Annual Stakeholder Survey (Question #5)	100% of respondents surveyed agreed that the NRLC is effective in coordinating, brokering and/or providing referral services.

PARTNERSHIP PROGRAMS 2017-18	PARTNERSHIP PROGRAMS 2018-19	PARTNERSHIP PROGRAMS 2019-20
79	131	97



Goota Desmarais



Kim Barker-Kay and Elder Peter Joachim

### ***Mamawhitowin (Coming Together) Conference 2019***

## OUTCOMES: GOAL THREE

### Broker

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

During the 2019-2020 year, NRLC worked with 21 partners, creating 97 learning opportunities serving 4411 registrants. (see page 16)

### Coordinate

From March to June of 2020, all programming was coordinated with our sister Consortia to offer as many open, provincial, webinar sessions as possible. Though some webinar programming were closed to specific regional partners, a majority of learning opportunities, across the province, were offered as provincial opportunities. (Complete information data for provincial learning opportunities can be found in the ARPCD Common Pages on pages 53-61).

Additionally, NRLC took a lead in coordinating international and national speaker agreements with other Consortia, to reduce presenter travel costs, and facilitated two (s) provincial speaking tours.

### NRLC Planned Provincial Tours 2019-2020

PRESENTER	FOCUS	DATES	LOCATION
Dr. Nikki Newton	Elementary Mathematics	Oct. 8-10, 2019	NRLC- Grande Prairie, CRC-Calgary, SAPDC-Lethbridge
Dr. Peter Liljedahl	K-12 Mathematics	Dec. 9-12, 2019 Mar. 6, 2020	NRLC-Grande Prairie, CRC-Calgary, SAPDC-Lethbridge ERLC-Edmonton

### Referral Centre

NRLC frequently supplies information regarding speakers and resources to our Stakeholder Partners. NRLC is pleased to continue to advertise partner associations' events and share recommended local expertise to other Consortia, jurisdictions, and schools.

## ANALYSIS OF OUTCOMES OF GOAL THREE

As previously stated, NRLC prioritizes communication, collaboration, and partnership programming with its stakeholders in the achievement of each of the 6 goals of consortia. It is no surprise that NRLC has increased from 93%, in 2017-18, to 100% of surveyed respondents agreeing that the NRLC is effective in coordinating, brokering and/or providing referral services. Meeting the needs and requests of our partners and stakeholders, in a timely fashion, is our number one priority!

Though the total number of 2019-20 partnership learning opportunities, 97, is lower than 2018-19, 131, a majority of the 97 partnered learning opportunities were accumulated from September 2019-February of 2020 as the remainder of the learning opportunities for the program year became provincially open webinars due to the ARPDC response to the COVID-19 pandemic. Key to continued success for NRLC is strategic planning with each of our Zone 1 individual school divisions and authorities and each of our stakeholder partners to provide individualized services. Working collaboratively to meet the needs of our stakeholders on a regular basis to coordinate, broker, and refer facilitators to them in building their district professional development days, administrators' meeting professional learning opportunities as well as individualized teacher professional development to suit their district needs is an integral part of our regional work.

It is important to note that, although the ATA no longer provides representation to consortia boards, the NRLC Executive Director sits on the ATA's Mighty Peace Teacher's Convention Association (MPTCA) Board, as a non-voting member, and NRLC continues to coordinate, broker, and refer sessions for the MPTCA Annual Teacher's Convention each year. Additionally, NRLC and MPTCA collaborate to partner on speakers between the MPTC and the Northern Alberta Educational Assistants Conference.



*Participant' social media feedback for the October 26th GPATA Local #13 Fall Teachers PD Day*



## ★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 TO ACHIEVE GOAL FOUR

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

## OUTPUTS: GOAL FOUR

PERFORMANCE MEASURES	METRIC	RESULTS QUANTITATIVE
Number of learning opportunities (*all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders.	Registrations received	176 learning opportunities planned 156 learning opportunities delivered 6788 participants
Number of learning opportunities (*all formats) that were planned and cancelled.	Planned sessions cancelled	20 sessions cancelled The Covid-19 pandemic provincial protocols and restrictions impacted face-to-face sessions from March – June 2020
Overall % of participants satisfied that they increased their awareness and/or deeper understanding of the topic.	<i>Professional Learning Reflection and Needs Assessment</i> (Distributed immediately following the learning opportunity. (#1a.)	96% satisfaction
Overall % of participants satisfied that they were provided opportunities to be engaged in the learning.	<i>Professional Learning Reflection and Needs Assessment</i> (Distributed immediately following the learning opportunity. (#1b.)	94% of participants satisfied that they were provided opportunities to be engaged in the learning Descriptions and testimonials noted throughout Annual Report.
Overall % of participants satisfied that they were provided strategies for integration of the learning into their current practice.	<i>Professional Learning Reflection and Needs Assessment</i> (Distributed immediately following the learning opportunity. (#1c.)	96% satisfaction
District Collaboration	Number of Collaborative Projects	71 District Collaborative Partnerships

\*all formats: face-to-face, webinars, communities of practice, webcasts and asynchronous.

## ANALYSIS OF OUTCOMES OF GOAL FOUR

Provincially, ARPD Executive Directors continue to meet a minimum of twice a month, once face-to-face and once online, to collaborate on ongoing projects/programs to serve provincial priority areas, as well as specialized grant projects, and strategize professional development in Alberta. In 2019, struggles with planning for implementation with Alberta Education [Quality Assurance and Strategic Supports](#), Curriculum Coordination & Implementation Division Alberta, and the cancellation of classes on March 15, 2020, the need for consortia Executive Directors to meet and coordinate/plan implementation support programming increased exponentially.

Beyond efforts toward provincial strategies, NRLC continues to work hard at being flexible and responsive in meeting the individual needs and requests of our regional stakeholders. Regionally, for two consecutive years, 55% of NRLC's total learning opportunity programs are partnership programs stemming from requests of individual schools, school jurisdictions and school authorities. It remains evident that intentional collaborative planning, various meetings, and ongoing dialogue of emerging needs across Zone 1 are a foundation of our work.



*2020 Northern Alberta Educational Assistants' Conference*

## ★ 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 all curriculum implementation priority areas.

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

### STRATEGIES TO ACHIEVE GOAL FIVE

NRLC	ARPDC	PARTNERS
<ul style="list-style-type: none"> <li>• Collaboratively develop 'needs based' professional learning opportunities and resources to support emerging leadership needs.</li> <li>• Plan, develop, deliver, and broker a wide range of learning opportunities using emerging technologies.</li> <li>• Identify feedback mechanisms to determine needs and impact of learning opportunities.</li> <li>• Work collaboratively with Alberta Education, CASS Zone 1 and school authorities to understand and address leadership needs in conjunction with priority areas.</li> <li>• Align leadership learning with the Leadership Quality Standard (LQS).</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with Alberta Education to understand emerging needs provincially.</li> <li>• Attend train the trainer meetings with Alberta Education in order to deliver accurate information in professional learning sessions around the priority areas.</li> <li>• Design, develop, manage, and deliver online PD resources.</li> <li>• Identify provincial learning needs that could be met through ARPDC collaboration.</li> <li>• Align leadership learning with the Leadership Quality Standard (LQS)</li> </ul>	<ul style="list-style-type: none"> <li>• Through collaborative conversations with representative organizations, help identify emerging regional needs as they pertain to developing leadership capacity.</li> <li>• Offer sessions/workshops through partner organizations to support provincial directions.</li> <li>• Contribute to conversations at CASS Zone 1 meetings to understand leadership needs as determined by the group in congruence with provincial directions and the Leadership Quality Standard (LQS).</li> </ul>

## OUTPUTS: GOAL FIVE

PERFORMANCE MEASURES	METRIC	RESULTS QUANTITATIVE
Number of sessions provided for developing leadership capacity	Registration data	13 learning opportunities 950 registrants
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity.	NRLC Annual Stakeholder Survey (Question #6)	69.3% agreed that the NRLC has contributed to the development of PD leadership capacity.

LEADERSHIP PROGRAMS 2017-18	LEADERSHIP PROGRAMS 2018-19	LEADERSHIP PROGRAMS 2019-20
7 Sessions/ 220 registrants	9 sessions/336 registrants	13 sessions/950 registrant

## ANALYSIS OF OUTCOMES OF GOAL FIVE

Developing leadership capacity is a key part of adult learning support and success. During the 2019-20 program year, NRLC offered Instructional Leadership sessions including: Collaborative Response Model and Scheduling for success with Jigsaw Learning's Kurtis Hewson, an Elementary Math Leadership Cohort with Geri Lorway, Fierce Conversations Training sessions as well as various sessions and published resources from consultant Kim Barker-Kay to enhance Education for Reconciliation in schools with the Building Educational Equity website that can be found at <https://sites.google.com/arpdc.ab.ca/buildingeducationalequity/home>.

Though the NRLC's Instructional Leadership learning opportunities and participation rates have consistently increased over the past 3 years, satisfaction rate in the NRLC's contribution to the development of professional development for leadership capacity has declined from 80% (12 of 15) in 2017-18 to 69.3% (9 of 13 respondents). Of the 2019-20 responses, 15.4% (2 of 13) indicated they were specifically dissatisfied with the NRLC contribution to leadership capacity, however there were no qualitative comments to expand on the dissatisfaction (full data available on page 23). The Executive Director is unable to speculate reason for the dissatisfaction at this time. However, in response to this decline in satisfaction, targeted conversations regarding instructional leadership and leadership capacity building will be included in individual school division/authority meetings as well as at the NRLC Regional Stakeholder's Committee meeting(s).

## ★ARPDC GOAL SIX

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

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

### STRATEGIES TO ACHIEVE GOAL SIX

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

### OUTPUTS: GOAL SIX

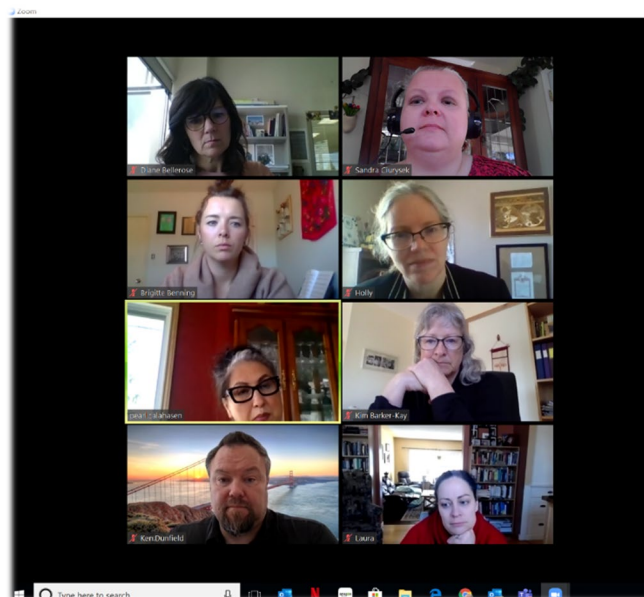
PERFORMANCE MEASURES	METRIC	RESULTS QUANTITATIVE
Percentage of stakeholders who agreed that the consortium provided good value for the grant dollars they were provided to support implementation of provincial curricula	NRLC Annual Stakeholder Survey (Question #4)	84.6% of survey respondents agreed that the consortium provided good value for the grant dollars they were provided to support implementation of provincial curricula
Overall % of stakeholders that were satisfied that the consortium's services were provided at reasonable cost.	NRLC Annual Stakeholder Survey (Question #7)	100% of survey respondents were satisfied that the NRLC's services were provided at reasonable cost.

## ANALYSIS OF OUTCOMES OF GOAL SIX

NRLC continues to strategically plan each learning opportunity with fiscal prudence in order to provide our stakeholders high quality learning opportunities at reasonable costs. Wherever possible, grant dollars are used to subsidize facilitator and session costs to keep registrations fees to minimum for participants.

Consistent with results of 80% from the 2017-18 Stakeholder Survey, 84.6% of survey respondents agreed that the consortium provided good value for the grant dollars they were provided to support implementation of provincial curricula. NRLC continues to prioritize partnership program opportunities with our stakeholders to provide not only collaborative professional development but to offer cost subsidy to our school divisions/authorities and other stakeholder partners.

NRLC is pleased that 100% of Stakeholder Survey respondents were satisfied that the NRLC's services were provided at reasonable cost. It should be noted that from March 2020 through to June 2020, all online, provincial sessions were offered at no cost to participants across the province. NRLC contributed an equitable proportion of its Implementation Program Funding to support the cost of the provincial sessions offered during this time.



*NRLC First Nation, Metis and Inuit Advisory Committee Meeting – April 2020*



## SAMPLE OF NRLC PROMOTIONAL MATERIAL –2019



September Issue



### Welcome!

NRLC is excited to welcome everyone to a new school year.

Our consortium goal is to be your go-to partner for quality and affordable professional development opportunities.

To subscribe to our newsletter, please visit our website by right clicking on this link: [subscribe](#), and it takes you to our sign-up page.


Also follow us on




is excited to host in Grande Prairie  
**RON RITCHHART**



For a workshop titled:  
"CREATING CULTURES OF THINKING"  
@  
Pomeroy Hotel & Conference Centre  
(11633-100 St, Grande Prairie, AB)  
October 22, 2019  
Registrations are ongoing:  
<https://nrlc.net/register/4375>

Save the Date!!!!!!!  
**Mamawhitowin "Coming Together"  
Conference 2019**  
October 17 and 18 @ Stonebridge Hotel, Grande Prairie



**SAVE THE DATE!!!**  
Join us for an Enriching Time @  
The Greater Peace Educational Assistants' P.D. Day  
• 28 OCTOBER 2019 •  
GRIMSHAW MULTIPLEX FACILITY  
Registration Fee: \$50  
Also Speaking:  
David Sobolewski, Dana Laliberte and others  
Registration begins in September 2019  
<https://www.nrlc.net>



Dr. Judy Carrington  
Keynote Speaker



Partners in Adult Learning for Students' Sake™



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. Consortia provides these professional learning opportunities through Curriculum funding from Alberta Education, grants, and cost recovery sessions. This exemplary model for effective and efficient delivery of professional development to various education stakeholder groups is 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.

The ARPDC Introductory Video can be accessed [online here](#).

### Challenges

In our collective efforts to execute the work related to the 2019-2020 Alberta Education Implementation Funding, ARPDC was impacted by various anomalies which created multiple challenges to navigate.

- The delayed delivery, and limitation of two Provincial Curriculum Implementation Support Priorities provided by Alberta Education on November 15, 2019 with the directive to produce one provincial implementation plan. This plan was submitted December 13, 2019. Consortia never received feedback on the plan other than notice of receipt. As mentioned below subsequent meetings with the Minister of Education and Deputy Minister resulted in a new more global priority direction and a shift to meaningful work regionally and across the province.
- Furthermore, direction was received on November 15, 2019 for a variance in consortia planning and reporting documents in opposition to those stated in the 2019-20 Funding Manual. These directives added additional layers of red tape, confusion and uncertainty straining and further complicating operations with Alberta Education Curriculum Department leads.
- Significant funding concerns stemming from the announcement of delayed funding in January 2020 lead to near closures of some consortia offices further distracting from the work.
- As a result of funding concerns, the College of Alberta School Superintendents (CASS) advocated to the Ministry with and for ARPDC which led to proposal/approval for CASS to become the ARPDC Governance and banker board as of the 2020-2021 program year as well as the presentation of a new set of Curriculum Implementation Support Provincial Priorities, developed collaboratively with ARPDC and the Ministry, for 2020-2022. The March 23 letter from Deputy Minister Andre Corbould set the direction for ARPDC work moving forward, removing red tape, and confirming an expanded priority focus. The letter was received one week after the decision to send students home in response to the COVID-19 Pandemic.
- The impact of the COVID - 19 Pandemic on school authorities created the need for a switch to At Home Learning for Alberta students and virtual professional learning opportunities for educators. In response, the ARPDC created provincial online sessions during the spring and early summer of 2020 in response to the emergent needs of each regional context.

ARPDC has been able to manage each challenge and celebrate accomplishments in each domain. We look forward to returning to and building upon a collaborative and positive relationship with our contacts in the ministry in supporting the implementation of a new Ministerial Order on Student Learning, implementing the recommendations on Direction for Curriculum, and building capacity to impact classrooms by “Supporting Adult Learning for Students’ Sake”.

### **No Small Miracle: Covid-19 Pandemic and ARPDC's Pivot to Province Wide On-line Support**

With the cancellation of classes in Alberta on March 15, 2020, like all school divisions and teachers in the province, the ARPDC also made changes in their practice for delivering learning opportunities across the province. ARPDC shifted from regional, in-person to remote, provincial Professional Learning with a high degree of success and impact.

ARPDC collectively provided learning opportunities and information to teachers, parents, school, and system leaders across Alberta and internationally to Alberta Accredited International Schools addressing: Assessment, Wellness, Technology, Curriculum, Pedagogy, Inclusive Education and covering all provincial curriculum implementation support priority areas.

#### **Between March 16 and August 31, 2020 ARPDC has collectively offered:**

- **303 Provincial Learning Opportunities** ranging from one hour to 6.5 hours in duration were attended by Teachers and education stakeholders. The average session was 1.5 hours in length with a mode of 1.0 hr. These sessions were organized and offered online as Consortium members pivoted from scheduled in person sessions to an online environment within days of the order for students to remain home. Where appropriate sessions were offered as part of a series of learning on a specific topic. Considerable focus was targeted on sessions supporting instruction and assessment methods and supports in an online environment.
- **21,401 Teachers and Education Stakeholders** registered in the 303 Provincial Learning Opportunities hosted by Consortia online.
- **70,266 Hours of learning were accessed by Teachers and Education Stakeholders from March 16 - August 31, 2020.** While this did include a small number of full day events, particularly targeting training for certification in assessments for example and a two-day summer literacy symposium, the majority of the learning was in 1 - 2 hour segments offered in the morning, afternoon, and after the traditional school hours in the early evening. Many sessions were recorded, and with permission of the presenters made available for varying lengths of time following the sessions to registrants to revisit.

In addition to provincial learning opportunities, ARPDC collaborated to create innovative support for educators with the development of a website for Supporting Learning at Home, asynchronous resources for virtual learning and the implementation of Facebook communities to support teacher networking and sharing of resources.

Moving forward we are grateful for the timely and efficient work in February and early March with the Deputy Minister, Minister of Education and CASS that enabled the 7 consortia to work so effectively in providing the Teachers and Education Stakeholders of Alberta with timely support throughout the COVID-19 impacted spring of 2020. The feedback from teachers and system leaders was extremely positive and the capacity to provide online support grew significantly throughout the process. The ARPDC is well positioned to continue this service throughout the 2020-21 school year as Alberta's education community and students continue to be deeply impacted by the COVID-19 pandemic.

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## PROVINCIAL COLLABORATIVE INITIATIVES

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### Supporting Professional Learning through Technology

In the late fall of 2018 ARPDC Consortia offices in Calgary (CRC) and Lethbridge (SAPDC) began to explore a relative newcomer to the online video conferencing platforms and in June of 2019 ARPDC determined **Zoom** would be the province wide online meeting and learning platform for all consortia work. This decision proved to be exceptionally timely as our consultants were well versed in the application when the COVID-19 pandemic drove all learning online. As itemized above, regionally, and provincially, ARPDC has been able to continue to support school jurisdictions, schools, teachers, and educational partners through perhaps the most challenging time for education in modern history.

In addition to our near seamless use of online meeting platforms and the delivery of **interactive online meeting sessions** and **webinars** we have leveraged technology to support **asynchronous** learning through a variety of approaches:

We collectively worked to develop the [Learning at Home](#) website for educators and parents.

We have an extensive [ARPDC website](#) which we continue to monitor and develop to provide timely support in all aspects of curriculum, assessment, and support to enhance inclusive education supports at home and school. Consortia offices maintain [YouTube](#) channels, Twitter accounts, and Blogs all to provide further opportunities through social media to heighten access to materials and engage in learning conversations and opportunities.

We established **podcast** channels at [The ERLC Show](#) and [Hit Pause with SAPDC](#) which are accessed provincially and have begun to archive recordings on an ARPDC Podcast channel all in an effort to further support learning when and where educators are able to access the learning.

One of our first supports for the teaching community during COVID-19 Spring interruption of classes was the implementation of **Facebook communities** to support teacher networking and sharing of resources.

- Five communities were launched (K-1, 2-3, 4-6, 7-9 MAS, 7-9 HUM) to target various grade groups as they grappled with emergency remote teaching given the unique context of the grades that they taught.
- As a component of these communities, weekly on-line meetups were also initiated to facilitate live conversations.
- Response to these communities were tremendous, with over 1200 teachers accessing these communities to converse with colleagues.

CRC has led the way for ARPDC in the establishment of **eCourses** as another avenue for asynchronous supported learning for educators. As we continue to work collaboratively across the province, we explore topics, share in the work, and research and explore ways to grow the eCourse model from bite sized “**Learn and Go**” opportunities to full length multi-module courses with a mix of short online sessions and asynchronous learning supported by our other initiatives such as our YouTube and Podcast channels.



- 5 eCourses were available this year, including:
  - 3 to support Indigenous foundational knowledge and application to teaching and learning  
(**The introductory course was offered in English and French**)
  - 1 to support understanding of the literacy and numeracy progressions
  - 1 to support teaching with a conceptual approach

Working off of the YouTube and Music Playlist pattern another asynchronous learning approach initiated this year was the **PD Playlist for Instructional Leaders**. This model was initiated by CRC. One example accessed by system and school leaders was the Conceptual Understanding PD playlist. The playlist provided support for instructional leaders in introducing and growing staff capacity to teach for conceptual understanding. A playlist provides instructional leaders with a sequenced list of on-line articles, blogs, and videos that they could use to engage their staff in learning. These resources were accompanied with thinking tools to use with staff that “modeled the way” as exemplars in conceptual teaching and learning.

### Access to Resources

ARPCDC develops professional development resources to provide ongoing, job-embedded support to nurture the growth of all educators and "*continue the conversation*" across the various priority areas. These “made in Alberta” resources include videos and learning guides, archived webinars, facilitator guides, and a collection of resource websites. [www.arpdcresources.ca](http://www.arpdcresources.ca)

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

2017-2018	94,540 page views	600+ Resources	
2018-2019	92,232 page views	600+ Resources	
2019-2020	99,329 page views	600+ Resources	40,459 Unique Users

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

**Learning Portal :** <http://learning.arpdc.ab.ca>

A provincial ARPCDC Learning Portal has been active for several years and houses many opportunities for educators to find a variety of resources, strategies, and ideas for implementation of the Alberta curriculum. The resources developed under the Elementary Mathematics Professional Learning project, and the mathematics demonstration courses are what are accessed most frequently. The data over the past three school years clearly demonstrates the increased interest in access to online, anytime resources.

2017-2018 : 1,373,406 Page views

2018-2019 : 1,964,009 Page views

2019-2020 : 2,119, 809 Page views

**In summary** our work provincially and regionally leveraging every aspect of technology available today allows for members of our team across the province to efficiently join forces in support of regional learning days, province wide conferences and learning opportunities be they live or asynchronous learning opportunities. We are available to our jurisdiction and school leaders, indeed we take requests and feedback from all members of the education community in Alberta, as together we strive to make the learning experience of all students in Alberta, no matter where they live, the very best it can be.

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## PROVINCIAL PROJECTS

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### Moving Forward with High School Redesign

The Central Alberta Regional Consortium, on behalf of the Alberta Regional Professional Development Consortium, worked with the High School Completion Project Managers to ensure all Spring Regional Network Meetings and the Teacher/Leader Fall Collaborative were completed.

Effective communication was developed to ensure that all aspects of the learning opportunities offered were meaningful and aligned with the current high school practices. Professional learning opportunities focused on building leadership capacity within school authorities. Through this project, the dynamics of the project have been flexible to the current challenges such as COVID-19.

Key learnings from the field through the implementation of Moving Forward with High School have influenced changes to the ECS-Grade 12 Guide to Education 2020/21. Participating schools shifted practices to ensure all students have the flexibility and necessary support in their programming to be engaged in their learning, and complete High School. Through the ongoing collaborative professional learning opportunities, it is evident that high schools and school authorities had intentionally shifted school programming to support student success in high school completion.

Collaboration between regional consortia to create coherence in implementation across the province, has provided a consistent delivery and messaging of work in this project.

The grant deliverables have now been completed with support for maintaining the Alberta Moving Forward with High School Redesign website for 2 additional years. <https://abhsredesign.ca/>

### Creating Pathways of Hope

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

Following a consultative process with representatives from urban, rural, and remote communities, with high-risk populations, the "Creating Pathways of Hope Planning Tool: Suicide and Life Promotion" resource and the companion "Design Thinking Toolkit: Building Life Promoting Cultures in Schools" documents have been completed and are available in both English and French. In the creation of these protocols and processes, high-risk populations include, but are not limited to students of the LGBTQ+2, Indigenous youth, youth with mental illness, youth struggling with addictions and survivors of suicide communities. The Design Thinking framework results in these resources being adaptable to the needs of schools and communities and allows users to meet specific local and regional needs and targets.



As we enter into the final year of this project, session facilitators are beginning online presentations of this work and these resources. Initially, these presentations are all intended for Alberta School System Level Leadership participants. Session proposals have been submitted to all Alberta Teachers Association 2021 Conventions for the intended purpose of sharing these resource documents with teachers, administrators, and other system level leaders. Additional professional learning opportunities will be available both synchronously and asynchronously throughout the 2020 - 2021 academic year both as 'open sessions' as well as, pending acceptance, at the CASS 2021 Spring Conference and the Alberta Schools Councils Association Spring Conference 2021.

### **Official Languages in Education Program**

**2019-20 General School Year Statement of Variance:** In our collective attempt to execute the work related to this grant, the ARPDC was impacted by two significant factors: 1) the delay in the confirmation and level of funding for this school year. This was further compounded by 2) the Covid-19 pandemic, as face-to-face classes were suspended, and professional development pivoted to new models. This directly impacted plans both in their development/initiation and planned delivery. In response, the ARPDC created provincial online sessions during the spring and early summer of 2020.

In concert with and support of the Consortium Provincial Francophone, we were proud to be a partner for the 2020 SYMPOSIUM VIRTUEL DES ROCHEUSES. This format allowed for access to a variety of well-recognized expert speakers: Boucar Diouf, Thierry Karsenti, David Bouchard, Steve Masson, Sonia Lupien. This was a four-day event - one presentation, per day, until day 4, which had two. There were follow-up webinar series offered in the fall of 2020 with three of the presenters : Thierry Karsenti, Steve Mason and David Bouchard.

The seven regional consortia throughout the province planned and implemented professional learning opportunities in collaboration with their school stakeholders representing the "French" communities in each geographic region of Alberta. Regional advisory committee work remains a strength of the model utilized by ARPDC, however this year greater conversation provincially as a direct result of COVID-19 further helped build upon the strength of regional opportunities shared provincially. As a result of the work of the advisory committees, we are best able to provide targeted support, share across the province and address specific regional and divisional needs. Throughout the 2019-20 school year, 180 learning opportunities were sponsored with 2834 participants registered. This was an increase from 116 learning opportunities with 1077 participants in 2018 - 2019. While some sessions were cancelled as a result of COVID-19 (it was determined they were best presented live), others were added to the online offerings for March - June and as previously identified. Invitations were extended from CPFPP to Immersion and Second Language teachers to join in on their offerings where appropriate.

Prior to mid-March 2020, Consortia continued to subsidize travel in support of sending teachers from smaller locales to the larger centers offering specific sessions where the economy of scale prevented regional offerings. From late March 2020 forward all sessions shifted to an online presentation model. This amended method of delivery, combined with no substitute teacher requirements, resulted in an increased number of professional learning session offerings and an increase in participation. The Consortia opened greater access to sessions online offered via Consortium provincial francophone pour le perfectionnement professionnel (CPFPP).

We have moved provincially to secure presenters capable of working online with our regional groups, reducing travel costs while increasing access and support following up on sessions. This effort to move from 'one-shot' support to ongoing development of language and pedagogy would not be achievable without the ongoing support of the grant.

There are various online supports for both F.S.L. and F.I. Teachers through the Alberta Regional Professional Development Consortia. ([www.arpdcresources.ca](http://www.arpdcresources.ca) and <https://www.cpfpp.ab.ca> eFormation site)

The strength of consortia to meet provincial, regional, district, school and even individual teacher needs, is supported by our steering/advisory/think tank teams. This year this was truly brought to the forefront as we adapted to the challenges of priority changes, requests for provincial-level planning, feedback delays on that provincial plan and then COVID-19. Through it all, we were able to open conversation, get support down to the school/teacher level and identify work that requires attention and ongoing support moving forward.

In addition to the 2019 - 2020 'regular' OLEP Project Funding, the ARPDC was the recipient of a 'one-time' accumulated surplus OLEP funding from the 2018 - 2019 OLEP Project. This funding was dispersed across each region to support the development of classroom libraries to enhance literacy efforts in French.

### **Campus Saint-Jean Partnership – *Les microformations sur la profession enseignante***

Under the leadership of the Francophone consortium, a partnership between the Campus Saint-Jean and ARPDC was established to support a series of learning opportunities to Education students from Campus Saint-Jean. These were offered over the lunch hour, offering students access to professionals from the field, who presented on a variety of topics related to the teaching profession : communication in diverse contexts, classroom management, communication with parents, planning a typical year, and managing stress. These presentations were captured on video, and, along with a conversation guide, are available for students and practicing teachers to access on [eFormation](#).

### **OSARS – Community Conferences Sessions**

The ARPDC received a grant from the Alberta Government through OSARS to facilitate Community Conference Training at 6 sites across the province. The facilitators and their fees were identified by OSARS. Sessions were planned at 6 locations for the Community Conferencing 3-day training events with a maximum of 30 participants per location.

The ERLC session in Edmonton was oversubscribed but all were welcome to attend and had 36 participants. The NRLC session in Grande Prairie had 11 participants. The LNES Session in Wainwright was cancelled the day the COVID restrictions took effect without prior warning so had 11 registrants but no participants due to late cancellation. The sessions in Lethbridge, Calgary and Red Deer were cancelled/postponed because of COVID. The timelines for the grant were extended until March of 2021 and pending the impact of COVID sessions will be rescheduled and carried out as per the terms of the grant.

### Alberta Teen Mentoring Project

Calgary Regional Consortium (CRC) led provincial efforts to implement Collaborative Communities in support of Teen Mentoring in Schools. With the goal of providing space, time, and facilitation to build capacity for schools and organizations who want to set up and/or enhance strong, meaningful mentoring initiatives in their communities, these Collaborative Communities were specifically targeted for supporting mentoring in schools and enhancing adolescent social emotional competencies.

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## TRENDS IN PROFESSIONAL LEARNING

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Consortia accepts and embraces change as we strive to support all education stakeholders in Alberta by providing adult learning opportunities and capacity building resources designed to impact professional practice and enhance student learning.

The conditions and restrictions of the COVID - 19 Pandemic, and the switch to At Home Learning for Alberta students, moved professional learning opportunities to a virtual format identifying trends to professional learning which include:

- Increased development of multiple session learning opportunity series as opposed to single sessions with facilitators.
- Increased desire/requests for web-based, open provincial learning opportunities sessions and series.
- Increased desire/development of asynchronous professional learning materials and resources.
- Increased need and focus on online pedagogy, lesson design, assessment, and engagement.
- Increased need for digital expertise and capacity for teachers and students
- Increased need for successful transition/change strategies and leadership
- Increased focus on Wellness and mental health for all stakeholders (COVID related adaptations).

In addition to these recent directions for professional learning, ARPDC is also:

- Researching trends and current developments in the field of education, sharing best practices, and sharing this information with our stakeholders.
- Updating technology and maximizing the use of technology to coordinate provincial learning opportunities as evidenced by the increased offerings of eCourses and online collaborative communities.
- Forming partnerships with a variety of PD providers and partnering on brokering presentations on behalf of regional stakeholder groups.
- Being responsive to requests from Alberta Education, districts, and education partners.
- Strategically positioning for support of full implementation of the new curriculum
- Increasing our collaborative strategic planning coordination in the development of provincial professional learning opportunities and resources within and across regional consortia.

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## APPENDICES

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

### **A. NRLC 2019-2020 Financial Statements**

**Regional Consortium**  
**Statement of Revenues and Expenses**  
**For the Year Ended August 31, 2020 (in dollars)**

<b>CONSORTIUM NAME:</b>			
<b>Northwest Regional Learning Consortium</b>			
	<b>Budget 2019/20</b>	<b>Actual 2019/20</b>	<b>Actual 2018/19</b>
<b>REVENUES</b>			
<b>Alberta Education:</b>			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	291,194	182,927	481,823
Regional Programs (Schedule 1)		-	47,634
Fee For Service Contracts (Note 2)			
Other Alberta Education			
<b>Total Alberta Education</b>	<b>483,181</b>	<b>374,914</b>	<b>721,444</b>
<b>Other Revenue:</b>			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)	72,372	100,758	114,961
Regional Programs (Schedule 1)		-	
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)	25,750	39,368	72,702
Other fees (Schedule 4)		24,311	31,811
Other (Note 4):			
(Specify)			
(Specify)			
(Specify)			
<b>TOTAL REVENUES</b>	<b>581,303</b>	<b>539,351</b>	<b>940,918</b>
<b>EXPENSES</b>			
<b>Management &amp; Infrastructure (Note 6):</b>			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	255,623	243,580	268,726
Board expenses (Note 8)	6,000	662	1,873
Less: Program Cost Allocations (Note 9)		52,255	78,500
Net Management & Infrastructure expenses (Note 9)	261,623	191,987	192,099
<b>Program Delivery Costs (Note 10):</b>			
Conditional programs:			
Provincial Programs (Schedule 1)	303,520	283,685	596,784
Regional Programs (Schedule 1)		-	47,634
Cost Recovery Programs (Schedule 4)	16,160	63,679	104,513
<b>Other:</b>			
Fee for Service Contracts			
Accounting and Audit Fees			
(Specify)			
(Specify)			
(Specify)			
<b>TOTAL EXPENSES</b>	<b>581,303</b>	<b>539,351</b>	<b>941,030</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>-</b>	<b>-</b>	<b>(112)</b>
<b>Accumulated Surplus at beginning of year</b>	<b>11,980</b>	<b>11,980</b>	<b>12,092</b>
<b>Accumulated Surplus at end of year</b>	<b>11,980</b>	<b>11,980</b>	<b>11,980</b>

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

PLEASE **RETURN** hard copies of completed statements and schedules and the certification to:  
Sharon Johnson c/o School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5  
**BY DECEMBER 31, 2020.**

**Regional Consortium**  
**Statement of Financial Position**  
**As at August 31, 2020 (in dollars)**

**CONSORTIUM NAME:**

**Northwest Regional Learning Consortium**

	August 31, 2020	August 31, 2019
<b>ASSETS</b>		
Cash in Bank and Temporary Investments		117,077
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions	246,674	46,207
Other		
Prepaid Expenses (e.g. deposits for future programming)		6,426
Other assets		
<b>TOTAL ASSETS</b>	<b>246,674</b>	<b>169,710</b>
<b>LIABILITIES</b>		
Accounts payable (Note 12)	2,621	69,139
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	232,073	85,075
Regional Programs (Schedule 3)	-	
Prepaid registration (Note 13)		3,516
Other:		
(Specify)		
(Specify)		
<b>Total Deferred Revenue</b>	<b>232,073</b>	<b>88,591</b>
<b>TOTAL LIABILITIES</b>	<b>234,694</b>	<b>157,730</b>
<b>ACCUMULATED SURPLUS</b>		
Unrestricted Funds (Note 14)	11,980	11,980
Operating Reserves (Note 15)		
Capital Reserves (Note 16)		
<b>TOTAL ACCUMULATED SURPLUS (Note 17)</b>	<b>11,980</b>	<b>11,980</b>
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>	<b>246,674</b>	<b>169,710</b>

**Schedule 1 (Note 5, Note 10)**  
**Conditional Grant Program Costs and Net Grants Revenue**  
**For the Year Ended August 31, 2020 (in dollars)**

**CONSORTIUM NAME:**

**Northwest Regional Learning Consortium**

	2019/20				
	Cost of Delivering Programs (Note 7)	+	Cost of Delivering Programs (Note 7)	=	Total Cost of Delivering Programs
	Allocated (Note 18)		Incremental (Note 19)		
				-	DEDUCT: Program Registration Fees Note (a)
					=
					Net Conditional Grant Revenue
<b>Conditional Grant Programs:</b>					
<b>Provincial Programs</b>					
Curriculum Implementation			283,685	283,685	100,758
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
<b>Total:</b>	-		283,685	283,685	100,758
<b>Regional Programs</b>					
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
(Specify)				-	-
<b>Total:</b>	-		-	-	-

**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, 2020 (in dollars)**

**CONSORTIUM NAME:** Northwest Regional Learning Consortium

		Amount Transferred 2019/20 Note (b)
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
<b>Program Total</b>		-
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
<b>Program Total</b>		-
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
<b>Program Total</b>		-
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
<b>Program Total</b>		-
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
<b>Program Total</b>		-
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify Consortium)		
<b>Program Total</b>		-
<b>Total transfers to Other Consortia</b>		-

**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 Revenue: Conditional Grants* on page 2 and Schedule 3.

**Schedule 3**  
**Conditional Grant Program Deferred Revenue**  
**For the Year Ended August 31, 2020 (in dollars)**

**CONSORTIUM NAME:** Northwest Regional Learning Consortium

2019/20

	Deferred Revenue from Previous Year Note (a)	<b>+</b> <b>ADD:</b> Conditional funds invoiced to other Consortia	<b>+</b> <b>ADD:</b> Current Year Receipts and Transfers-In Note (b)	<b>-</b> <b>DEDUCT:</b> Conditional Grant Transfers to Other Consortia (Schedule 2)	<b>-</b> <b>DEDUCT:</b> Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	<b>=</b> Deferred Revenue: Conditional Grants Note (d) (Page 2)
<b>Conditional Grant Programs: Note (e)</b>						
<b>Provincial Programs</b>						
Curriculum Implementation	85,075		329,925		182,927	232,073
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
<b>Total:</b>	85,075	-	329,925	-	182,927	232,073
<b>Regional Programs</b>						
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
<b>Total:</b>	-	-	-	-	-	-

**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 program to another program. The transfer in (and out-a negative number) should be recorded in this column on the appropriate program lines. Current year receipts include conditional program amounts transferred in from other Consortia.
- 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.

**Schedule 4**  
**Cost Recovery Programs - Revenues and Costs: Note 3**  
**For the Year Ended August 31, 2020 (in dollars)**

**CONSORTIUM NAME:**

Northwest Regional Learning Consortium

	Registration Fees		Other Fees		Costs (Note 18, Note 19)		Annual Surplus
	2019/20	+	2019/20	-	2019/20	=	2019/20
<b>Program:</b>							
Horse Lake First Nation			2,713		2,713		-
EA Conference	39,368				39,368		-
OLEP French Language (SAPDC)			16,098		16,098		-
Moving Forward with High School Redesign			5,500		5,500		-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
							-
<b>Program Total</b>	39,368		24,311		63,679		-

**Notes to Schedule 4:**

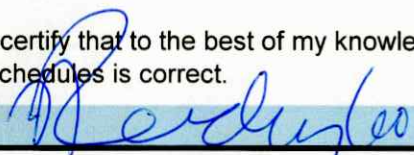
a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.




**Certification of  
Regional Consortium Financial Statements  
For the Year Ended August 31, 2020 (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)  
Dec 9/2020  
Date

  
Financial Officer (Signature)  
December 11, 2020  
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.