

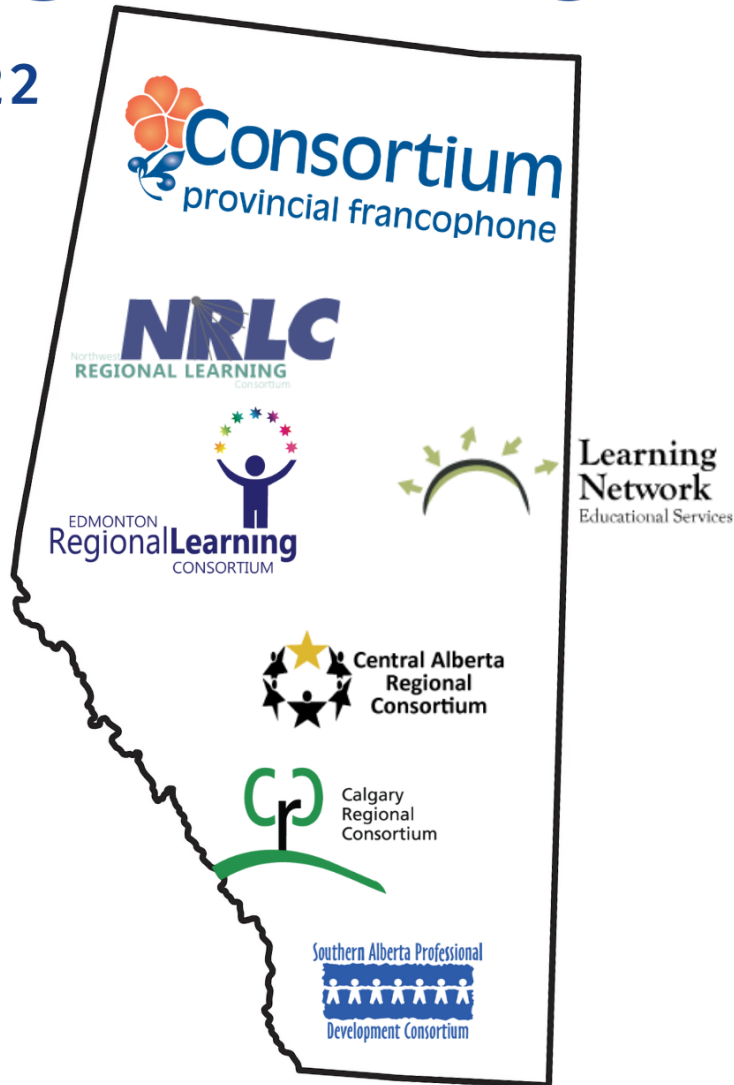


# Alberta Regional Professional Development Consortia

*Adult learning for students' sake*

# ANNUAL REPORT

2021-22



SUBMITTED BY THE EXECUTIVE DIRECTORS OF THE  
ALBERTA REGIONAL PROFESSIONAL DEVELOPMENT CONSORTIUM

NOVEMBER 30, 2022



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## Preface

The ARPDC Annual Plan for 2021-22 was developed as a collaborative effort between the seven regional consortia. The plan aligned with the ARPDC Governance Manual and was approved by our governors, the College of Alberta School Superintendents (CASS). The plan addressed 7 Priority Areas that Alberta Education approved in 2019: Inclusive Education, Curriculum & Pedagogical Practice, Literacy, Numeracy and Mathematics, First Nation Métis and Inuit, Instructional leadership and "other" priorities as identified. This year included significant support for implementing the New Curriculum in the spring of 2022. The following annual report presents a summary of the collective efforts at the provincial level, followed by the seven regional consortium reports and financial summaries.

## ARPDC Section

### Introduction

The **Alberta Regional Professional Development Consortia** ([ARPDC](#)) maintains six (6) regional and one (1) provincial office from north to south; **Northern Regional Learning Consortium** ([NRLC](#)) serving the northwest, **Learning Network Education Services** ([LNES](#)) serving the northeast, **Edmonton Regional Learning Consortium** ([ERLC](#)) serving greater Edmonton, Fort McMurray and HWY 16 corridor, **Central Alberta Regional Consortium** ([CARC](#)) offices in Ponoka serving the region between Edmonton and Calgary, **Calgary Regional Consortium** ([CRC](#)) serving the Calgary and surrounding area, and the **Southern Alberta Professional Development Consortium** ([SAPDC](#)) serving the south from Nanton on Hwy2 and Bassano on Hwy 1. The **Consortium provincial francophone** ([CPFPP](#)) is our seventh consortia member and provides province-wide support to the Francophone school systems and additional support to all French Language/French Immersion educators across the province.

In addition to seven executive directors, the work across the province in 2021-22 was supported by fourteen (14) office support positions, some shared between offices, and twenty-seven (27) contracted or seconded consultants working between 10 and 220 days in support of professional learning in their areas of expertise. In addition to our staff, the consortia work to contract with provincial, national, and international leaders in their fields to provide the training and support requested by our educational partners. All work of the consortia in support of educators, educational assistants, administrators, and parents targets the primary goal of excellence in education.



The work of ARPDC provincially is supported and extended through the regional offices. The six goals of ARPDC guide all work, the strategies to achieve those goals and the measures identified in the ARPDC Annual Plan for 2021-22.

**Goal 1:** Facilitated professional development, which supports the effective implementation of components of the Alberta Education Business Plan, Jurisdiction and school education plans, and Education Partner Strategic Plans.

**Goal 2:** Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes.

**Goal 3:** Coordinate, broker, and act as a referral centre to assist partners to identify available professional development resources.

**Goal 4:** Deliver professional development based on the identified and emerging needs of educational partners.

**Goal 5:** Promote and support the development of professional development leadership capacity.

**Goal 6:** Provide educational partners with access to professional development at a reasonable cost.

Throughout the information that follows, specific references will tie back to the efforts of the consortia to fulfill the objectives of these goals through attention to the priority areas of focus provincially and regionally.



## Data Summary

### Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - Aug 30 2020-2021	2,290	120,474	369,359
<b>Sept 1 - June 30 2021-2022</b>	<b>2,779</b>	<b>119,925</b>	<b>311,919</b>

Note: 2021-22 reflects 10 months as we transition to a July 1 to June 30 reporting cycle.

### Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Curriculum and Pedagogy	658	804	54,166	27,972	230,074	86,265
First Nations, Métis and Inuit	198	203	9,778	10,569	24,549	43,151
Inclusive Education	441	607	24,452	42,240	73,942	79,061
Instructional Leadership	123	179	1,857	10,901	6,287	44,114
Literacy	436	507	18,640	19,000	31,358	37,734
Numeracy & Mathematics	322	344	5,960	6,721	13,497	13,510
Other	112	101	5,621	1,523	17,562	5035

As it relates to regional work, additional data is discussed below regarding the learning opportunities offered at the regional level, most frequently designed for specific school and division professional learning days.

### Conferences

Efforts have been taken to break out and report by priority above for conference sessions organized and accessible on a provincial level. ARPDC teams provided provincial support with sessions related to curriculum implementation, inclusive education, mental health, and educational leadership for the Alberta Independent Schools Association (AISCA) provincial conference. ARPDC provided support in 2021-22 in literacy and numeracy for the Alberta Provincial Colony Teachers Conference. ARPDC provided administrative and technical support to the online Alberta Mentorship Project Summit.

### Delivery Mode

Zoom dominated the provincial session offerings, 90% online or hybrid. Regional work was also frequently online, though often with staff gathered in small groups connected via a common online

platform. ARPDC provincially hosted sessions exclusively on the ZOOM platform; consultants worked with division-hosted sessions on Zoom, Teams and Google Meet.

ARPDC offered live online sessions and recordings made available for participants to access. Consortia members also explored rebroadcasting recorded sessions with a live host at scheduled times.

Carry-over from the 2020-21 report year included enhancing resources such as the Learn 'N Go library, website/google drive resource sharing (French Immersion project, New Curriculum supports) and the ongoing exploration of opportunities for supported self-directed learning.

## Data Analysis

2021-22 sessions increased by 21% in the reporting period. Total participants were approximately unchanged, and total learning hours were reduced compared to 2020-21. Sessions increasing while participant numbers dropped is the result of at least two significant factors; an asynchronous learning opportunity specific to assessment that resulted in large numbers of participants and learning hours reported in 2020-21 though completion of the learning may have spanned into 2021-22. The second factor related to the number of participants was the shortage of substitute teachers experienced throughout 2021-22. Finally, we note a shift from a 12-month to a 10-month reporting period for this reporting year for 2021-22. Lost when comparing 2020-21 to 2021-22 are the full-day learning opportunities captured in the last two weeks of August as various school systems engaged in full-day learning opportunities for staff. This additional data will be part of the 2022-23 report.

The number of curriculum-related sessions increased by 22% in this reporting year; an increase was expected as all new curriculum work fell in the "Curriculum" category. The number of participants and learning hours decreased, reflecting a common practice of train-the-trainer where smaller groups joined the session. Then they cascade the learning back to their educational contexts. This model was often used with the new.learnalberta.ca training and curriculum overviews, particularly in May and June 2022. Piloting was also very different across the province regarding the target audience for learning opportunities, and once again, the availability of substitute teachers was a significant constraint. It is important to stress that financial resources to pay substitute teachers were not the main barrier; there were not enough to cover illness-related absences. Thus divisions communicated the request to plan sessions accordingly in many, if not all, regions.

## Annual Plan Update

### Goal 1:

Executive Directors review the Alberta Education Business Plan annually as part of planning and program conversation. Additionally, extensive work is undertaken in consultation with regional and provincial partners, and school and jurisdiction leads, including the review of division and partner strategic plans.

In 2020-21 ARPDC began tracking the number of consultations undertaken regionally and provincially, reporting over 2300 collective consultations in addition to our meeting with the Provincial Advisory Committee (PAC). In **2021-22** there were **2488** such consultations.

Executive Director meetings in 2021-22 included agenda items allowing regional directors to share the nature of the regional consultations exploring provincial collaboration opportunities. Additionally, ARPDC maintained two provincial committees, Numeracy/Mathematics and Literacy/English Language

Arts and Literature (ELAL), comprised of representatives from each office who shared regional conversations and worked to meet regional and provincial needs better.

### Goal 2:

The ARPDC Executive Directors and Consultants team worked with CASS to review recent and current literature to identify trends and best practices in professional learning and development. This project impacted work online and in person. Objectives related to enhancing asynchronous access to learning opportunities and resources were established and continue to be refined.

The committees identified in goal one above for Math and ELAL work were expanded toward the end of the 2022 school year to include initial work for Physical Education and Wellness. For 2022-23 Executive Directors are exploring practical ways to construct regional committees in support of Fine Arts, Science and Social Studies in anticipation of the next steps of curriculum implementation.

### Goal 3:

At the regional level, goal three involves regional office team members working with divisions to maximize resources. Provincially, the elements of coordinating professional learning opportunities across the province were impacted by the shift to online work due to COVID. Presenters outside the ARPDC team have significantly raised rates for in-person sessions as they realize the lost opportunity cost of travel days in front and following in-person sessions, which has impacted planning and consultation regionally and provincially.

ARPDC subject-specific committees have enhanced presentation cooperation provincially; there has also been an increase, particularly online, of consultants presenting across the province in their areas of expertise. This was rarely the case in the pre-COVID environment. As a result of the lived experience from March 2020 to the present, ARPDC members have undertaken to restructure session registration protocols, are refining universal search capabilities across all seven regional sites and have added a learning opportunities page to the ARPDC website. Further refinements are underway during the 2022-23 school year.

### Goal 4:

The 2020-21 French Immersion Website invited teachers to share work in lesson, unit and year planning, instruction and assessment practices; this website was supported and accessed during 2021-22 and served as a model moving forward. As a provincial team, sharing presentation material and resources across team members, planning together, and inviting lead teachers to join the process regionally and share provincially has been successful but does require further refinement moving forward. One area of particular emerging need though the 2021-22 year was supporting teacher and student wellness and mental/emotional needs.

### Goal 5:

Session descriptions included information illustrating where the sessions aligned with TQS, LQS and, where appropriate, SLQS. ARPDC offered 184 sessions specifically identified as having a primary focus of instructional leadership, enabling participants to apply their learning as mentors or coaches in their schools or districts. Consultation with division leads identified the need to establish a pattern of teaching one who can, in turn, teach many. Sessions were frequently attended by those designated by schools and divisions to participate with the intent that they would, in turn, have access to all session

materials and, in a "train the trainer" model, subsequently lead the conversations upon returning to their school. Here too, we note, particularly in rural areas, the shortage of substitute teachers helped drive this model.

**Goal 6:**

Qualitative and quantitative data support that ARPDC is highly efficient in providing learning opportunities at a reasonable cost and works to leverage resources and broker learning opportunities at significant savings to those we serve across the province. Cost is not a hindrance to the work. The barriers to increased participation reported included time, educator fatigue, and a nearly universal lack of substitutes across the province.

**Provincial Perspective Highlights**

<p><b>Curriculum Implementation 2021-22</b>          ARPDC team members collaborated throughout the year to support divisions piloting the new curriculum. Work in English Language Arts and Literature and Mathematics in advance of implementing the curriculum for ELAL K-3, Mathematics K-3, and Physical Education and Wellness K-6. Following a meeting of the ARPDC team and Alberta Education in May, this work increased significantly and was reported separately via interim reports on June 30, Mid September, and October 31, 2022. 9,166 participants accessed curriculum implementation sessions across the province.</p>	
<p><b>Leading the Conversation: The Pedagogy of Assessment</b>          Hosted a 3-day online conference on Assessment titled Leading the Conversation: The Pedagogy of Assessment from Oct 20-22, 2021, with 364 participants. Featured thought-provoking keynotes by world-renowned leaders in pedagogy and assessment in a conversation that affirmed the promise and power of classroom assessment practice.</p>	<p><b>French Language Resource Site (OLEP Supported)</b>          41 teachers from across the province have initiated, curated and populated the <a href="#">K - 9 French Immersion Resource website</a> which was launched on January 18, 2021 and supported and refreshed throughout the 2021-22 reporting cycle.</p>
<p><b>Asynchronous Resources: <a href="#">Learn and Go Library</a> and PD Playlists</b>          Asynchronous quick learning opportunities continued to be requested. The Learn-And-Go library was expanded, and PD Playlists continued to be highlighted and shared. Playlists have been paired with Café opportunities for participants to share their learning.</p>	<p><b>(OSARS) Office of Student Attendance and Retention Grant</b>          Significantly interrupted by Covid, this work began in 2019 and was completed in 2022. A Total of 7 three day, in person Community Conferencing Facilitator Training Events were held with <b>173 participants</b> completing the training.</p>
<p><b>Podcasts, YouTube, Zoom and Video Libraries</b>          Zoom is the ARPDC video conference software platform, this was leveraged throughout the year to support blended learning opportunities as participants were able to access recordings to either review or allow participation where time conflicts did not allow live attendance. Podcast recordings provide additional support for asynchronous learning across the province.</p>	<p><b>Partner Conferences and Presentations ASBA, ASCA, AISCA, ACSSA, CASS, ATA PD days, TAAPCS and Teachers' Convention</b>          All Consortia supported conferences, meeting sessions, and conventions throughout the year. This included planning, tech support, session hosting and presenting specifically to support targeted needs identified by our education partners.</p>
<p><b>Regional Advisory Committees</b>          Each consortia office maintains a number of advisory or think-tank committees with membership representing lead teachers or representatives from central office teams in the region. Advisory committees provide an opportunity for leadership development and input to meet division goals and plans.</p>	<p><b>ARPDC Resources and Learning Portal</b>          During the 2021-22 year, the ARPDC Website had <b>60708 page views</b> with <b>34113 users</b>, and the Learning Portal had <b>12179 unique guests</b>. Of note, the ARPDC Website, including the Resources section, are the area of focus for revision in 2022-23.</p>



<p><b>Orange Shirt Day and Beyond (Specialty Grant)</b>          ARPDC members contributed learning opportunities leading up to and following Orange Shirt Day in response to a targeted grant initiated in the 2021-22 school year. Work included the addition of an <a href="#">OSD &amp; Beyond web page</a> to the Empowering the Spirit website, which includes PD Playlists, video teachings from elders, lesson plans, and classroom learning guides. This grant work continues into the 2022-23 school year.</p>	<p><b>Alberta Rural Education Symposium</b>          Designed for rural municipalities and school divisions to explore challenges and solutions to better meet the needs of their communities and schools. The event took place on March 6-8, 2022, with 239 attendees.</p>
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**Identified Provincial Challenges**

2021-22 continued to be impacted by COVID positively in the application of lessons learned during periods of disruption, specifically in support of online learning. Negatively, regarding the capacity to attend sessions with post-covid substitute teacher conditions and division expressed concerns about teacher wellness and fatigue.

ARPDC regions cancelled 189 sessions across the province for no or limited registration despite being organized and scheduled as a result of regional and provincial consultation. Upon inquiry, we repeatedly heard comments about time, fatigue, and substitute shortages. In response to these challenges, ARPDC members worked to provide a variety of entry points and continue to explore better methods of archiving and sharing learning resource supports and session recordings and materials, where appropriate.

**Emerging Trends / Opportunities**

As part of the 2021-22 year, the Executive Directors of the Alberta Regional Professional Development Consortium undertook a full review of operations and engaged in developing a Strategic Plan for 2021-2024. This work allowed for a revisit of our mission, vision and values and served to set the direction moving forward.



Division days in 2021-22 were a mix of online and in-person learning. We are working to link division-requested sessions, particularly online delivery, to be opened beyond the division to the province. This particularly relates to 90-minute or half-day sessions where travel presents a challenge. Having the session closed to the division does not avail the district or others of cost-efficient, professional learning.

Presenters, specifically out of province and outside of the ARPDC team of consultants, are transitioning from approximately two years of strictly online work; time, travel and opportunity cost of a day in person is impacting operations. In-person professional learning days are not easily or frequently recorded, and recordings have become a matter of convenience in support of anywhere, anytime learning.

ARPDC is embracing the opportunity to revisit and revise our collective ARPDC website, resources, and our regional and provincial session registration and delivery models in an effort to support better anytime, any place, any way approach to developing and providing professional learning opportunities across Alberta.



## Conclusion

It has been a great honour for ARPDC to work with and support dedicated educators across Alberta. Our continued focus is to leverage each learning opportunity and resource created and maximize their availability to our stakeholder partners across the province. We are devoted to supporting adult learning anytime, anywhere, by any means to serve the education community in Alberta. Please find the Regional reports in alphabetical order by region below.

Respectfully Submitted,  
Executive Directors  
Alberta Regional Professional Development Consortia

## Regional Offices and Regional Reports

In the subsequent pages of the document, you will find in order as outlined below the regional reports

**Calgary Regional Consortium** ([CRC](#)) – Wanda Dechant  
**Central Alberta Regional Consortium** ([CARC](#)) – Patrick Bohnet  
**Consortium provincial francophone** ([CPFPP](#)) – Madeleine Lemire  
**Edmonton Regional Learning Consortium** ([ERLC](#)) – John Waterhouse  
**Learning Network Education Services** ([LNES](#)) – Todd Robinson  
**Northern Regional Learning Consortium** ([NRLC](#)) – Sandra Ciurysek  
**Southern Alberta Professional Development Consortium** ([SAPDC](#)) – Dr. Rick Gilson

## Regional Office Financial Summaries Appendix

**Calgary Regional Consortium** ([CRC](#)) – Wanda Dechant  
**Central Alberta Regional Consortium** ([CARC](#)) – Patrick Bohnet  
**Consortium provincial francophone** ([CPFPP](#)) – Madeleine Lemire  
**Edmonton Regional Learning Consortium** ([ERLC](#)) – John Waterhouse  
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