



Northwest Regional Learning Consortium Annual Plan 2021-22

by Sandra Ciurysek, Executive Director, NRLC

Regional Context:

Alberta Education provides funding to the Northwest Regional Learning Consortium (NRLC) for Curriculum Implementation Support of identified priorities. NRLC, in consideration of the Alberta Regional Professional Development Consortium (ARPDC) goals, provincial and regional priorities, and the needs of Zone 1 school authorities, works collaboratively with regional advisory committees, Alberta Education staff and other Consortia members to develop plans, strategies and opportunities to meet provincial and local regional identified needs in congruence with the Alberta Education Business Plan.

The NRLC provides service 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 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.

Distance within Zone 1 region presents a challenge in providing professional development 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 to PD funding remains a challenge for teachers and divisions.

Goals:

The goals of ARPDC are to provide professional development that:

- supports the effective implementation of components of the Alberta Education Business Plan, Jurisdiction and school education plans, and Education Partner Strategic Plans
- supports the effective implementation of curricula, including instruction, assessment and student learning outcomes.
- assists partners to identify available professional development resources.
- is based on the identified and emerging needs of educational partners.
- promotes and supports the advancement of professional development leadership capacity.
- can be accessed at a reasonable cost.

Measuring Achievement:

Achievement of goals are measured both qualitatively and quantitatively through various participant and stakeholder feedback processes.

❖ **Quantitative Data**

- Participation and Learning Hours data
- Resource views/access

❖ **Impact Data**

- **Annual Stakeholder's Survey** - distributed to stakeholders (superintendents, PD chairs, PD committees, project partners, curriculum contacts, advisory teams) in June of each programming year.
 - *Please Note: This survey content is under review at the ARPDC Level. Questions and requests for feedback may change during the program year.*
 - 1. The Consortium was effective in helping address PD needs in our education plans.
 - 2. The Consortium was effective in helping us meet emerging PD needs, outside of those identified in our education plans.
 - 3. PD supported effective implementation of provincial curricula.
 - 4. The Consortium provided good value for the grant dollars they were provided to support implementation of provincial curricula.
 - 5. The Consortium's coordinating, brokering and/or referral services were effective.
 - 6. The Consortium contributed to the development of PD leadership capacity.
 - 7. Consortium services are provided at a reasonable cost.
 - 8. Overall, I was satisfied with the services provided by the Consortium.
 - 9. Please provide any additional comments for the [Consortium].
- **Professional Learning Opportunity Reflection Survey** - sent directly to each participant following their learning activity.
 1. This professional learning opportunity: a. contributed to my awareness and/or a deeper understanding of the topic. b. provided opportunities to be engaged in the learning opportunity. c. provided information and/or specific strategies for integration of this learning into my current practice.
 2. Indicate one or two ideas from this session that affirm your current practice.
 3. Indicate one or two strategies from this session to implement in your future practice.
 4. What additional PD would further support your practice in this focus area?
 5. Any other comments you'd like to share?
 6. How did you find out about this program?
- **Personal Learning Reflection** - Focus Group Conversations with a random selection of participants from sessions held in each of the identified priority areas over the course of the program year.
 - *Please Note: This survey content is under review at the ARPDC Level. Questions and requests for feedback may change during the program year.*

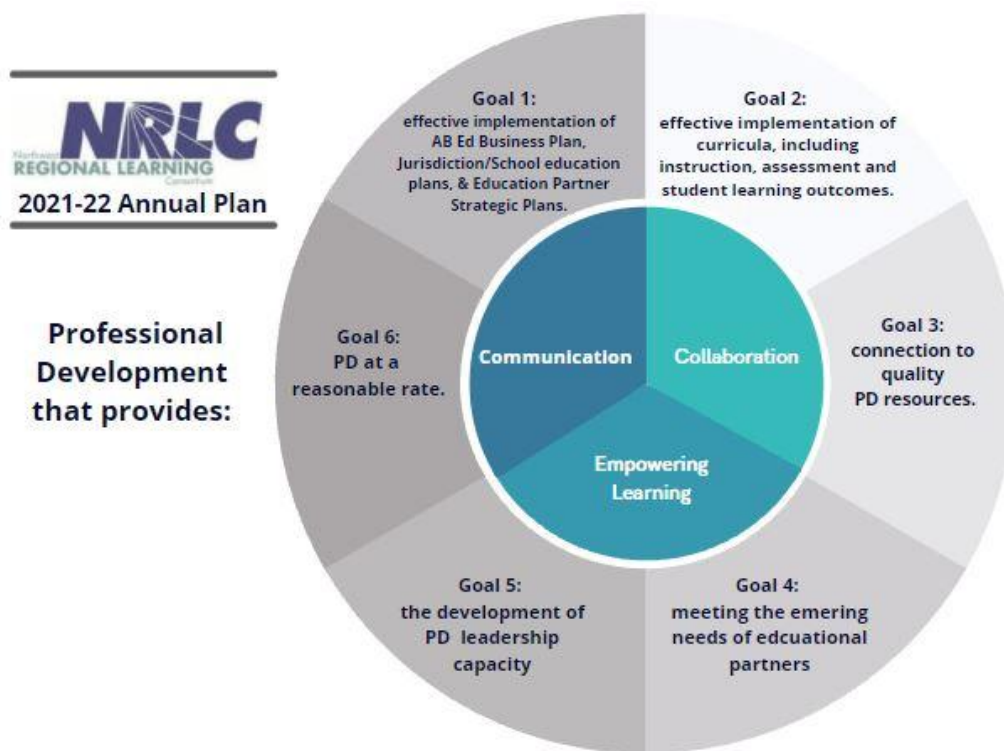
Strategic Direction:

In supporting implementation of the Alberta Business Plan for Education and the ARPDC Strategic Plan 2021-2022, NRLC works with our sister consortia in ARPDC in applying shared provincial understanding of directions, policies and targeted outcomes to regional contexts.

Each year needs assessment meetings are held with school division/authority leadership and stakeholder partners to draw focus to emerging needs and review 3 Year Education Plans. Additionally, a three-year data trend of NRLC's qualitative and impact data is analyzed and reviewed by the executive director. These data summaries are shared with the NRLC Regional Stakeholder Advisory Committee (formerly the governance board) for feedback and recommendations. With this process, regional focus areas are set and a responsive annual plan is created.

Services provided by NRLC will include high quality professional learning opportunities, involving a wide variety of research-informed approaches and opportunities for educators. This will make NRLC a recognized leader in providing expertise in professional learning, engaging stakeholders within schools and school jurisdictions, regionally and provincially to improve student learning.

NRLC's strategic plan, to accomplish the six (6) goals of consortia will be developed through the lenses of Communication, Collaboration and Empowering Learning as outlined here:



➤ Communication

Continue to build relationships and engage less active stakeholders and increase engagement of Zone 1 participants in both regional and provincial learning opportunities.

➤ Collaboration

While working collaboratively with ARPDC Executive Directors and Learning Facilitators to capitalize on shared provincial learning opportunities and resource development, NRLC will seek to maximize opportunities for Zone 1 partnership and collaboration and increase Zone 1 participation in LO partner subsidy expenditures.

➤ Empowering Learning

Staffing Learning Facilitator(s)/Consultant(s) with expertise in Literacy Instruction. Educational Leadership and Indigenous Knowledge to design/deliver quality learning opportunities and resources toward these priority/focus areas, with a targeted focus on online and asynchronous learning resources, including e-courses.

Honor mental health/wellness of participants, during these challenging times of the pandemic, by incorporating strategies and 'tips' to support wellness into all consortia learning facilitator-led sessions.

CONSORTIUM GOAL ONE

Facilitate professional development, which supports the effective implementation of: 1. The Alberta Education Business Plan 2. Jurisdiction and school educational plans 3. Regional School Council priorities

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 provincially 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.

Operational Norms:

- Building and sustaining relationships with Zone stakeholders, including: hold bi-annual individual conversations with Zone 1 school division/authority administrative teams to understand the needs for professional learning based on their Three Year Education Plan, attending CASS Zone 1 meetings and provincial CASS Conferences, and hosting meetings of the NRLC Regional Stakeholders Advisory Committee (formerly NRLC Board Management Team)
- Building and sustaining relationships with Alberta Education including: connecting with key contacts to determine deliverables related to Curriculum Implementation priority areas, connecting to various specialty departments/divisions of AB Ed related to Curriculum Implementation priority areas to support implementation and developing an understanding of the Alberta Education Business Plan and plans for delivery of Curriculum Implementation Priorities
- Collaborating and sharing with ARPDC Executive Directors and Consultants to support provincial planning for learning opportunities and resources as they relate to the Alberta Business plan and priority areas.
- Capitalizing on the capacity of NRLC Regional Stakeholders Advisory, NRLC Literacy Advisory, NRLC Math Advisory, NRLC Inclusive Education Advisory and NRLC First Nation, Metis and Inuit Advisory Committees.

2021-22 Focused Strategies:

- Continue to build relationships and engage less active stakeholders including some First Nations School Authorities, independent schools, ASCA and ASBA in Zone 1 and assess their professional development needs.
- Work collaboratively with ARPDC Executive Directors and Learning Facilitators to capitalize on shared provincial learning opportunities and resource development

Measures of Achievement:

- ❖ **Annual Stakeholder's Survey** - Questions # 1 *The Consortium was effective in helping address PD needs in our education plans.* & #8 *Overall, I was satisfied with the services provided by the Consortium*
- ❖ **Record of Executive Directors' meetings/stakeholder engagements**, including those held with Alberta Education, ARPDC, School Divisions/Authorities and Advisory Committees

CONSORTIUM GOAL TWO

Facilitate professional development, which supports the effective implementation of curricula, including instruction, assessment, resources and student learner 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 identified priority areas:

Operational Norms:

- Work collaboratively and Partner with Learning Facilitator/Consultants recognized as experts in the field, including Learning Facilitators from our sister consortia in ARPDC.
- Plan, develop, deliver and broker a wide range of professional learning opportunities to support curriculum implementation priorities based on regional needs, using emerging technologies for adults to learn synchronously and asynchronously (face-to-face, online, eLearning etc.).
- Establish communities of practice to support curriculum implementation.
- Develop, manage and deliver professional learning toward the implementation of AB Ed new Curriculum/Program of Studies using "A Guide to Comprehensive Professional Development" and "A Guide to Support Implementation: Essential Conditions."

2021-22 Focused Strategies:

- o Development and delivery of learning opportunities, toward the science of reading/writing as well as reading instruction and interventions.
- o Development and delivery of learning opportunities in support of Indigenous learning.
- o Development and delivery of asynchronous and synchronous learning opportunities, across our region, related to AB Ed Curriculum Implementation Support priorities for 2020-2022:
 - Inclusive Education
 - Curriculum and Pedagogical Practice
 - Literacy
 - Numeracy & Mathematics
 - First Nations, Metis and Inuit
 - Instructional Leadership
 - Other priorities based on needs of the regions served

Measures of Achievement

- ❖ **Annual Stakeholder's Survey** - Questions # 3 *PD facilitated effective implementation of provincial curricula.*
- ❖ **Professional Learning Opportunity Reflection Survey** - Questions 1, 2, & 3
- ❖ **Registration data** # of sessions, learning hours, participants
- ❖ **Cancelled sessions data**
- ❖ **Priority Area, and focus area registration data** # of sessions, learning hours and % of participants for each priority area
 - **Session/Registration Data** i.e., # of sessions, learning hours and % of participants for: Literacy, First Nation, Metis & Inuit, Educational Leadership, French Language

CONSORTIUM GOAL THREE

Coordinate, broker, and act as a referral centre for stakeholders to identify 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

Operational Norms:

- Identify common regional and/or provincial learning needs that could be met by collaborating with stakeholders.
- Seek and maximize opportunities for Zone 1 partnership and collaboration for each learning opportunity offered.
- Design and deliver professional learning opportunities that capitalize on the resources of stakeholder partners and consortia.
- Design, facilitate and deliver learning opportunities with other professional learning providers to respond to regional needs.
- Design, develop, deliver and manage online professional development resources.

2020-21 Focused Strategies:

- Design/develop quality resources, with a focus on asynchronous learning resources.
 - e-Course Building Educational Equity
 - Learn & Go Resources
- Target/Increase engagement of Zone 1 participants in both regional and provincial learning opportunities.
 - Design/develop an NRLC Communications & Marketing Plan, including improvements to the NRLC website.
 - Continued Data Analysis of regional and provincial learning opportunities participation

Measures of Achievement:

- ❖ **Annual Stakeholder's Survey** - Questions # 5 *The Consortium's coordinating, brokering and/or referral services were effective.*
- ❖ **Professional Learning Opportunity Reflection Survey** - Question #6 *How did you find out about this program?*
- ❖ **Number of Learning Hours provided through partnerships.**
- ❖ **Resources Data** -'hits' to FNMI Professional Learning Site, Building Educational Equity Site, Infusing Indigenous Knowledge into Curriculum Site, Other NRLC Created Resources (ie: PD Playlists, videos, podcasts, blogs, choice boards)

CONSORTIUM 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 provincially identified needs in congruence with provincial direction.

OUTCOME 4.3 Work collaboratively with Alberta Education staff to develop plans, strategies and opportunities to meet provincially identified needs in congruence with provincial direction.

Operational Norms:

- Building and sustaining relationships with regional school divisions/authorities and Alberta Education staff, as outlined in the operational norms in Goal 1 to bring professional learning to schools, divisions and parents .
- Connecting, communicating and responding to the needs of all regional stakeholders including: the French Language Resource Centre (FLRC), Grande Prairie Regional College Education Department, Zone 1 ATA Locals, Mighty Peace Teachers Convention Association, NRLC First Nations, Metis and Inuit Advisory Committee, as well as the NRLC Stakeholder Advisory Committee to develop and offer professional learning opportunities that meet their needs.
- Collection of ‘needs based’ assessments such as surveys and evaluative feedback.
- Hiring/brokering/offering various experts, professional learning staff, consultants and contractors to develop and deliver professional learning opportunities.
- Invoking marketing and communications strategies, including social media, to connect and communicate with stakeholders.

2021-22 Focused Strategies:

- Staffing a Learning Facilitator/Consultant with expertise in Literacy Instruction
- Continued development and delivery of provincial and regional, asynchronous and eLearning
- Honor mental health/wellness of participants, during these challenging times of the pandemic, by incorporating ‘strategies’ and ‘tips’ to support wellness into all consortia learning facilitator-led sessions.

Measures of Achievement:

- ❖ **Annual Stakeholder’s Survey** - Questions #2 *The Consortium was effective in helping us meet emerging PD needs, outside of those identified in our education plans.*
- ❖ **Professional Learning Opportunity Reflection Survey** - Question 1. a,b,c & 4
- ❖ **Regional and Provincial Registration data**
 - NRLC Data of regional participation (by division/authority and provincial participation)
- ❖ **Planned & sessions cancelled**
- ❖ **Number of collaborative projects**
- ❖ **Asynchronous Data**
 - # of sessions, learning hours and % of participants
 - C2L eCourse data
 - Asynchronous resources created, ecourses, Learn & Go Resources

CONSORTIUM GOAL FIVE

Promote and support the advancement of professional development leadership capacity.

OUTCOME 5.1 Develop collaborative learning opportunities with a focus on building leadership capacity within the provincial priority areas.

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

Operational Norms:

- Work collaboratively with Alberta Education, CASS Zone 1 and school authorities to understand and address leadership needs in conjunction with priority areas.
- Development and delivery of learning opportunities in support of building leadership capacity.
- Align leadership learning opportunities with the Leadership Quality Standard (LQS)
- Collaborate with CASS Zone 1 to understand leadership needs for both CASS members as leaders as well as teacher leaders in their respective school divisions/authorities.

2021-22 Focused Strategies:

- Continue staffing a Learning Facilitator/Consultant with expertise in Instructional Leadership
- Endeavor to directly connect learning opportunities to TQS and LQS standards.

Measures of Achievement:

- ❖ **Annual Stakeholder's Survey** - Questions #6 *The Consortium contributed to the development of PD leadership capacity.*
- ❖ **Session/Registration Data** i.e., # learning hours provided for developing leadership capacity

CONSORTIUM GOAL SIX

Provide educational stakeholders with access to professional development at a reasonable cost.

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

Operational Norms:

- Distribution AB Ed Implementation Funding dollars through transparent formulas, exhibiting fair and equitable distribution, among each of the ARPDC regional consortia.
- Budgeting of implementation funds to 'off set' participation costs for learning opportunities in each Priority area.
- Use fiscally sound practices to manage Consortia Curriculum Implementation Funds and Infrastructure funds.

2020-21 Focused Strategies:

- As stated in Goal 3 strategies, seek and maximize opportunities for Zone 1 partnership and collaboration for each learning opportunity offered to increase Zone 1 participation in LO and the percentage of total regional stakeholder partner subsidy expenditures of total program expenditures in 2020-21.
 - Continue to track/analyze regional partnership programming and subsidy funding

Measures of Achievement:

- ❖ **Annual Stakeholder's Survey** - Questions #4 *The Consortium provided good value for the grant dollars they were provided to support implementation of provincial curricula.* #7 *Consortium services are provided at a reasonable cost.*

APPENDICES

Alberta Education provides funding to the ARPDC as outlined in the Alberta Education Funding Manual. Funds are distributed to regional consortia based on a formula factoring in district sizes, distance, scarcity etc. by Alberta Education and ARPDC Executive Directors in 2007.

ERLC	CARC	CRC	LNES	NRLC	SAPDC	CPFPP	Total
26.3	12.3	24.4	9.2	10.3	10.8	6.7	100

NRLC Regional Curriculum Implementation Support Budget 2021- 2022

	<i>Proposed</i>
Learning Facilitator <i>Consultants/Program Supports (*proportional supports)</i>	\$120,925.00
*Curriculum & Pedagogy	\$30,000.00
*Inclusive Education	\$30,000.00
*First Nations, Métis and Inuit	\$25,000.00
*Mathematics	\$15,000.00
*Literacy	\$15,000.00
*Instructional Leadership	\$15,000.00
*Other Priorities as Identified by School Divisions	\$4,000.00
Supports to Management & Infrastructure	\$75,000.00
Total	329,925.00