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Learning Opportunities December - January Edition 2017



All the BEST in 2018
Tammie ~ Jenn ~ Sandra

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



Alberta Regional Consortia

Northwest Regional Learning Consortium

Preparing for Dual Credit Implementation

Jan 9 | FREE

With Lana Rissling & Danielle Amerongen



This session will review the Dual Credit Implementation Guide as support to the Alberta Dual Credit Framework (2017) and assist school authority leaders, school administrators and teachers in an understanding toward implementation of dual credit opportunities for Alberta's high school students. There will be an opportunity to ask questions regarding the funding application process in preparation for the January 31st application deadline for start-up funding.

Closing the Achievement Gap from the Inside Out

Jan 11, Mar 14, Apr 10 & Jun 14 | FREE

With Kim Barker-Kay



These sessions are designed for educational leaders in supporting systemic change in their individual schools to close the achievement gap. Participants will engage in an overview of, Curtis Linton's The Equity Framework, The Prejudice Reduction Model from the National Coalition Building Institute (NCBI), Leadership Support for Cultural Awareness, Personal Wellness, and Critical Pedagogy as well as Anthony Muhammad's work on transforming school culture.

Emotional Regulation Training in Grande Prairie

Jan 12 | \$25

With Dr. Beena Thomas, R. Psych

Learning Goals:

- 1) Learn to identify which clients are a good fit for DBT-A
- 2) Learn how to use this treatment in a group and/or individual therapy format
- 3) Learn about the DBT-A module skills

Criteria: This event is open only to regulated mental health professionals.



Jan 19, Apr 27 & May 14 | INVITE

Numeracy/Literacy/Competencies: Teachers Learning

This is a teacher/teacher leadership action research group. Our purpose is to open our teaching to the feedback of colleagues as we analyze and synthesize to build connections that link why we teach the way we do and our instruction impacts student learning and achievement. This cross Jurisdictional cohort is open to reflective practitioners from the classroom, the coaching field, from administration. Anyone who seeks to influence teaching and learning, K to 8.



Jan 29 | FREE

FNMI Zone 1 Advisory Meeting

With the Zone 1 FNMI Advisory Committee to share district plans and goals.



Literacy/Numeracy Come Together in Math Class: Connecting Grade Two Curriculum

Feb 1 | \$125

With Geri Lorway

Puzzling and playing is children's work. Understanding how to lead children from puzzles and playing into learning how to think, reason, problem solve, learn and remember basics facts and concepts is teachers' work. The materials package will include BERCS CARDS matched to student practice sheets and problems that include assessment criteria listed in student friendly language all focused on the importance of understanding how to reason and think in measurement contexts.



Literacy/Numeracy Come Together in Math Class: Connecting Grade Three Curriculum

Feb 2 | \$125

With Geri Lorway

Puzzling and playing is children's work. Understanding how to lead children from puzzles and playing into learning how to think, reason, problem solve, learn and remember basics facts and concepts is teachers' work. The materials package will include BERCS CARDS matched to student practice sheets and problems that include assessment criteria listed in student friendly language all focused on the importance of understanding how to reason and think in measurement contexts. (Shape and space are more important than you imagined.)



Northwest Regional Learning Consortium

Examining & Prioritizing Curriculum - Grades 6 & 9

With Irene Heffel

Alberta's Teaching Quality Standards charges teachers to translate curriculum content and objectives into meaningful learning activities. In order to impact student learning, teachers must engage in a range of planning activities. Prioritizing curriculum is a way to come to deeply understand your program of studies, to plan for time needed to teach critical outcomes and to communicate to students, their learning goals. Participants will come away with a practical plan for uncovering curriculum and a reasoned and incremental progression toward desired outcomes for all.

Feb 6 | \$70



Literacy/Numeracy Come Together in Math Class: Connecting Grade One Curriculum

With Geri Lorway

Puzzling and playing is children's work. Understanding how to lead children from puzzles and play into learning how to think, reason, problem solve, learn and remember basics facts and concepts is teachers' work. This day is intended to convince participants that leaving "measurement" to the end of the year might actually prevent students from truly understanding number and number operations. Please note in both Grade One and Grade two measurement tasks involve space, shape, sorting, and patterning outcomes.

Feb 6 | \$125



The Literacy/Numeracy Connection Series Kindergarten Teachers: Start Your Year with Things That Matter (Matching & Sorting, Puzzles, Patterns and Play)

With Geri Lorway

Puzzling and playing is children's work. Understanding how to lead children from puzzles and play into learning how to think, reason, problem solve, learn and remember basics facts and concepts is teachers' work. This day is intended to convince participants that leaving "measurement" to the end of the year might actually prevent students from truly understanding number and number operations. Please note in both Grade One and Grade two measurement tasks involve space, shape, sorting, and patterning outcomes.

Feb 7 | \$125



Non-Violent Crisis Intervention FLEX 1-day Training

With Mike Heckbert & Lisa Schlosser

The Nonviolent Crisis Intervention® training program is a safe, nonharmful behavior management system designed to help educators provide the best Care, Welfare, Safety, and Security of confrontational, disruptive, or potentially out-of-control students, even during their most violent moments. This course now consists of online and classroom components. Online course instruction can typically be completed in 2-3 hours. The one-day classroom portion will follow successful completion of the online component. The online portion MUST be completed prior to in class portion of the training.

Feb 12 | \$150



Critical Outcomes/Critical Thinking 101: Connecting Literacy/Numeracy Competencies into Any Grade 4/5 Mathematics Classroom

With Mike Heckbert & Lisa Schlosser

In order to succeed and excel in Grade 4/5 mathematics students must understand multiplication and how it forms the foundation for knowing how to divide, work with fractions, work with decimals, use a variety of measuring tools to calculate and report accurate measurement including perimeter, area, and volumes. In

Feb 15 | \$150



Connecting Literacy/Numeracy/Competencies in the Grade Six Mathematics Classroom

With Geri Lorway

Day one will focus on connecting key topics from the number strand. Working from a model for place value that focuses on multiplicative reasoning, we will look at a series of tasks that deepen student knowledge of, and ability to work with number from one million to one millionth. Current research on spatial reasoning makes clear that placing more attention on how we teach topics from the space and shape and data analysis strands has a direct, positive affect on student achievement with number facts and number operations. Day 2 will provide you insights into how this can be true.

Feb 16 | \$200



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Social Studies: Academic Vocabulary Specific to SS K-12 Program of Studies

With Irene Heffel

Open for PWSD Participants. Each day will be created to begin with 1.5 hours lecture/presentation with the balance of the day developed into cohort time to work, plan, share, and develop resources for teachers.

Feb 20 | PWSD



Science: How to Instruct Academic Words

With Irene Heffel

Open for PWSD Participants. How to instruct academic words (non-content area vocabulary; i.e. infer, summarize, etc) within the science classrooms; embedded within the course instruction and course outcomes. Each day will be created to begin with 1.5 hours lecture/presentation with the balance of the day developed into cohort time to work, plan, share, and develop resources for teachers.

Feb 21 | PWSD



Transforming the Mathematics Classroom: Gr 9-12 Math Teachers 4 Day Series

With Anna Taplin & Spencer Pinnock

Over this exciting 4 session professional learning experience, teachers will get the opportunity to critically reflect on their practice and collaborate with others to enhance their understanding of teaching and learning Mathematics. By applying relevant educational research as well as sharing and leveraging current best practices, teachers will build professional capacity to support student success in an inclusive Mathematics environment. Be prepared to challenge your thinking and experience the beauty and joy of mathematics while being supported by professional, collegial facilitators.

Feb 21 | \$50



ELA: Creating Formative & Summative Assessments

With Irene Heffel

Open for PWSD Participants. Grades being covered are 7-12. Creating formative & summative assessments by using the course outcomes for planning. How to plan for ensure all 97 outcomes are being fitted within assessment pieces. Each day will be created to begin with 1.5 hours lecture/presentation with the balance of the day developed into cohort time to work, plan, share, and develop resources for teachers.

Feb 23 | PWSD



Worries and Woes: Dealing with Anxiety Disorders in School Age Children (Parent & Family Event)

With Dr Lynn Miller

Anxiety disorders are the most common form of psychological distress reported by children and adolescents, and can interfere significantly in the lives of children. An anxiety disorder is a level of anxiety that interferes with daily functioning, either with peer relationships, academic performance, or in family routines. Children with anxiety disorders are shy, inhibited, and avoidant; parents and family members are typically very good at identifying anxiety in children but may not use the most effective interventions to support children and youth.

Mar 1 | FREE



Identifying and Dealing with Anxiety Disorders in School Settings (Educators and School Staff)

With Dr. Lynn Miller

Hythe Regional High School PD Event

Anxiety disorders are the most common form of psychological distress reported by children and adolescents and are among the more common causes of referral to children's mental health care providers. School-based research of children who suffer from all serious emotional disorders reveals that less than a third receive help. Children with anxiety and depressive disorders are shy, inhibited, and avoidant: these behaviors may attract teacher attention but educators may not respond appropriately. Anxiety can also be mistaken for developmentally appropriate displays of fear or shyness. An anxiety disorder, however, is a level of anxiety that interferes with daily functioning. Anxiety disorders in children warrant more attention from educators, clinicians and researchers.

Mar 2 | PWSD \$25



Northwest Regional Learning Consortium

Violent Threat Risk Assessment (VTRA) Training (2 Day Workshop)

Mar 5 & 6 | \$80

With James Robinson, Michelle Crawford & Mike Heckbert

The two-day training will provide participants with the steps and skills necessary to bring together education, police and community agencies to successfully participate in community based threat assessment protocol meetings and multi-disciplinary, cross sector VTRA assessments. The training will further entrench the VTRA Model and its foundational principals for participants who have received VTRA training and as a community are committed to protocol development and multi disciplinary assessment.



Habilitation initiale des évaluateurs-correcteurs DELF (A1&A2)

Mar 8 & 9 | FREE

With Diana Boisvert

Cette formation vise à renforcer les connaissances des stagiaires sur les niveaux du Cadre européen commun de référence pour les langues et à harmoniser les pratiques évaluatives (en production écrite et en production orale) en fonction des critères d'évaluation des épreuves DELF : niveaux A1 & A2.



Habilitation initiale des évaluateurs-correcteurs DELF (B1&B2)

Mar 8 & 9 | FREE

With Ginette Pele

Cette formation vise à renforcer les connaissances des stagiaires sur les niveaux du Cadre européen commun de référence pour les langues et à harmoniser les pratiques évaluatives (en production écrite et en production orale) en fonction des critères d'évaluation des épreuves DELF : niveaux B1 & B2.



Closing the Achievement Gap from the Inside Out

Mar 14, Apr 10 & Jun 14 | FREE

With Kim Barker-Kay & Sandra Ciurysek

Participants will engage in an overview of, Curtis Linton's The Equity Framework, The Prejudice Reduction Model from the National Coalition Building Institute (NCBI), Leadership Support for Cultural Awareness, Personal Wellness, and Critical Pedagogy as well as Anthony Muhammad's work on transforming school culture.

Building a Thinking Junior High Mathematics Classroom Series

Mar 15 & Apr 7 | \$300

With Peter Liljedahl

We know that problem solving is an effective way for students to think mathematically and to acquire deep knowledge and understanding of the mathematics they are learning. Simply problemizing the mathematics curriculum, however, does not help constitute the practice that teachers want or students need. Equally, infusion of problem-based learning into the mathematics curriculum does not help with the transformations we want to see in our classrooms. In this presentation, Dr. Peter Liljedahl looks at a series of such tools, emerging from research, that can help to build an environment conducive to problem-based learning. He will unpack his research that has demonstrated that problem-based learning environment and culture can quickly be established, even in classrooms where students resist change.



Well Aware: Developing Resilient, Active and Flourishing Students

Mar 15 | \$75

With Dr. Patrick Carney

Based on his book, Dr. Carney talks about research-based evidence, practical tools and ready-to-use strategies to help create a culture of positive mental health in classrooms. By working together, teachers and the larger educational community can make a difference to a student's mental health - not through expensive or specialized interventions but through compassion, inclusion, encouragement and effective instruction.



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Diploma Results Interpretation

Mar 27 | \$35

With Tim Coates



The session begins with a discussion of what constitutes an appropriate relationship between school-awarded grades and diploma examination marks and how discretion needs to be used in interpreting provincial data. Following this, an analysis of the instructional group, school and school authority results is provided to demonstrate how the data can be best interpreted to discover the “stories” embedded within. The presenter will conclude the training portion of the day with illustrative examples of causes of discrepancies between school grades and diploma marks.

Building a Thinking Classroom - Continuing Series

Apr 18 | by INVITE

With Peter Liljedahl



In this series of workshops we will continue the pursuit of a thinking classroom with a joint focus on both teaching for a thinking classroom and assessment for a thinking classroom. Only teachers who took the first three days last year can register for these three new sessions.

Building a Thinking Classroom - St. John Paul II

Apr 19 | by INVITE

With Peter Liljedahl



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Building a Thinking Classroom - Beginner Series

Apr 19 | by INVITE

With Peter Liljedahl



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What to Look For: Student Thinking in Early Numeracy (K-2)

Apr 26 & 27 | \$300

With Kate Cooper



Children arrive in Grade 1 with a range of abilities —from those just learning to count to those who can add, subtract, multiply, and divide with small numbers. How do teachers support all of these children to learn with understanding, enthusiasm, and proficiency? In this highly interactive course, we focus on recognizing and assessing children’s initial thinking so that we can help them to develop more efficient addition and subtraction strategies.

FNMI Zone 1 Advisory Meeting

Apr 30 | FREE

With Sandra Ciurysek & Terry Lynn Cook



Join the Zone 1 FNMI Advisory Committee to share district plans and goals.



Northwest Regional Learning Consortium

Celebrating Over 20 Years of Learning



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Watch for...

Northern Alberta EA Conference

March 8 & 9, 2018

Grande Prairie

You can't spell
TEAM
without an EA.

Keynotes:

Jody Carrington & Colleen Deveyrac

Breakouts to Include:

Les Redick, ADHD Expert

Dana Laliberte

Be Fit For Life

ASEBP

Self Regulation

Robyn Combres

Laurel Vespi

PACE

Orff in the North

July 30-Aug 3

Click to Register Now

'BOATS'

Feb 23

NRCIE hosted

Patrick Carney

Mar 12

'Mental Health for Kids'

Registration links coming soon!

Moving Forward With High School Redesign

Feb 27 Peace River

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