ARPDC Alberta Regional Professional Development Consortia

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 Red Deer 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.

Supported by regional office staff there are seven (7) Executive Directors and twenty-three (23) contracted and seconded consultants working between 20 and 220 days in support of professional learning in their various areas of expertise. In addition to our own outstanding 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 is targeted on the primary goal of excellence in education and support for and of the approximately 750,000 students in Alberta.

The reporting year September 1, 2020, through August 31, 2021, was an historic year as the Covid-19 Pandemic directly affected the work for the entire year after first impacting the province and region in March of 2020 and continues to impact the work as this report is completed.

Mission

Providing exceptional expertise and value to Alberta's education community by:

- Engaging through responsive relationships in our regions and across the province;
- Inspiring continuous improvement through a culture of learning;
- Leading excellence in education;

for the benefit of all students.

Goals

The work of ARPDC in 2020-21 was guided by the mission statement and six goals stated below. Throughout the information presented in this report the reader is invited to note how the goals are reflected in all that we do. Executive Directors and staff review the Alberta Education Business Plan and related documents of the jurisdictions and partners they serve **(Goal 1)**. In addition to the identified priorities from those documents learning opportunities focus on pedagogy and assessment practices **(Goal 2)** with an emphasis on collaboration and partnership across ARPDC

regions and within regions with school divisions and partners **(Goal 3)**. The consultation process, review of resources, experience, and expertise within our team and in the field allows for the development and delivery of outstanding educational learning opportunities by our team or contracted experts from across the world at maximum cost efficiency **(Goal 4 and Goal 6)**. Throughout this process the Consortia works to develop Alberta-based capacity to lead the learning, share resources and enhance the education process for students and staffs at all levels **(Goal 5**).

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.

The members of the Alberta Regional Professional Development Consortia are confident in saying that they collectively have worked to fulfill the mission, goals and learning plan for 2020-21 amidst unprecedented circumstances.

With over **2,300 consultations** over the year, we have worked closely with our respective division / school leaders and partners across the province. Those conversations inform conversations at the provincial table through regular Executive Director meetings and meetings with our consultants to provide learning opportunities that meet both regional and provincial needs in a timely and financially responsible manner. **This consultation process, in concert with our Executive Directors reviewing of the Alberta Education Business Plan, Jurisdiction and school education plans, established the foundation to successfully meet all six (6) goals outlined above.** The numbers and projects outlined below provide further evidence to that success of the 2020-21 year despite the challenging circumstances of a Covid impacted year.

We are committed to supporting and developing Alberta teachers, school and system leads who can comfortably, and with a high level of proficiency, lead learning opportunities and conversations. This work has been supported again through consultation and participation of Alberta teachers, school and system leaders in the planning and delivery of learning opportunities. In several major projects Alberta teachers have been invited to actively present, share resources and lead conversations to great success. While this specifically attends to **Goal 5** it further supports the attainment of **goals 1 – 6.**

It is evident in the numbers as outlined below that Alberta's teachers and members of the education community were well served by the ARPDC team amidst a very challenging year. Our team was challenged to explore significantly different working relationships across the province within our own team and in our first year with a single Board of Directors in CASS and one contact point in the Executive Director of CASS. We are confident in stating that the Alberta Regional Professional Development Consortia rose to the challenge.

Our direct work with school divisions at the regional level further allowed both parties to leverage our respective resources both financial and in terms of staff to time and talents to ensure a maximum level of learning opportunity within our respective budgets. Educators, Education Assistants and our partners across the province had access to world class training at little or no cost to the individual other than their time as noted at the outset of this report **(Goal 6).**

It is important to quantify aspects of the work as the entire organization and each of the seven offices works regionally and provincially to meet the objectives of the provincial and divisional business plans, school-based professional learning objectives and fulfill the mission, vision, and goals of the ARPDC. The numbers certainly help frame the story though alone the numbers provide only information as to how many, how often and for how long.

Session work and structured opportunities for learning:
Across the province regional work remains the primary level of engagement. The total number of sessions offered and supported by all consortia both provincial and regional is represented in the table below. Regional sessions are those offered only in the respective regions. Provincially offered sessions fall into two categories: Sessions planned and supported by time and finances by multiple or all consortia offices, and sessions offered provincially though planning and any financial or technical support was the responsibility of one regional office.

Please note that we define session as a scheduled learning opportunity. Some sessions are scheduled to meet as a series over several days but are reported here as a single session with x number of participants who meet for example 3 times over a six-week span for 90 minutes on each occasion. Pre-Covid that likely would have been a single day learning opportunity in person.

Total number of Sessions	Total number of Participants	Total number of learning hours
2290	120,474	397,269

Breaking down the sessions by the major priority categories the work breaks down as follows:

Priority	Total Number of Sessions	Total Number of Participants	Total Number of Learning Hours
Curriculum and Pedagogy	658	54166	230,074
First Nations, Métis and Inuit	198	9,778	24,549
Inclusive Education	441	24,452	73,942
Instructional Leadership	123	1,857	6,287
Literacy	436	18,640	31,357
Numeracy & Mathematics	322	5,960	13,497
Other	112	5,621	17,562
Total	2,290	120,474	397,269

Key subcategories of focus with the primary priorities above, these numbers are included in the priority totals above as indicated below:

Priority : Focus	Total Number of Sessions	Total Number of Participants	Total Number of Learning Hours
C & P: Assessment - all	193	31100	137,591
C & P: Assessment – C2L Project – participants have until June 2022 to finish the course at reporting the majority of codes have not been activated, potential hours of learning is noted.	79	22481	134,888
Literacy: French Language	156	3,927	9,637
Inclusive Ed: Mental Health & Wellness	146	13,132	30,622

There is little doubt that Covid-19 and the pandemic it caused has been a massive challenge for everyone in Alberta and the world. The education community was called upon to do all it could to support over 750,000 students K -12 across the Alberta. The Alberta Regional Professional Development Consortia worked to support the education partners across the province and in our respective regions in meeting the needs of educators, school and system leads, support staff, parents, and students.

The entire ARPDC team extends our profound gratitude to the thousands of educators and education community team members who gave of their own time in unprecedented ways to continue their learning in the midst of a pandemic. We remain collectively inspired by their effort and deeply appreciate the countless comments of thanks extended our way for the learning opportunities and resources they accessed.

Throughout the 2020-21 school year collaboration between consortia offices at all levels worked to maximize the quantity and quality of learning opportunities provided in the regions and province wide.

Prior to the pandemic regional offices would coordinate provincial tours of presenters recognized as leaders in their respective fields. Individuals such as Kelly Gallagher and Dr. Ron Ritchhart would travel to the province and move from region to region presenting full day sessions in Grande Prairie, Edmonton, Red Deer, Calgary and Lethbridge with educators attending the session closest to them or if a conflict of dates existed travelling on another date to take the training in at another venue. Sessions were rarely recorded, lasted the day, and participants returned to their classroom to apply what they had learned. In some instances, presenters were scheduled to return the next year, rarely later that year, for follow-up sessions intended for those who had attended the previous session.

A key shift in the work was manifest in response to the challenges born of Covid-19. With a province wide shortage of substitute teachers and a desire to limit the number of physical contacts in a cohort, most learning

opportunities were scheduled around the school day, school, and division professional learning days and generally outside of classroom instruction hours. In addition, where a typical presentation had been live and frequently a full day this past year, moving to an online format facilitated by an ARPDC wide Zoom license for consistency, was offered in 45, 60-, 75-, 90- and 120-minute blocks. Where the learning opportunity was not directly linked to a school or division professional learning time in a non-instructional day, the learning opportunity was offered before school, during lunch, after school (4:00 – 5:30/6:00), early evening (6:00-7:30) and Saturday mornings.

Any way. Any time. In addition to pivoting the manner and form of our learning opportunities another key challenge was, and remains, exploring and refining ways by which learning can be accessed when and where needed by members of the education community. Specifically, what can we prepare, share and put in the hands of teachers and leaders that supports their learning beyond synchronous in-person/online learning opportunities.

There are at least two components to the challenge of meeting people where they are, when they can dedicate time to their learning and collaborating. Each has proven challenging across ARPDC.

The first, is finding the tools and ways by which the supports, materials, lessons, can be developed or brokered for and with those we serve. The second challenge is in reporting the work.

Meeting the need of **Any way – Any time** learning highlights the diversity of the ARPDC team and the approaches and talents of each office, our consultant teams individually and collectively. Please note in the regional reports and in the summary of projects below several approaches have been undertaken, are being reviewed, revised and reported to inform our collective understanding and improve upon our work moving forward.

The ARPDC Mid-Year Report listed 30 different major projects or initiatives undertaken as part of the 2020-21 school year. While some were completed by January of 2021, others came to completion over the second half of the year while many were legacy undertakings particularly those developing resources intended to be of continued use moving forward.

Major Initiatives Continued or Launched January 2021 – August 2021

French Language Summer Institute (OLEP Supported) A one-day Summer Institute featuring 17 presenters from Alberta and across Canada focused on supporting teachers of French and French Immersion. This ran on August 23, 2021 and feedback has led to scheduling individual presenters and planning for 2022 late August.	**Division Start-up Days Collaboration** Consortia across the province engaged in supporting individual and multi-divisional start-up days with common keynote, or session presenters, Consortia also drew upon team expertise co-presenting across the province as requested in numeracy and literacy areas.
Summer Literacy Institute This two-day literacy focused institute in early August featured 33 presenters including 14 Alberta educators conversations focused on all aspects of literacy and related assessment practices.	**Mental Health Academy** Spanning three days in August this international learning opportunity provided Alberta educators and partners an opportunity to learn from and with international leaders in Mental Health Literacy.
French Language Resource Site (OLEP Supported) 41 teachers from across the province have initiated, curated and populated the K - 9 French Immersion Resource website which was launched on January 18, 2021. **12,316 users, 21,818 sessions, 50,139 page views**	**Partner Conferences and Presentations ASBA, ASCA, AISCA, ACSSA, CASS, ATA PD days and Teachers' Convention** All Consortia worked conferences, meeting sessions, and conventions throughout the year. This included planning, tech support, session hosting and presenting.

eCourses Four Courses developed by ARPDC Staff to date in the areas of: • First Nations, Métis and Inuit perspectives available in English and French (CPFPP assisting in translation) • Teaching for Conceptual Understanding • Literacy and Numeracy Progressions. **784** registered participants in the year.	**C2L – Assessment Project** The C2L Project partnered with leaders in the assessment world, Anne Davies and Sandra Herbst to provide participating school districts across the province with access to an asynchronous assessment course "12 Quick Fixes". **66 Sessions 22,219 Participants, 133,314 Hrs of learning** Participants have until June 2022 to complete the course.
Facebook Groups Educators across the province are connected with Facebook groups hosted by ARPDC staff, members share resources, challenges and solutions in grade level and subject specific conversations.	**Podcasts, YouTube, Zoom and Video Libraries** 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 recording provide additional support for asynchronous learning across the province.
Hāp*ara* Supporting school divisions integrating *H*āpara's Student learning management *dashboard to positively impact collaboration regionally and provincially and student learning.*	**Mental Health and Wellness** Consortia members across the province working with AHS supporting regional and provincial learning opportunities, raising awareness, developing resources and implementation supports.
Learn and Go Library An asynchronous quick learning opportunity a **Learn and Go** is patterned on: **One** key "learning objective or element", **Two** possible ways to "apply" the learning in your class or practice and **Three** "possible ways to go deeper in the learning". The **library of Learn and Go documents** can be found at: learnandgo.ca **1,100 users** Jan - August	**PD Playlists** An extended asynchronous learning opportunity PD Playlists provide subscribers with a collection of articles, videos, podcast episodes and excerpts from books to read, view, listen to and ponder with guided questions to foster thinking. Playlists have been paired with Café opportunities for participants to share their learning. **3 provincial playlists this year accessed by 1,619 users.**
Flexible Learning Project A partnership with the Critical Thinking Consortium (TC2) consultants from across the province partnered to create flexible learning plans incorporating visible thinking tasks, principles of learning that transfers at multiple grade levels and subjects. The Flexible Learning Project online library	**OSARS** Significantly interrupted by Covid this work continues exploring restorative justice work across the province to reduce truancy and improve engagement. Two of six three-day sessions were held with **47 participants** to this point. Four remaining sessions will be held in the 21-22 year.
ARPDC Resources and Learning Portal During the 2020-21 year the ARPDC Website had **69,158 page views** with **36,489 users** and the Learning Portal had **37,325 unique guests**.	**TAAPCS – Administration Team and Conference** **The Association of Alberta Public and Charter Schools** Support was provided by multiple ARPDC members to a series of leadership sessions and are engaged in supporting their conference and another series of leadership sessions in 2021-22. Approximately **32 Administrators** across the province participated in a series of sessions.
!mpact Student and Mentor Leadership Conference Working in partnership with multiple school divisions and the Alberta Schools Athletic Association (ASAA) facilitated a provincial conference with over **900 participants** (students and teacher mentors) across the province focused on mental health, wellness and personal leadership.	**Regional Advisory Committees** Each consortia office maintains a number of advisory 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

CASS Conferences	Ministerial Order Workshop & Website
ARPDC members contributed on a number of committees and provided technical and session support throughout the CASS Spring Learning Conference.	Provided a targeted workshop series and resources for system leads, school-based administration and teachers to support understanding and next steps in response to the new Ministerial Order

Major Initiatives Completed September 1, 2020 – December 31, 2020

High School Redesign	Francophone – French Joint endeavors
Online sessions were held exploring the Quarterly System, Supporting Mental Health, Efficacy, and Implementation, and (Re)Assessment with a total of 238 participants. The legacy resource website has also been updated. ***http://abhsredesign.ca/***	Four webinar series were offered this fall to French Immersion and Francophone Educators. These series were launched at the bi-annual ARPDC – CPFPP conference: ***LeSymposium des Rocheuses.***
Essential Outcomes Project	**Creating Pathways of Hope**
A program of studies resource in a Google format with identified essential outcomes supporting teachers through the impact of COVID on curriculum delivery amidst compromised student attendance and engagement.	Creating Pathways of Hope Resource Guide and the Creating Pathways of Hope Toolkit which are available in both English and French - https://sites.google.com/view/httpslearning-network-org/creating-pathways-of-hope 25 participants – 37 hours of learning.

Postponed or Cancelled Due to the Covid-19 Pandemic

Alberta Rural Education Symposium	Council of Catholic Superintendents of Alberta.
Designed for rural municipalities and school divisions to explore challenges and solutions to better meet the needs of their communities and schools. Postponed to March 2022	Session and technical support provided for the annual provincial "Marked by God" Conference for Catholic Superintendents and leadership teams.

As part of the 2020-21 year the Executive Directors of the Alberta Regional Professional Development Consortium undertook a full review of operations and engaged in the development of a Strategic Plan for 2021-2024. This work allowed for a re-visit of our mission, vision and values and serves to set the direction moving forward.

This year with a frequency not previously experienced School Authorities have repeatedly indicated that the work and support provided by ARPDC consortia members in their regions is irreplaceable and essential particularly in light of central office downsizing in many instances. We are committed to supporting school and system leaders in ensuring their staff feel supported as together we can do much more.

Across all regions efforts are underway to prepare for the implementation of a new curriculum. Where districts are piloting the proposed curriculum consortia members are providing support, where piloting is not currently occurring consortia and divisions are looking at elements of the curriculum and exploring ways to develop resources, lessons, and units. Understanding the new curriculum, further developing pedagogical practices including assessment strategies that will support learning and excellence for all students remain our primary foci moving forward this year and the years ahead. All seven offices of the consortia are engaged with their educational partners at the regional and provincial level in this work.

There has been a significant increase in requests across all regions for support in the areas of Mental Health and Wellness for all elements of the education community. Supports for system leaders, teachers, education assistants, parents and students are in increasingly high demand. While certainly impacted by the Covid-19 pandemic, there are several elements of this work that will clearly require significant focused attention for 2021-22 and the foreseeable future.

We are seeing strong needs being regularly expressed across all regions for enhanced support and training for education assistants folded into division and school based professional learning days and as standalone sessions. We are undertaking planning to leverage some of this work across the province and particularly exploring what we might do in conjunction with the Teacher Convention days on the calendar.

The ARPDC year has traditionally ended on August 31 of the calendar year. The last couple of years we have undertaken some relatively major initiatives in August which, while at the end of our reporting year, are at the beginning of a new school year and serve in part to launch the new school year on the right foot. In the 2021-22 school year ARPDC is proposing a change to the reporting and program operations model that will reflect an August 1 to July 31 operations calendar.

Respectfully Submitted
Executive Directors
Alberta Regional Professional Development Consortia

Calgary Regional Consortium (CRC) – Krystal Abrahamowicz
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) – Brent Allen
Northern Regional Learning Consortium (NRLC) – Sandra Ciurysek
Southern Alberta Professional Development Consortium (SAPDC) – Dr. Rick Gilson

Calgary Regional Consortium
Year End Summary of Supports, 2020-2021

The Calgary Regional Consortium (CRC) provides professional learning for the Zone 5 education community, including:

18 K-12 Public & Charter School Districts and Education Authorities with a combined total of **559** schools	**77** Independent Schools

Responsive, Timely, and Accessible Professional Learning

3 KEY MINDSETS and **3 CORE VALUES** guided our work with the educators and partners we serve in the 2020-21 year to ensure *responsive, timely, and accessible professional learning* that supported alignment between their emerging needs, the Business Plan for Education, Jurisdiction/School Education Plans and Education Partner Strategic Plans.

3 Core Values: Meaningful Relationships**,** Innovative Solutions**,** Shared Responsibility
3 Key Mindsets: Collaborate and Co-create**,** Support Alignment**,** Build Capacity in Context

Mindful of the educational landscape in the midst of the current global pandemic, **3 PRIMARY STRATEGIES** have shaped our application of the 3 Key Mindsets and 3 Core Values in approaching engagement with our partners this year as it relates to our mandate:

1. **Deliver Responsive Professional Learning that Connects Educators and Enhances Professional Practice.**
2. **Support Purposeful Professional Engagement with Credible Resources.**
3. **Find Innovative Solutions to Offer Accessible Professional Learning During the Pandemic**

How We Served the Education Community This Year

Organised by the 6 Goals for Consortia established by Alberta Education, the following summary provides highlights of our work in the region and province this year.

Goal 1: Facilitate 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 4: Deliver professional development based on the identified and emerging needs of educational stakeholders.

Over the course of the 2021-22 year, we met in collaboration **433** times with system and instructional leaders, education partners and ARPDC Executive Directors/Consortia consultants to understand local emerging needs and collaborate on innovative responses including resources, learning opportunities and strategies for implementation. Frequent purposeful communication and meaningful collaborations with schools and senior leadership in the Zone 5 region resulted in:

227 learning opportunities provided directly to schools in our region.	Comprehensive collaboration in **8** system learning days in the Zone 5 region, providing **10,637** hours of learning for Zone 5 educators.	**128** schools participating in the Ministerial Order on Student Learning Project, a guided opportunity for all school administrators in the region to introduce the Ministerial Order on Student Learning to staff.

In these recordings, system and school leaders share about the impacts and outcomes of their collaboration with the CRC:

Video Recording
Length:12:42

Audio Recording
Length:18:40

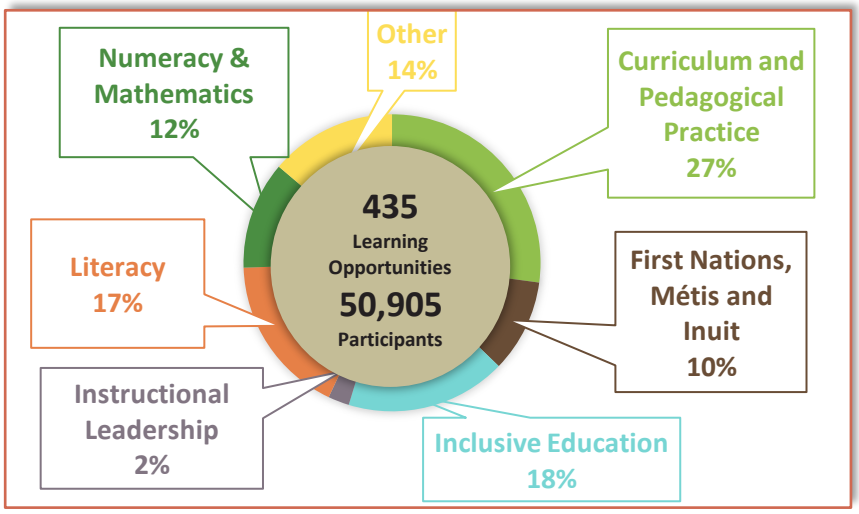
Goal 2: Facilitate professional development, which supports the effective implementation of curricula, including instruction, assessment, resources and student learner outcomes.

In this current year, Calgary Regional Consortium addressed multiple Priority Areas for professional learning both provincially and regionally through a dynamic menu of in-district and open registration synchronous and asynchronous learning opportunities.

142,969 hours of learning provided, with **77%** Regional and **23%** Provincial learning.

97% of participants said that learning included practical strategies for applying the learning to their practice.

98% of participants said that learning opportunities contributed to their understanding of the topic.



2020-21 values represent a

31% increase in learning opportunities provided, and

233% increase in learning participants.

Comparatively, in the 2019-2020 year, the CRC offered 333 learning opportunities to 15,270 participants. In a year plagued with uncertainty and heightened stress for educators at the mercy of ever evolving pandemic protocols, these gains are significant.

The following describes intentional efforts of the CRC team that likely contributed to these gains:

1. Extensive Social Listening and Communications Strategy: Over the past three years CRC has developed a specific marketing and communications approach to ensure that programming is responsive to the interests and needs of the education community that we serve, and to bolster awareness of our learning opportunities. Over the past 3 years, as a result of the marketing and communications strategy, CRC has accrued:

9984 eNews Subscribers | **1227** Twitter Followers | **539** CRC Facebook Friends

2. Flexible Learning Options: Providing variety in professional learning avenues for the education community has garnered success for our team this year. Asynchronous learning opportunities and eCourses have been popular choices provided by the CRC to the province.

1. The CRC offered 4 distinct eCourses in various Priority Areas with **784** participants across the province.
2. PD Playlists were another popular option this year in the region and across the province. This menu of 5 different on-your-own resources intended to be used with staff teams to guide their independent learning around various topics were accessed by **2426** educators or staff teams this year.

3. ARPDC C2L Partnership: As a result of our collaboration with Connect2Learn, CRC provided **36,228** hours of learning to educators in 6 Zone 5 districts.

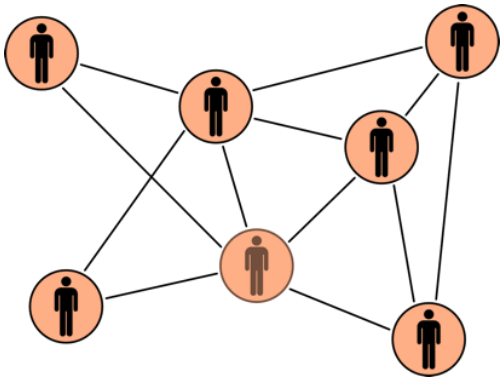
4. Increased Supports for System Learning Days: As noted above, CRC collaborated comprehensively in the design and delivery of 8 system learning days, in addition to various other supports for the system learning days in Zone 5 throughout the year.

5. AISCA Conference: For the 3rd year running, CRC led provincial support for the annual Association of Independent Schools and Colleges in Alberta (AISCA) Conference. This year, registration for the event more than tripled, going from the previous average of about 500 participants to **1620** participants this year.

6. *Layers of Reading Development Series* – as a result of our leadership in working with Michelle Bence and Miriam Ramzy to bring this series to the province, **1,138** educators benefited. The energy around this series has been tremendous, and is supporting shared foundational understandings and common approaches to powerful teaching and learning across the province.

Goal 3: Coordinate, broker, and act as a referral center to assist stakeholders to identify available professional development resources.

Calgary Regional Consortium maintains a large network of education partners and experts in the field to ensure the delivery of high quality professional learning. Partners in our network this year included:



- Alberta Education
- Alberta Health Services
- ARC Foundation
- Association of Independent Schools and Colleges in Alberta (AISCA)
- Alberta School Councils Association (ASCA)
- Canadian Assessment for Learning Network (CAfLN)
- Connect2Learning (C2L)
- Dairy Farmers of Canada
- Mathematics Council of the ATA (MCATA)
- Nelson Publishing
- Pearson Publishing
- Rupertsland Institute
- Scholastic Education
- Skipping Stone
- Solution Tree Education Canada
- Speakers' Spotlight
- TAAPCS
- The Critical Thinking Consortium (TC2)
- University of Calgary

A new approach to supporting literacy instructional leaders this year evolved in the spring with our Literacy Trickies. This was a unique new model of bringing together instructional leaders who have literacy as a part of their portfolio across the Zone to brrainstorm together about problems of practice, emerging needs, and solutions to challenges. The Literacy Trickies group had a standing regular meeting, with a drop in if you can and want to. The literacy trickies was a new way of thinking about Goal 3 in particular response to the pandemic, and was tremendously popular.

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

Designers of Professional Learning at the CRC are highly skilled in delivering adult professional learning, frequently attending professional learning themselves to help them advance their in-person and on-line skills. Intentional about supporting the development of professional learning leadership capacity in the region, we collaborate and co-design learning with the leaders we serve whenever possible.

97 learning opportunities were co-developed and/or delivered with school or system leaders.

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

92% of our learning opportunities were offered completely free of cost to particpants.

One way that the CRC is creating fiscal efficiency is investing in high quality Designers of Professional Learning who offer the vast majority of our learning opportunites. Whenever our Designers of Professional Learning provide a learning opoortunity directly to districts, it is free of cost with the exception of travel and sustience. Fees for open registration opportunities on our website are dramatically reduced with this same strategy. Ensuring highly capable staff who can support the breadth of requests we receive, rather than focusing on brokering outside expeterise is a model working in our region. The volume of on-going work we have with all of our districts indicates that this is an appreciated model.

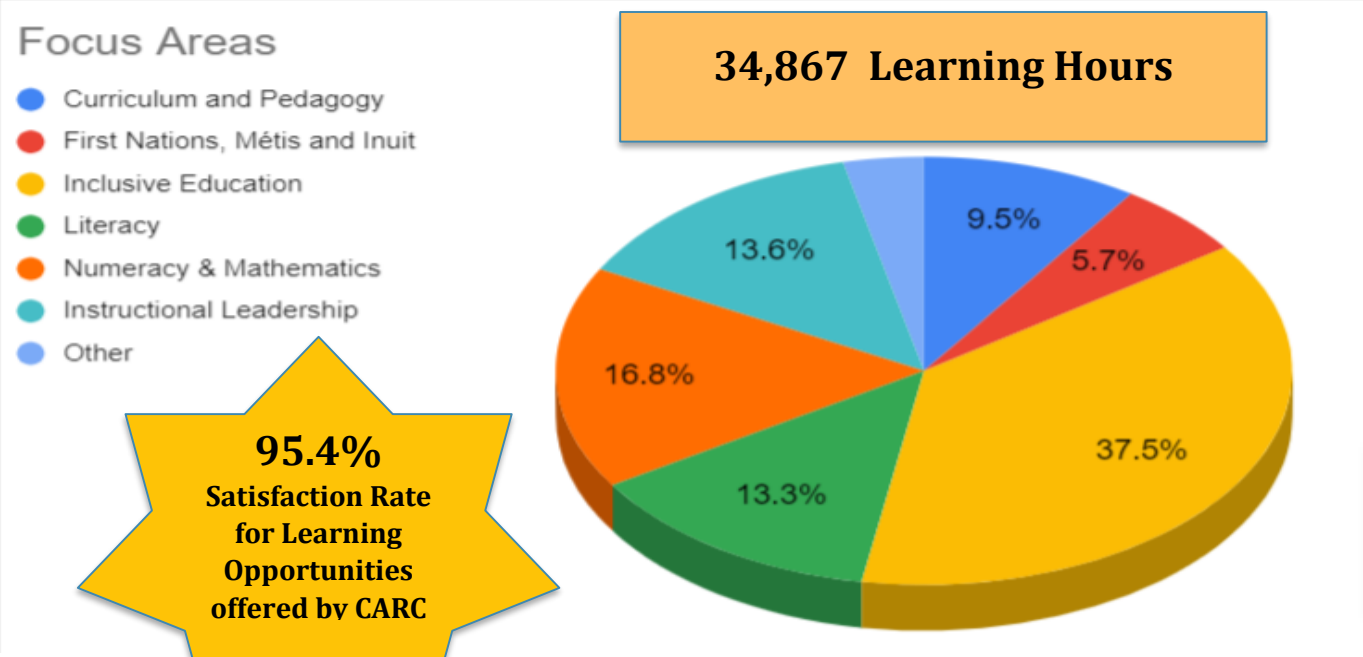
Directions for the Year Ahead

The **3 Core Values** that CRC established this year have provided clarity for our team in how we focus all of our efforts. Meaningful Relationships that result in Innovative Solutions to our Shared Responsibility with education partners to continuously improve teacher practice for the benefit of students has framed all of this year's work. Significant increases in service provided, with demonstrated positive impact, tell us that we're on the right track. In the year ahead we will continue to apply this lens to our work. We will continue as well to be guided by our **3 Key Mindsets** of Collaborate and Co-create**,** Support Alignment**,** Build Capacity in Context in the design of our professional learning supports.

Central Alberta Regional Consortium

2020/21 Year End Report Summary

Central Alberta Regional Consortium is **responsive** to professional learning that supports alignment between the Business Plan for Education, Jurisdiction and school Education Plans and Education Partner Strategic Plans.



95.4%
Satisfaction Rate for Learning Opportunities offered by CARC

368
Regional Learning Opportunities serving
13,243
participants

314
Partner, School, District, Regional and Provincial Meetings

FEEDBACK IMPACT STATEMENTS

"By learning more about Indigenous history, we can continue to move forward in reconciliation."

"The critical piece relationships play in supporting ALL students. The idea that by beginning our plans with the needs of our most challenging students at the forefront of our minds, we will benefit all students."

"Conversations are so important to our learning. Sharing indigenous culture, traditions and history in as many different curriculum areas as possible."

"Try to get away from traditional methods of assessing (especially given the situation with the pandemic)"

"Students need to build conceptual knowledge in math based around relationships. Math instruction needs to build mathematical thinking not ask students to mimic and memorize."

"It enforces my take of asking "what happened to you" rather than "what's wrong with you." Second it really motivates me to continue to try and reach the unreached kid."

Central Alberta Regional Consortium

Regional Work

CARC is privileged to serve 9 School jurisdictions and 3 Band Authorities in Zone 4. Collaboration continues to provide direction in developing regional learning opportunities. Advisory Committees, District Contacts, School Based Administrators, Education Partners, and CASS Members all play a role in planning. This year there has been an increased emphasis on School Based PD Days, with less emphasis at a jurisdiction level. Consultants continued to provide elbow to elbow supports at a school level in an online format.

First Nations Band Authorities

CARC continues to support not only teachers with First Nations, Mètis and Inuit students in their classrooms to build their foundational knowledge, but to also support band authority schools. CARC provided 21 sessions with 4656 attendees to band authority schools during 2020/21. A culture camp involving Red Deer Public and Red Deer Catholic School Jurisdictions was rescheduled from June 2021 to June 2022.

It has been noted that CARC has developed a strong partnership with Sunchild Band Authority Schools to offer a number of professional learning opportunities. This partnership has been newly developed in 2020/21.

French Immersion Teacher Support

CARC continued to provide professional learning supports to French Immersion/FSL teachers in Zone 4. With the work of the ARPDC contracted French Consultant, additional school based supports were provided. CARC also continued the offering of DELF training and re-certification.

Support Staff Learning Opportunities

CARC has moved from just offering one regional Support Staff Conference to the addition of multiple learning opportunities. Additional full day conferences were planned and offered to STAR Catholic, and two days for Wildrose School Division. Individual sessions or series were offered to Educational Assistants and Librarians throughout the year.

The annual CARC Support Staff Conference went to an online format enabling provincial participation. This conference was the largest of it's kind in the province! 600 participants attended the conference, with 18% from outside of Zone 4. 35 sessions were offered and all sessions were recorded and shared with all attendees. This also allowed the cost of the conference to be lowered by 50%, and attendees having access to more than the 3 sessions they had registered for.

Provincial Work

CARC contributed and scheduled 129 Provincial Sessions
5,340 Learning Hours – 15% of ARPDC total Provincial Sessions

ARPDC Executive Directors and Consultants have demonstrated a high level of planning and development of professional learning opportunities and resources. Emphasis has been made on assuring priority areas have been covered and that internal ARPDC consultant expertise utilized and shared across the province. This has greatly reduced duplication in priority areas.

CARC completed the final requirements for the 2019/20 High School Redesign Grant that had sessions postponed spring of 2020 due to COVID-19.

Central Alberta Regional Consortium

The CARC Consultants, contractors and Executive Director continue to support the creation of ARPDC resources. These included the development of lessons for French Immersion Teachers, the Learn and Go Library, and the Flexible Learning Project. Additionally, the CARC Literacy/Numeracy Consultant actively led one of the ARPDC Facebook Communities, and led the ARPDC Numeracy Leads group.

ARPDC purchased C2L licenses for every teacher in the province. CARC has strategically utilized and shared these licenses over a planned 18-month period to assure activation and implementation has taken place. CARC's activation rate is currently at 43%, second largest of consortia, with the consortia average at 8% and as low as 1%. Please note that CARC did not include learning hours for un-activated codes as this greatly misrepresents total learning hours from all consortia by over 125,000 hours.

Marketing of provincial learning opportunities was a key focus for CARC. Results of Zone 4 attendance helped demonstrate this with attendance of 24% at mid-year, and without complete data available, indications show similar results for the complete year.

CARC helped plan and support a number of significant partnerships took place during the year resulting in a number of key events. These included:
Collaborative Response Model Conference - Jigsaw Learning
Online Children's Mental Health Conference – Institute of Child Psychology
Indigenous Perspectives Conference – Red Deer Polytechnic
Provincial Numeracy Leads Day – Led by the CARC Numeracy Consultant

In addition, CARC Staff provided Zoom and Marketing support for the ASCA and AISCA Conferences, and a number of ARPDC regionally hosted events.

Two regular events that were postponed due to Covid-19 restrictions, and a key element of having face-to-face collaboration were the Alberta Rural Education Symposium, and the Council of Catholic Superintendents of Alberta annual provincial "Marked by God" Conference.

Current Trends and Factors
With COVID-19 restrictions continuing into the 2020/21 School Year, professional learning was designed to be scheduled after school and on professional learning days in an online format only. Limited substitutes were available with jurisdictions identifying a priority for the use of substitutes for medical reasons and not professional learning. Zone 4 had continued a trend from the spring of 2020 to limit attendance for planning professional learning opportunities. A higher number of scheduled PD days utilized the services of CARC and consultants. A number of these events were cancelled or rescheduled with needs within schools/jurisdictions focusing on COVID-19 priorities and to provide more wellness time for staff.

Summary
CARC has been very responsive to not only the change in professional learning needs of Zone 4, but also to the emerging and changing delivery models of traditional professional learning both regionally and provincially. Thank you to both CASS Zone 4 and Provincial CASS for their continued support for ARPDC.

CONSORTIUM PROVINCIAL FRANCOPHONE

RAPPORT ANNUEL 2020-21

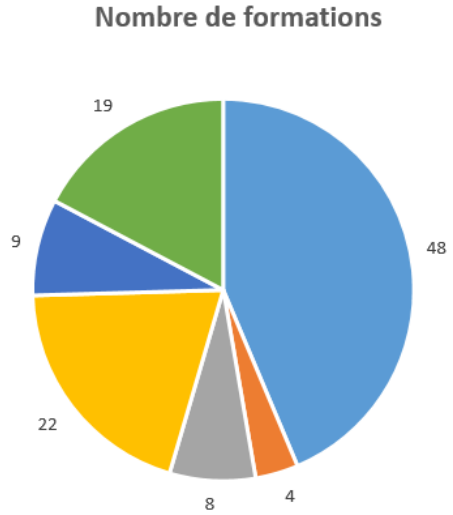
Le CPFPP joue un rôle important afin d'augmenter la capacité de ses intervenants à réaliser la mission de la vision de l'éducation francophone et à répondre aux objectifs des Consortiums.

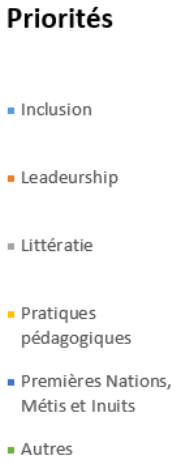
Trois domaines de perfectionnement professionnel **(Sensible au contexte, collaboratif, basé sur la recherche)** et le cycle d'enquête ont servi comme guide pour notre planification en 2020-21.

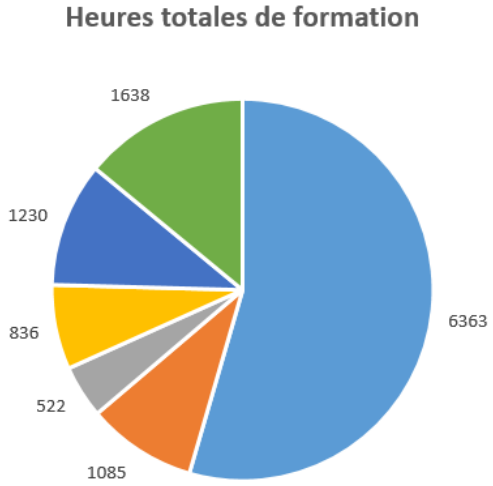
FORMATIONS 20-21 : La totalité de nos offres de formations en 2020-21 était à distance. Ce nouveau modèle dans ce monde virtuel nous a donné accès à une grande variété d'experts dans leur domaine. Depuis la mi-année, notre communauté a reçu des conférenciers reconnus au niveau national et international : **Mamadou Ka, Marius Bourgeoys, Brigitte Stanké, Nancy Gaudreau, Pascal Lefebvre, Mélanie Smits, Sonia Longpré, Joël Monzée.** Des partenariats ont été établis avec **Communication Jeunesse** et **L'institut des troubles d'apprentissage,** deux organisations reconnues au niveau du perfectionnement professionnel.

Formations :	
Francophones	81
Immersion et CSJ	79
Total	**110**

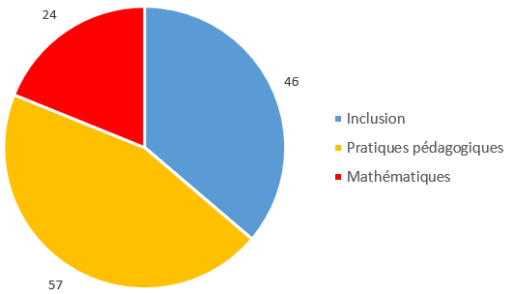
96% des participants ont exprimé leur satisfaction envers les formations suivies.
92 % des participants ont exprimé que les formations leur ont donné des stratégies pratiques à mettre en place dans leur salle de classe







ACCOMPAGNEMENTS 20-21 : Le modèle d'accompagnement pédagogique a été privilégié et nous avons offert un total de **127 accompagnements personnalisés** à des petits groupes ou à des individus avec **100% de satisfaction.**



POINTS SAILLANTS

Cette section du rapport annuel souligne les activités du mois de février 2021 aux activités de la rentrée en août 2021. Voir le rapport de la mi-année soumis à CASS pour les activités de septembre à janvier 2020.

Journées ÉducAides - Une première pour l'offre de cette conférence complètement au virtuel.

Participants : Nord : 4 février 143 Sud : 18 février 79 **Total 222**	**25** sessions/groupes de discussion offertes **96%** de répondants aux sondages d'évaluation **95 %** Taux de satisfaction générale

CÉDÉFA - séries de formations pour les directions et directions adjointes

4 formations **155 participants**	**1,085 heures de formations** **93 %** Taux de satisfaction

RESSOURCES

Le CPFPP joue un rôle essentiel à la création, à l'enregistrement de ressources et au regroupement en archives. Projets terminés février à juin 2021 :

Dans notre série sur l'éducation pour la réconciliation un deuxième cours en ligne a été offert - **Tisser les liens.** Il est axé sur la pédagogie autochtone et les formes et les méthodes traditionnelles d'enseignement.

Adaptation et traduction du Guide formation - Une introduction à l'arrêté ministériel

Projet de traduction de la ressource Bienêtre en milieu de travail à l'intention des autorités scolaires de l'Alberta

Création du site web : Ressources pour l'éducation physique et l'activité physique en temps de pandémie

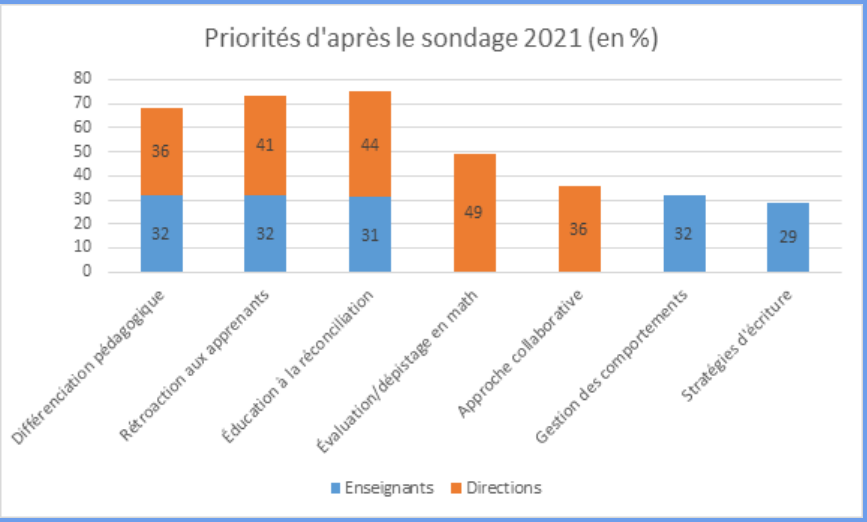
Cours en ligne ''Fondements de l'approche collaborative'' - en partenariat avec Jigsaw Learning, offert sans frais aux enseignants des écoles francophones (1er mars au 15 juin)

Notre site de ressources pour le perfectionnement professionnel et pour appuyer l'enseignement a été renouvelé. C'est la porte d'entrée à plusieurs de nos ressources et notre chaîne YouTube.

SONDAGE

Nous avons effectué un sondage des besoins auprès du personnel enseignant, les directions d'écoles, les aides-élèves et les éducatrices. en partenariat avec nos 4 conseils scolaires francophones.

Synthèse provinciale - personnel enseignant - directions : 340 répondants



Synthèse provinciale - aides-élèves et éducatrices : 127 répondants

C'est sur l'expression des besoins du terrain identifiés dans ces sondages que nous élaborons notre programmation pour l'année 2021-22.

Journées de la rentrée - 25 au 31 août 2021 - Conférence virtuelle

9 formations
2272 participants
96% de satisfaction

L'enfant et l'ado peuvent s'adapter à tout mais à quel prix (2 sessions)
Les troubles d'apprentissage chez les enfants ayant un trouble du spectre de l'autisme
Mieux comprendre la dyslexie-dysorthographie pour mieux soutenir les élèves dans leurs apprentissages (2 sessions)
La gestion positive des écarts de conduite à l'école (2 sessions)
Le modèle de réponse à l'intervention en littératie
Comment aider les élèves ayant un TDAH à mieux réussir à l'école

Faire rayonner nos élèves - Ce site présente l'ensemble de nos offres de formations et a pour but de présenter une variété d'appuis et d'approches pour bien répondre aux besoins de perfectionnement en 2021-22.

EDMONTON REGIONAL LEARNING CONSORTIUM

Annual Summary of Supports

EDMONTON
Regional Learning
CONSORTIUM

Partners in adult learning for students' sake

2020 - 2021

Prepared by John Waterhouse, Executive Director, ERLC

Edmonton Regional Learning Consortium
2020 - 2021 Annual Summary of Supports

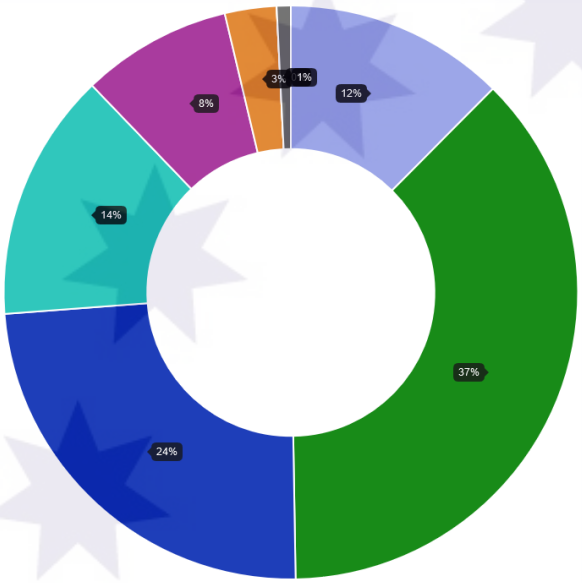
"Excellence in supporting Adult Learning for Students' Sake!"

- **756 Total Sessions**
- **298 Division Days**
- **458 Open Sessions**
- **361 Sessions Shared Provincially**

- **34,555 Participants**
- **17,793 Regional Participants**
- **119,749 Learning Hours**
- **837 collaborative meetings with patrners in designing Professional Learning Opportunities**

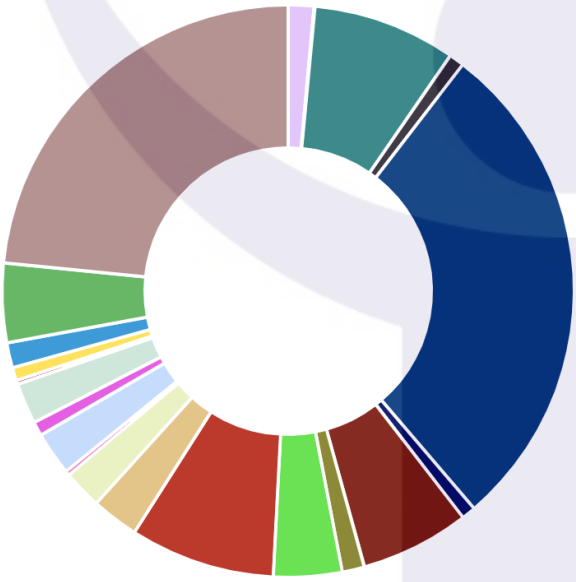
ERLC.ca - 46,439 users - 67,537 visits - 161,391 views * 7253 Newsletter Subscribers*

~ Sessions by Priority Areas~



Sessions by Priority Area	
Inclusive Education (12.43%)	94
Curriculum and Pedagogical Practice (37.3%)	282
Literacy (24.07%)	182
Numeracy and Mathematics (14.02%)	106
First Nations, Metis and Inuit (8.47%)	64
Instructional Leadership (2.91%)	22
New Curriculum Implementation (0%)	0
Other priorities (0.79%)	6

~ Sessions by Participants ~



JURISDICTION	ATTENDING
Aspen View School Division	456
Band School - ERLC	16
Black Gold School Division	2628
Edmonton Catholic Separate School Division	276
Edmonton School Division	9184
Elk Island Catholic Separate School Division	247
Elk Island School Division	2001
Evergreen Catholic Separate School Division	409
Fort McMurray Roman Catholic Separate School Division	1256
Fort McMurray School Division	2667
Grande Yellowhead School Division	868
Greater St. Albert Roman Catholic Separate School Division	705
Living Waters Catholic Separate School Division	84
Northern Gateway School Division	795
Parkland School Division	218
Pembina Hills School Division	740
Private School - ERLC	71
St. Albert School Division	227
St. Thomas Aquinas Roman Catholic Separate School Division	461
Sturgeon School Division	1454
N/A	7447
Sub-totals	32210

95%

of participants said that their learning opportunities contributed to their understanding of the topic.

96%

of participants said that their learning opportunities provided opportunities to be engaged in the learning opportunity.

93%

of participants said that their learning opportunities provided information/strategies for integration into their current practice.

1 Purposefully support implementation of government initiatives:

- ERLC initiated the creation of Resources, Learning Guide, Website and Presentations on the New Ministerial Order #028/2020 to support the awareness and understanding of this document which is foundational to the Alberta Education Business Plan and readiness for implementation of the new curriculum across the province.
- Initiated design, networking and implementation support for the new curriculum.
- Building on past success, purposefully enhanced and extended our reach in supporting professional learning support to Schools of Choice, private and charter schools and First Nations Band School Authorities.
- Purposefully planned professional learning supports for the Alberta Education Priority Areas and District Identified Priorities.
- Support Alberta Government departments and initiatives in OSARS, OLEP, Teen Mental Health, AHS Children, Youth & Families Addiction & Mental Health.

2 Supporting School Authorities in attaining Business plan goals:

- Supported School Authorities, Schools and Teachers in achieving the Alberta Education Business Plan through providing 298 School Division and school sessions and open sessions for a **total of 756 total sessions to 34,455 participants**.
- Review School System Annual Reports and Plans identifying specific directions and overall trends in improvement targets.
- Support System Leadership Capacity Development. Significant success across content areas and especially in curriculum implementation, assessment and pedagogy as demonstrated in past practice and ongoing initiatives.
- Collaborate with CASS in Zone Meetings, Curriculum Meetings, attending conferences and through monthly meetings and reports.
- Support School Authorities in designing, delivering, facilitating and brokering expertise to meet Division, School and Teacher Directed Professional Learning aimed at implementing improvement initiatives.
- Purposefully support coherence in the alignment of Government, School Authority, School and Teacher Professional Learning opportunities and initiatives.
- Support stakeholder/partner engagement, awareness and capacity building relative to provincial directions, initiatives and reciprocal responsibilities.

3 Collaborative/Partner with stakeholders in synergy, support, innovation and service:

- Established an **ERLC Stakeholder Advisory Committee** and held two meetings this year - three are planned for next year.
- Partnered with **CASS** in Ministerial Order Materials and Presentations for CASS
- Partnering with CASS in supporting Assessment sessions
- Partnering in System Mental Health and Wellness
- Providing Sessions for parents and partner with ASCA in providing sessions at the Annual Conference
- **C2L - Connect 2 Learning Assessment Partnership** - ERLC engaged with C2L, an internationally recognized expert in classroom assessment practice with deep roots in Alberta especially through the AISI years, to partner in providing the opportunity for all of Alberta's 40,000 plus teachers to access the C2L developed teacher assessment e-course "12 Quick Fixes, These e-courses were provided to School Authority Leaders to implement in their context with the opportunity for continued support from the Consortia. 13,271 courses were provided to ERLC School Systems for implementation. This innovative approach spotlighted the potential to design an implementation model that has the potential to support essentially all teachers in implementation of initiatives like new curriculum in a strategic, multi faceted, collaborative approach. This project provided multi-millions of dollars of value to all school authorities and the Government in an extremely efficient and effective manner.
- **ERLC in Partnership with Hapara** supports School Authorities across the province in building capacity to implement and benefit from the Hapara Student Management Dashboard. Approximately half of the province's school authorities are using or implementing this system which positively impacts student achievement. ERLC provided 32 sessions to 791 participants.
- **ERLC partnership with the U of A** in implementing a pilot project in the area of educational technology titled Technology in School 1. This partnership provided the opportunity of receiving graduate level course credit to teachers across the province. Teachers who completed 24 hours of professional learning through ERLC then qualified to apply to enroll in a University of Alberta graduate course. ERLC provided 80 Sessions to 786 participants.
- ERLC partnered with AHS to provide an International Mental Health Conference **Improving Mental Health Literacy in a Shifting Landscape 2021**, and 57 Mental Health Sessions through the year.
- ERLC provided initial leadership and continued support to the province wide **French Immersion Support** in website and resource development and share site. Also in provincial session offerings from national experts. Provided 64 sessions with1669 participants.
- Led the creation of the **Essential Outcomes** Website in google format involving over 30 teachers from across Alberta.
- ERLC has access to, and a professional relationship with, **over 150 local and provincial experts, consultants and organizations** who we contract to provide professional learning opportunities for the school systems, teachers and partners we serve. This includes formal agreements to access current consultants with 6 school systems.
- ERLC is currently the lead for the implementation of deliverables for a grant from **(OSARS)** The Office of Student Attendance and Re-Engagement.

4

Transparent and Engaging Assurance:

- All financial requirements, management and accounting practices are congruent with Alberta Education Grant Requirements, and overseen by CASS as our Governing Entity.
- Stakeholder engagement, feedback and survey information gathered from multiple levels provides an extremely high degree of assurance and confidence in our data, results and impact.
- ERLC initiated a staff reduction in Financial Coordinator position and then partnered with CARC in realizing a 33% ($25,000) cost efficiency.
- ERLC initiated the transition from seconded positions to contracted positions and realized a 25% increase($100,000) in Learning Facilitator cost efficiency while increasing the depth and breadth of staff expertise and increased service effectiveness.

5

Leadership in Professional Learning:

- ERLC is leading the formal process of ARPDC becoming the Learning Forward Affiliate for Alberta.
- Four staff were certified as Teacher Clarity Playbook Presenters.
- Staff Expertise and excellence - Four are current Post Secondary Sessional Instructors, and 7 are qualified to do so.
- Provided system consultant support to districts - especially small and rural systems. Collaboratively planned over 300 Division sessions with over 800 collaborative meetings in the process.
- Developed Leadership Capacity through our 9 Collaborative Leadership Communities, 22 Instructional Leadership sessions and collaboration.
- ERLC Staff provide staff expertise to ARPDC Consortia across the province
- Currently engaged in providing professional Learning Support to two Band Authorities. Over 60 Math sessions and 4 Leadership sessions this year

6

Current and innovative:

- Ensured Staff and contracted Presenters were credible experts based on current research and evidence based practices with deep roots in and focus on the Alberta context.
- Provided Specific Training to all ERLC staff in Andragogy.
- ERLC is recognized for the addition of expertise in an expanded ERLC cadre.
- Adept transition from predominantly in-person Professional learning to online formats and platforms. Zoom, Google Meet, webinars, synchronous, asynchronous, archives, resources, websites, and podcasts, etc.
- Strategically adapting and positioning for continued success and impact in the future; e-courses, blended learning opportunities, modalities, research and evidence based adult learning practices.
- Ongoing strategic planning and environmental scanning.

ERLC Summary

ERLC is continuously focused on excellence in Professional Learning Support and continuous improvement in all elements of our mandate. Where last year was very successful even during COVID because of the capacity of our team to adapt and responsively meet the needs of systems and teachers, this year has seen us be even more successful in spite of the context of continued adjustments, re-entry, online teaching and learning, and the imperative of addressing the need to educate students in a professional and successful manner now and in the future.

Context:

The Edmonton Regional Learning Consortium serves 18 School Authorities serving greater Edmonton, Fort McMurray and the HWY 16 corridor as well as the Hwy 43 up to Valleyview. ERLC also serves 20 Private Schools of Choice, 5 Charter Schools, 5 Band Authority Schools and partners including ASBA, ASCA, CASS, AISCA, Universities and various teacher conventions and organizations. This includes over 15,000 teachers, 7,000 non-certificated Instructional Staff and 3,000 staff with other designtions.

Impact:

ERLC plays both a causal and contributory role in supporting the capacity building of adults who serve the education of students in our region and beyond. First hand accounts of growth and capacity building from System leaders, teachers, para-professional, parents and partner organizations affirm the impact the ERLC has in supporting the mandate of the Alberta Education Business Plan and enhancing educational experiences for ll students.

Value:

ERLC receives funding from Alberta Education as identified in the Funding Manual in a total amount of $917,912.00. ERLC regularly provides over $1,200,000.00 in direct support to professional learning oportunities by designing, leveraging, brokering, partnering and creating efficiencies in purchasing/negotiating that results in a 25-40% increase in value and return on this investment. Given our support to School Authorities and partners and 34,555 participantts we have been told on numerous ocasions that what we provide is irreplaceable to many teachers and leaders alike.

We continuously monitor our data and consult with system leads and Partners, and increase our ability to maintain and enhance our capacity to impact student learning experiences and achievement.

"It is only through raising expectations and striving for excellence that our children can reach their full potential"

Brad Henry

Northwest Regional Learning Consortium Annual Report 2020-2021

Connecting & Communicating

Building and sustaining relationships as well as continuously collaborating with Zone 1 stakeholders and ARPDC colleagues remain foundational to meeting the evolving regional and provincial needs. NRLC has held,

133 meetings with NRLC Partners, including System Instructional Leaders & Advisory Committees

88 collaborative meetings with ARPDC Executive Directors and Consultants

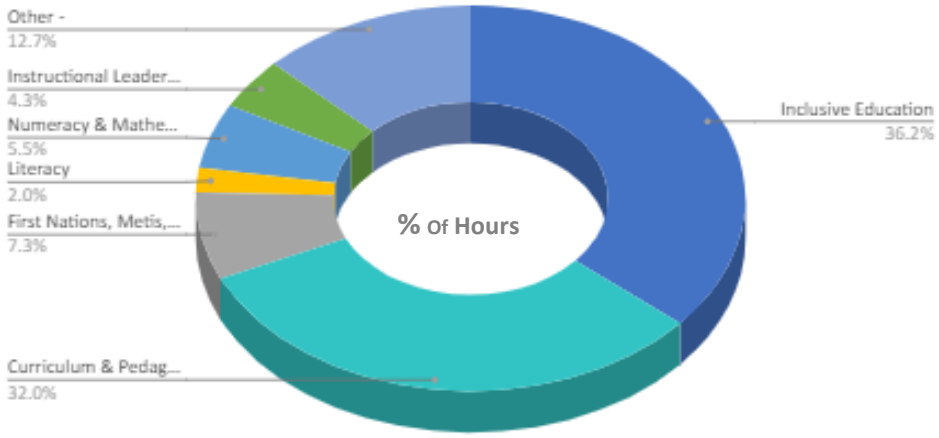
Responding

73 % of Total Participants were **Zone 1, Regional Participants**

NRLC DELIVERED 198 LEARNING OPPORTUNITIES, 24030.5 LEARNING HOURS TO 4594 PARTICIPANTS

72 Zone 1 **Collaborative Partnership Learning Opportunities**

Learning Hours by Priority Area



Asynchronous Learning & Resources

NRLC developed

15 Learn & Go Resources

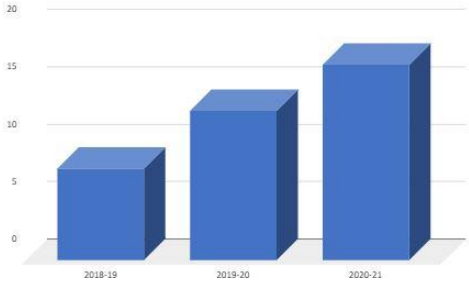
in contribution to the provincial ARPDC library

and offered **4 e-courses,** with

676 participants & 3101 Asynchronous Learning Hours

Leadership Learning

17 Leadership Opportunities, 1024 Learning Hours to 192 Participants



French Learning

23 FRENCH Opportunities, 424 Learning Hours to 163 Participants

**Supported in part with OLEP funding*

93 % Satisfaction that Learning Opportunities contributed to a deeper understanding of the topic.

91 % Satisfaction that LO's provided information/strategies for integration into my current practice.

Building and sustaining relationships, as well as engaging our less active Zone 1 partners was the foundation of the Northwest Regional Learning Consortium 2020-21 Annual Plan. Our commitment to connecting with our partners, maintaining a variety of consistent and frequent communications to promote professional learning and identify emerging learning needs, brought us many regional successes.

NRLC was able to connect with more Zone 1 partners than ever before in 2020-21. Beyond the newly formed NRLC Regional Stakeholder Advisory Committee, NRLC added three new subject area advisory committees for Inclusive Education, Literacy, and Numeracy/Math along side our long running First Nation, Metis and Inuit Advisory Committee to host a total of **27 advisory meetings with 86 members**. We engaged 3 new First Nation School Authorities that had not partnered with us previously to host learning opportunities that contributed to our support for 72 collaborative partnership programs throughout the year, making just over 1/3 of our total learning opportunities for the year collaborative partnership programs.

Though our total number of programs, collaborative projects and participation rates were lower than in previous years, due to interferences of COVID-19, NRLC celebrates that Zone 1 participants represented 3316, 72%, of our 4594 total participants. This is an increase from 43% Zone 1 participants in our previous program year. In addition, 1614 of Zone 1 educators participated in virtual learning opportunities hosted by other consortia in the ARPDC in 2020-21.

NRLC has also worked with our ARPDC partners to make improvements to our regional www.NRLC.net website to include learning facilitator team profiles, easy access to programs being offered around the province on a provincial calendar as well as improving search features. A total of 18,029 visitors reached our website in 2020-21 and we saw a 200 person increase in our newsletter subscribers over the year.

Our goals for responding to the emerging needs of our region included increasing our support for asynchronous learning. Beyond the creation and contribution of professional learning resources to the ARPDC's Learn & Go website, NRLC offered 3101 asynchronous learning hours, equating 13% of our total learning hours and 15% of our total participants. An impressive regional uptake on the ARPDC provincial offering of C2L's, 12 Quick Fixes to Teaching and Assessment in These Times are included in these sums with a total of 414 participants & 2490 Learning Hours for this e-Course alone.

NRLC has also seen a consistent and steady need for support in Indigenous learning throughout our region. In 2020-21, 17% of our total programming, with 34 learning opportunities, 1757.5 Learning Hours, supported 373 participants in our region and throughout the province. Additionally, NRLC has worked closely with Kee Tas Kee Now Tribal Council Educational Authority (KTCEA) to launch a new website, Infusing Indigenous Knowledge into Curriculum, Grades 1-6. We continue to partner with KTCEA in building resources for Grades 7-12 and will be adding to this site in the coming program year. Moreover, there have been 9232 visitors, to the improved First Nation, Metis and Inuit Professional Learning website and 707 visitors to the Building Educational Equity website, both maintained by NRLC.

With over 93% of our learning opportunities offered on a virtual platform, NRLC was able to extend registration to participants from other consortia across the province. Over 100 learning opportunities, inclusive of 7425 learning hours, were open to provincial registration. Among these sessions, NRLC took the lead in representing ARPDC in provincial learning opportunities for Fierce Conversations©, Building a Thinking Mathematics Classroom with Peter Liljedahl, Parents, At-Home Learning: Finding Success for the Whole Family with Marylou Gammons & Éric Caron, Woodcock Johnson IV and DELF A1/B1/PRIM Training programs as well as 3 provincial, virtual conferences, the 2021 Northern Alberta Educational Assistants Conference, 2020 School Food Symposium and Mamawhitowin 'Coming Together' Indigenous gathering.

Please visit our statements of impact video to view participant feedback and statements from our NRLC stakeholder partners.

Learning Network Educational Services 2020 – 2021 Curriculum Support Funding Annual Report

Relationship - Connection Before Content

Our L.N.E.S. Team:
Executive Director: Brent Allen
Executive Assistant: Celine Zevola

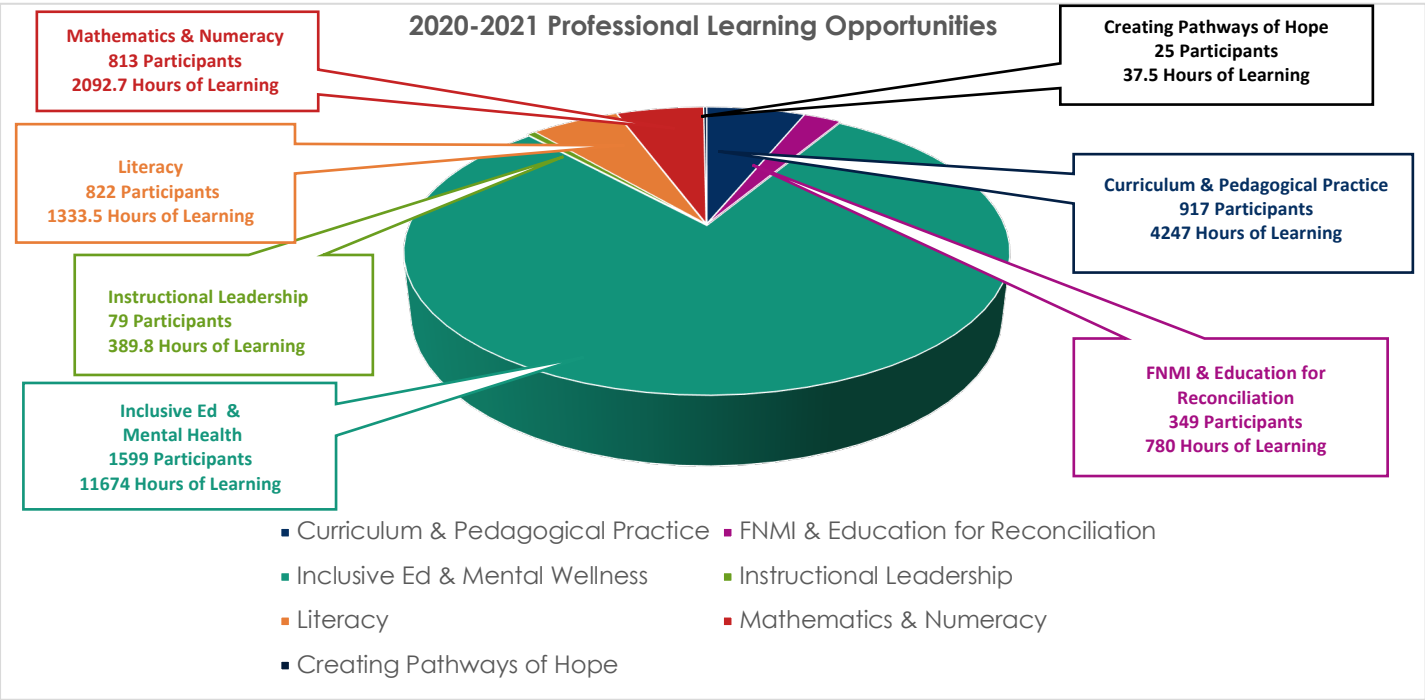
Designers of Professional Learning:
Charlie Kraig (Curriculum and Pedagogical Practice, Inclusive Education, Instructional Leadership, Literacy, Creating Pathways of Hope)
Lana Lane (Curriculum and Pedagogical Practice, Instructional Leadership, Literacy)
Dan Nash: Curriculum and Pedagogical Practice, First Nations, Métis and Inuit Education, Instructional Leadership)
Jackie Ratkovic: Curriculum and Pedagogical Practice, Instructional Leadership, Mathematics, Numeracy

Connection Before Content – Finding A Way Together/Maximizing Opportunity – Targeted Learning to Build Capacity

LNES DELIVERED
272 LEARNING OPPORTUNITIES TO
4604 PARTICIPANTS for a total of 20,554.5 hours of learning

77 Provincial Learning Opportunities, in response to the needs identified in Zone 2 and extended to all of Alberta.

195 Regional, Learning Opportunities, in response to the specific emerging needs in Zone 2.



99% of participants indicated that the professional learning opportunities, provided by the Learning Network Educational Services, contributed to their awareness and/or a deeper understanding of the topic.

98.5% of participants indicated that the professional learning opportunities, provided by the Learning Network Educational Services, both provided opportunities for engagement in learning and provided information and/or specific strategies for integration of learning into their current practice.

100% of non-certificated professional learning provided through the Learning Network Educational Services was provided at no charge to the participants and were subsidized by Alberta Education Curriculum Program Funding.

Of the 272 professional learning supports planned 20 were cancelled due to unsustainable registration numbers. Of the 4604 participants, 12.6% were from 'outside' of the LNES region and the remaining 87.4% were members of the LNES Regional School and Education Authorities we are privileged to serve.

The Learning Network Educational Services serves 5 Alberta School Authorities, 2 Saskatchewan School Authorities and 2 Education Authorities including 6 Member Nations. We support 1719 Teachers and 1456 Support Staff who share and lead learning with 27,632 students.

Focusing on our Core Values of: **Relationship** – Connection Before Content, **Collaboration** – Finding A Way Together and **Maximizing Opportunity** – Targeted Learning to Build Capacity, the entire LNES Team remains fully invested in serving the needs of educators both, in our region and in our province. The ability and willingness, of our team, to meet educators when they are available continues to be a support service that is both appreciated and highly valued. Our Designers of Professional Learning are meeting with educators at '7:00 a.m or 9:00 p.m.' depending upon the availability and needs of the individual(s) needing professional learning support. In particular, these past 12 months have been months filled with angst and uncertainty. Our staff are called upon as much for emotional support and reassurance as much as curricular and pedagogical support. In fact, it is safe to suggest that 'you cannot have one without the other'. Most recently, one of our Designers of Professional Learning was advised, "The professional learning support you are providing for me, is as much about my wellness as it is my learning."

Our regional, and provincial, support is very much driven by the identified and expressed needs of the educators we are privileged to serve. Our Designers of Professional Learning collaborated to provide 310 days of professional learning support to educators in our region. *In total 3711 regional participants, representing all 7 School Authorities and 2 Education Authorities, chose to participate in professional learning support encompassing all 7 Curriculum Priority Areas and our Creating Pathways of Hope work.*

Statements of Impact from participants and Instructional Leaders indicated the quality of the professional learning support being offered, in collaboration with the method of delivery and support after the learning had concluded, was paramount in building confidence and capacity within the participants. Although it was definitely not the same as being present in the classroom setting, the LNES Designers of Professional Learning were able to utilize presentation formats and strategies that participants found both engaging for themselves as well as being directly transferable to their classrooms.

The 2020 – 2021 academic year also saw the establishment of the Learning Network Educational Services Regional Educational Stakeholder Engagement Committee. The purpose of this committee is "to ensure that the voices of all regional educational partners is present and heard and provides the Executive Director with input in the support of the development and delivery of professional learning opportunities that meets the regional needs of its partners." This Advisory Committee met three times over the course of the 2020 – 2021 academic year.

As we look ahead to the 2021- 2022 academic year, it has started off with even greater uncertainty and interruption to the delivery of education. Based on the words of Stephen R. Covey, "If I really want to improve my situation, I can work on the one thing over which I have control – MYSELF!", we choose to focus on those factors we have influence an dominion over. We cannot and will not move away from our Core Values, they are the 'constant' in these uncertain days. Our Designers of Professional Learning are meeting with, serving and

supporting educators at a pace that we are more accustomed to. Principals and teachers are inviting them into their schools and classrooms to provide virtual support and look to continue those conversations and relationships through the remainder of the school year. It is this 'intentionality' that gives us the hope and motivation to continue to invest in educators for the benefit of all students.

The combination of the ongoing impacts of the pandemic, coupled with the uncertainty that accompanies the pending implementation of new curriculum across all subject areas and 7 grade levels, is proving to be a major source of concern for educators at all levels. This will be the first time that an implementation of this scope and magnitude has even been undertaken. Perhaps most disconcerting is the reality that there is not even a DRAFT copy of the Curriculum to be referencing when we are 11 months away from indicated implementation. In working towards this implementation, we will continue to work closely with system leaders, instructional leaders, and teachers to continue to build upon their pedagogy, principles of sound practice and to identify ways in which to support them most effectively in the months leading up to and throughout the entire implementation process.

It remains a distinct privilege to serve the 7 School Authorities and 2 Education Authorities in the Learning Network Educational Services region. We are honored to be a member of the ARPDC in working to support all educators across our great province and beyond. It is the skills, talents and abilities of the team members of our consortia, and the collective ARPDC, that allows us to provide the professional learning support that educators in our region deserve and require. Despite the multiple challenges that we have faced over the course of the past 12 months, and the unknown challenges that await us, Relationship, Connection, Collaboration and Intentional capacity building will continue to be the avenues through we work to support and ultimately 'do what is best for' educators and students across our region and our province.

SAPDC
SOUTHERN ALBERTA PROFESSIONAL DEVELOPMENT CONSORTIUM

No two school years in my lived experience have ever been alike. That said no year has ever, in the lived experience of anyone currently in education in Alberta, been like the 2020-21 school year. SAPDC is the original regional office providing support for professional learning in the province. Our working relationship with our region's school divisions has been a strong one with open conversations about what is working, what isn't, what is desired and what can be provided. The operational word for this past year was adapt. We learned to roll with the unexpected decisions of School Boards altering calendars and Alberta Health shifting polices in response to the waves. I've always maintained excellent teaching is a lot like surfing, you know where you want to go but be prepared for a wipe-out or two on the way to the shore.

As a team SAPDC focused on supporting the school divisions in our region. We heard from our partners that teachers were hard pressed for time and stress was a word frequently referenced. We closely monitored the offerings of our colleagues across the province and opened sessions not expressly for school districts to the province. We accepted the responsibility for several major projects for ARPDC and initiated a couple of projects reviewed below that were extended to the province. The feedback on our work in support of divisions and schools in regional and provincial sessions was extremely positive.

Our own participation in sessions and series of learning opportunities as consultants was much more hands on in the virtual world than has been the case in traditional full day live sessions. Follow-up work was frequent as we worked to support operationalizing the learning in the classrooms across the region. Our services were provided at no cost in all direct district and school-based work in the region, our sessions offered provincially we priced far below traditional costs recognizing in part that educators were asked to give of their time outside of school to attend those sessions.

The SAPDC team, Executive Director and two consultants engaged in over **200** planning and collaboration conversations with advisory committees, system leads, school leads and partner organizations in the region and province. The focus of these meetings was an assessment of needs, review of offerings available across the province, and the development of learning opportunities and resources at the regional level and targeted provincial work in support of provincial partners.

Key Initiatives Developed / Presented over 2020-21

learnandgo.ca
Quick entry lessons with suggestions for application and paths to go for deeper understanding this site developed for asynchronous learning had over **1000 visitors** since January. Consultants across ARPDC have contributed to this initiative.

SAPDC, supported by our OLEP funded provincial consultant and regional partners, provided a one day conference to the province. It was a great day and planning is underway for a 2 day conference next year.

With awesome tech support from Janet Bell, an ERLC consultant SAPDC was honored to work with over 40 French Immersion teachers across Alberta to build a resource bank with 1000's of lessons in the four core subjects. 12,316 users, over 50,000 page views since the site was launched in January of 2021.

Growing out of the SAPDC Literacy Advisory Committee this was the second year of the Summer Literacy Institute open not just provincially but internationally to teachers on August 10 and 11. This conference features outstanding International, Canadian, and Indigenous leaders in literacy. By design Alberta teachers are invited to present, some for the first time, to build provincial capacity. Feedback strongly supports a year three next summer. Several presenters this year are being scheduled for a series of sessions in 2021-22.

!mpact 2021 a collaborative Mental Health and Leadership conference with ASAA, Division leads from CASSIX and SAPDC was offered as an online conference attended by over **900 teacher/mentors and high school students.** Recordings from these sessions were among the highest accessed over the year as schools worked to apply the learning to their school plans for 2021-22

Feedback has led to exploring a series over the year culminating in two simultaneous events live and streamed in May of 2022.

In addition to major projects highlighted above we at SAPDC were pleased to be directly involved in hosting **21** sessions, series or conferences with **1751 participants** who engaged in **10, 873 hours of learning**. **1048** of those participants at our provincially available sessions were from regions other than SAPDC. In addition to **703** participants from our region attending our provincial offerings, **1266** SAPDC region participants attended the provincial offerings of other consortia across the province. The ability to attend other sessions offered across the province and open sessions SAPDC offered to our colleagues demonstrates fiscal responsibility opening doors to learning that otherwise would be time and cost prohibitive. Many sessions involved consultants from other consortia offices, others involved provincial, national and international leaders in their field. Looking back just months before Covid descended upon us all in the spring of 2020, SAPDC recommended the move to a new video conference platform called Zoom. Maintaining that account across our ARPDC team, moving large meeting licenses and adding accounts has helped all of us meet the needs in our regions and across the province.

Working with the 10 School Divisions, 2 Band Authorities, Private and Charter Schools across the south SAPDC supported **130 regional learning opportunities** reaching **9,649 registered participants** representing a **potential 31,670 hours of learning**. We particularly focused on supports for days and sessions that would not require substitute teachers and the shortage of substitutes was particularly dramatic throughout the region this year. The overwhelming majority of learning opportunities were scheduled during school or division professional learning days, before school, during lunch, or after school. Division leads were clear in our conversations, they wanted the learning opportunities, but for this Covid impacted year that learning needed to occur without teachers leaving the classroom. SAPDC's two consultants and Executive Director enjoyed working with the teachers, administrators, education assistants, and parents making the best of a challenging situation in zoom sessions, building resources and providing support with the mantra, "What you need, when and where you need it, we will find a way."

All Sessions by Priority offered by SAPDC 2020-21

Curriculum and Pedagogy – **46**
First Nations Métis and Inuit Indigenous Studies – **9**
Inclusive Education/Mental Health - **24**
Instructional Leadership – **6**
Literacy – **24** Literacy French – **24**
Numeracy / Mathematics - **26**

In a recent meeting with curriculum leads we have been asked to begin work inviting participation from across the region in the preparation and development of resources for the new curriculum. The regional Mental Health committee where we are a standing committee member has asked us to help with the planning of a series of regional Mental Health Awareness / Literacy sessions. All Divisions report that curriculum, literacy across the curriculum, supporting students and staff wellness and

mental wellness, numeracy / Mathematics and assessment practices are areas of focus. Planning is underway with several Divisions to support the work of the next year, all Divisions know that we can do more together as we pool our resources and talents.

We remain challenged in the region by a shortage of substitute teachers. Creativity and the development of blended synchronous and asynchronous materials will be the way. Our team at SAPDC is excited to help, where, when and however we can.

It is an honour every day to work with the members of the SAPDC team in meeting the needs of our region. It is an additional blessing to have the opportunity to learn and grow together with the leaders, consultants, and staff across the province that make of the ARPDC.

The Southern Alberta Professional Development Consortium team is particularly grateful to all those in the greater education community of our region for the support and willingness to share of their time and talents.

Respectfully Submitted: Dr. Rick Gilson – Executive Director