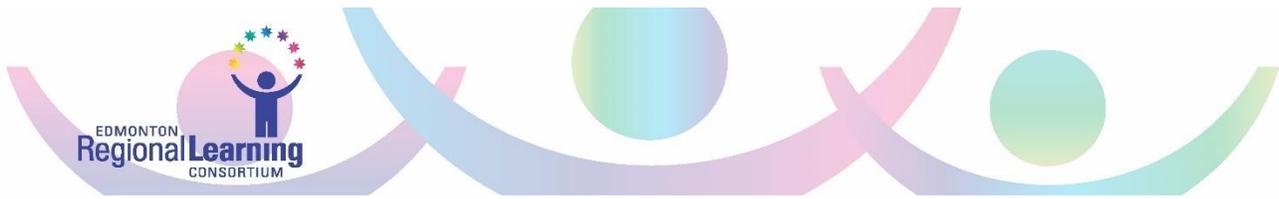


Edmonton Regional Learning Consortium 2017-2018 Curriculum Implementation Plan





Edmonton Regional Learning Consortium Curriculum Implementation Support Plan 2017-2018

Alberta Education provides funding to the Edmonton Regional Learning Consortium (ERLC) for Curriculum Implementation Support of identified priorities. For the 2017– 2018 school year, the amount of **\$725,925.00** is provided for this work. ERLC, in consideration of the Alberta Regional Professional Development Consortium (ARPDC) goals, provincial and regional priorities, and the needs of Zone 3 school authorities, will work collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate), Alberta Education staff and other Consortia members to develop plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.

Submitted to Alberta Education
By
Lisa Blackstock, Executive Director
Edmonton Regional Learning Consortium

ERLC Regional Context

The Edmonton Regional Learning Consortium provides services and learning opportunities for eighteen school jurisdictions with over 600 schools, seventy-five private schools and charter schools, sixteen First Nation Schools on nine First Nations Educational Authorities serving over 240,000 students within Zone 3. Approximately 13,500 FTE teachers are employed within these school authorities in various subject and grade configurations. ERLC services and learning opportunities include activities that individuals undertake to develop skills and knowledge, and to enhance practice and growth. Opportunities and supports for learning are provided in many ways including face-to-face sessions, such as workshops and presentations; courses and qualification programs; technology-based learning opportunities, such as webinars; job-embedded professional learning, such as mentoring, collaborative planning and learning communities; material development; and professional development resources available on the ERLC and ARPDC websites.

This 2017-2018 regional plan includes support for quality professional learning opportunities for all educators related to the provincial priorities in the areas of:

- First Nations, Métis and Inuit
- Mathematics
- Supporting Competencies in Current Curriculum
- Supporting Literacy and Numeracy in Current Curriculum
- Provincial Assessments
- Inclusive Education
- Curriculum Development
- Dual Credit
- Other regional and provincial priorities

The funding will facilitate delivery of professional learning supports for curriculum implementation that align with the priorities determined by Alberta Education. The supports provided by ERLC will include high quality professional learning opportunities, involving a wide variety of research-informed approaches and opportunities for educators, that build capacity within schools and school jurisdictions, regionally and provincially.



CONSORTIUM GOAL ONE

Facilitate professional development, which supports the effective implementation of:

1. The Alberta Education Business Plan
2. Jurisdiction and school educational plans
3. Regional School Council priorities

OUTCOME 1.1

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

OUTCOME 1.2

Demonstrate effective provincial planning through ongoing collaboration of consortia to support curriculum implementation that promotes consistency in learning opportunities.

MEASURES	RESULTS
<ul style="list-style-type: none">• Overall percentage of stakeholders that are satisfied that the consortium effectively addresses provincial and regional needs related to the deliverables. (DC#1)• Overall percentage of stakeholders that were satisfied with the consortium's response to emerging PD needs. (DC#4)• Host formal/informal conversations with key Alberta Education personnel.• Number of collaborative meetings for ARPDC to meet the identified provincial and local needs.• Host regional jurisdictional district contact and advisory committee meetings to provide direction for planning learning opportunities and impact on district leadership and teacher practice.• Administer multiple surveys to gather data to inform future planning.	

STRATEGIES USED TO ACHIEVE GOAL ONE

ERLC	ARPD	Partners
<p>Host regional jurisdictional District Contact and Advisory Committee meetings around the key areas identified in the Curriculum Implementation priority areas.</p>	<p>Hold collaborative conversations with Alberta Education personnel to understand provincial direction and how the consortium may support their work in our region and through regional plans.</p>	<p>Hold meetings with stakeholders (e.g. ASCA, ASBA, ASBOA, Alberta Education, CASS, UoA) to determine deliverables related to Curriculum Implementation.</p>
<p>Hold collaborative conversations with jurisdictional representatives to understand the needs for professional learning based on their Three-Year Education Plan.</p>	<p>Hold meetings with key Alberta Education contacts to determine deliverables related to Curriculum Implementation and develop understanding of the Alberta Education Business Plan.</p>	<p>Hold collaborative conversations with stakeholders to understand how the consortium may support their work in the region related to Curriculum Implementation.</p>
<p>Conduct post learning opportunity surveys with participants to help identify additional learning needs.</p>	<p>Conduct a common post survey, for administration to session participants.</p>	<p>Develop a common needs assessment with ATA to determine stakeholder needs.</p>
<p>Support the work of Curriculum Development in working collaboratively with Alberta Education to facilitate engagement within our zone that will inform future curriculum planning.</p>	<p>Host monthly meetings to collaborate and share on provincial planning as it relates to priority areas defined for Curriculum Implementation and Curriculum Development.</p>	<p>ASCA, U of A, ASBOA, ASBA Board of Director representatives act as a conduit to their organizations for sharing ERLC information and for highlighting back to ERLC pertinent information from their respective bodies.</p>

Analysis: (TO BE COMPLETED IN FINAL REPORT)

CONSORTIUM GOAL TWO

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

OUTCOME 2.1

Develop processes, tools and resources to support school authority implementation for the collection, tracking and reporting of 'evidence'.

OUTCOME 2.2

Provide scheduled professional learning sessions in the following areas:

First Nations, Métis and Inuit	<ul style="list-style-type: none"> Support for all levels of provincial and First Nations school authorities that results in an increased awareness of holistic learning (emotional, mental, spiritual, and physical) and understandings of topics such as treaty education, human rights and social justice, residential schools and their legacy, as well as environmental sustainability and learning on the land.
Mathematics	<ul style="list-style-type: none"> Support for the maintenance and development of Elementary Mathematics Professional Learning Opportunities. Some key areas of need are spatial reasoning, additive and multiplicative thinking, number sense, algebraic reasoning, and the ethical management of data.
Supporting Competencies in Current Curriculum	<ul style="list-style-type: none"> Support for all levels of school authorities for the implementation of the 8 competencies and their associated supports for current programs of study by developing understandings of how competencies support learning outcomes for student-centred, competency-focused learning.
Supporting Literacy and Numeracy in Current Curriculum	<ul style="list-style-type: none"> Support for all levels of school authorities in continuing to build awareness and understanding of literacy and numeracy. Support for all levels of school authorities in building their awareness of literacy and numeracy in existing programs of study. Build an understanding of the Literacy and Numeracy Progressions and the ways that they support teachers and students in existing programs of study.
Provincial Assessments	<ul style="list-style-type: none"> Support for all levels of school authorities in professional learning supports for interpreting results Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the related assessment standards for subject-specific diploma exams. Support for Grade 9 teachers to build awareness and understanding of the Grade 9 Mathematics PAT Part A that is being added starting the 2017-18 school year that students will complete without the assistance of calculators. Support for Grade 6 teachers to build awareness and understanding of 2016-2017 PAT reports that include the results of the Grade 6 Mathematics PAT Part A that was added during the previous school year and students completed without the assistance of calculators. Support for Grade 12 teachers to build awareness and understanding of the written response component for the Math 30-1 and 30-2 diploma exams that will be introduced in the 2018-2019 school year.

Inclusive Education	<ul style="list-style-type: none"> Support all levels of school authorities to build capacity for facilitating and implementing best practices in inclusive education to ensure success for all students. Support for all levels of school authorities in developing increased awareness and understanding needed to implement flexible and responsive learning experiences that acknowledge every students' individual learning needs.
Curriculum Development	<ul style="list-style-type: none"> Further support building awareness and understanding of the The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) (2016), Further support provincial engagements related to curriculum development.
Dual Credit	<ul style="list-style-type: none"> Support the provincial implementation of a new Alberta Dual Credit Framework by: <ul style="list-style-type: none"> organizing and leading sessions with education stakeholders to support them in the implementation of a new Alberta Dual Credit Framework and implementation resources for the 2017-2018 school year (including new application and funding processes).
Other Priorities related to Provincial Curriculum Implementation	<ul style="list-style-type: none"> Provide professional learning support identified as a need by regional consortia or Alberta Education in topics or subjects that are not explicitly stated above, provided that this support strengthens the application of the priorities identified in previous years' grants.

MEASURES	RESULTS
<ul style="list-style-type: none"> Overall percentage of school authorities that have access to online materials created by ARPDC and/or ERLC Number of sessions and participants attending learning opportunities in the following priority areas: <ul style="list-style-type: none"> First Nations, Métis and Inuit Mathematics Supporting Competencies in Current Curriculum Supporting Literacy and Numeracy in Current Curriculum Provincial Assessments Inclusive Education Curriculum Development Dual Credit Other regional and provincial priorities Overall percentage of participants satisfied that they were provided opportunities to be actively involved in the learning. (P#2) Overall percentage of stakeholders satisfied that the consortium PD opportunities influenced leadership and/or teacher practice within my organization. (DC#5) Overall percentage of stakeholders satisfied that the PD offered by the consortium supported effective curriculum implementation. (DC#2) 	

STRATEGIES USED TO ACHIEVE GOAL TWO

ERLC	ARPDC	Partners
<p>Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions.”</p>	<p>Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions” to support jurisdictions in the curriculum implementation.</p>	<p>Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions” to understand how the consortium may support stakeholders’ work related to curriculum implementation.</p>
<p>Develop plans and processes that reflect change management elements and cultural shifts required for transformational change.</p>	<p>Work towards developing provincial plans and processes that reflect change management elements and cultural shifts required for transformational change.</p>	<p>Work with stakeholders to understand how the consortium may support provincial plans and processes that reflect transformational change.</p>
<p>Provide professional learning opportunities to support curriculum implementation based on regional needs.</p>	<p>Provide consortia support in developing learning opportunities to support curriculum implementation based on consortia expertise.</p>	<p>Work with stakeholders to align learning opportunities to support curriculum implementation.</p>
<p>Assist educators with understanding components of new curriculum and their roles and responsibilities in implementation.</p>	<p>Assist consortia with understanding the components of new curriculum and their roles and responsibilities in implementation.</p>	<p>Assist partners with understanding the components of new curriculum and their roles and responsibilities in implementation.</p>
<p>Establish collaborative leadership communities based on related research and/or field experts.</p>	<p>Support collaborative leadership communities based on related research and/or field experts.</p>	<p>Communicate with partners the available collaborative leadership communities in the region and province.</p>
<p>Use social media (web page, twitter, blogs, Facebook, newsletter) to highlight upcoming learning opportunities to support key deliverable areas.</p>	<p>Assist consortia by using social media (web page, twitter, blogs, Facebook, newsletter) to highlight upcoming learning opportunities to support provincial professional learning</p>	<p>Share with partners upcoming learning opportunities to support regional and provincial learning opportunities</p>

Analysis: (TO BE COMPLETED IN FINAL REPORT)

CONSORTIUM GOAL THREE

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

OUTCOME 3.1

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

MEASURES	RESULTS
<ul style="list-style-type: none"> • Overall number of network meetings/sessions//learning symposiums provided through shared partnerships. • Host meetings with potential partners/jurisdiction contacts. • Overall percentage of stakeholders satisfied with the Consortium's coordinating, brokering, and/or referral services were effective in helping access PD resources and/or professional learning opportunities. (DC#3) 	

STRATEGIES USED TO ACHIEVE GOAL THREE

ERLC	ARPDC	Partners
Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders.	Identify provincial learning needs that could be met by collaborating with professional learning providers and stakeholders.	Identify regional and provincial learning needs that could be met by collaborating with professional learning providers and stakeholders.
Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings.	Explore potential provincial partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings.	Explore potential partnerships and collaboration opportunities with stakeholder partners through discussions and meetings.
Design learning opportunities with other professional learning providers to respond to regional needs.	Design and deliver professional learning opportunities provincially that capitalize on the resources of partners.	Design and deliver professional learning opportunities that capitalize on the resources of partners.

Analysis: (TO BE COMPLETED IN FINAL REPORT)

CONSORTIUM GOAL FOUR

Deliver professional learning based on the identification and emerging needs of educational stakeholders

OUTCOME 4.1

Deliver professional development based on the identified and emerging needs of education stakeholders.

OUTCOME 4.2

Work collaboratively with ARPDC to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.

OUTCOME 4.3

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

MEASURES	RESULTS
<ul style="list-style-type: none"> • Number of learning opportunities (*all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders. • Number of learning opportunities (all formats) that were planned and cancelled. • Overall percentage of participants satisfied that they were provided strategies for integrating new practices in their current context. (P#3) • Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic. (P#2) • Overall percentage of stakeholders satisfied that the consortium was effective in helping to meet emerging needs. (DC#4) • Overall percentage of participants satisfied that they were provided opportunities to reflect on their knowledge, skills and attributes about the topic. (P#4) 	

STRATEGIES USED TO ACHIEVE GOAL FOUR

ERLC	ARPDC	Partners
Develop professional learning opportunities based on identified jurisdictional needs.	Work collaboratively with Alberta Education staff to understand provincial emerging needs.	Work collaboratively with partners to understand regional emerging needs.
Plan and develop a wide range of professional learning opportunities based on identified needs using emerging technologies for adults to learn synchronously and asynchronously.	Work collaboratively with ARPDC to develop professional learning opportunities based on provincial emerging needs.	Work collaboratively with partners to develop professional learning opportunities based on regional emerging needs.
Identify feedback mechanisms to determine needs and impact of professional learning opportunities.	Use a common post survey for administration to session participants to determine needs and impact of professional learning opportunities.	Collaborate with partners to deliver accurate information in professional learning opportunities around the priority areas.
Work collaboratively with Alberta Education staff to deliver accurate information and desired outcomes for grant deliverables and priority areas.	Attend train the trainer meetings with Alberta Education staff to deliver accurate information in professional learning opportunities around the grant deliverables and Alberta Education priority areas.	
Work with Zone 3 leaders, district contacts, advisory members and collaborative leadership communities to understand emerging needs.		

Analysis: (TO BE COMPLETED IN FINAL REPORT)

CONSORTIUM GOAL FIVE

Promote and support the development of professional development leadership capacity.

OUTCOME 5.1

Develop collaborative learning opportunities in the following areas with a focus on building leadership capacity within:

- First Nations, Métis and Inuit (not including Education for Reconciliation)
- Mathematics
- Supporting Competencies in Current Curriculum
- Supporting Literacy and Numeracy in Current Curriculum
- Provincial Assessments
- Inclusive Education
- Curriculum Development
- Dual Credit
- Other regional and provincial priorities

OUTCOME 5.2

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

MEASURES

- Number of sessions provided for developing leadership capacity.
- Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity. (DC#6)

RESULTS

STRATEGIES USED TO ACHIEVE GOAL FIVE

ERLC	ARPDC	Partners
Work with Zone 3 leaders, district contacts, advisory members and collaborative leadership communities to understand emerging needs.	Work collaboratively with Alberta Education staff to understand provincial emerging needs.	Work collaboratively with partners to understand regional emerging needs.
Plan, develop and facilitate a wide range of professional learning opportunities and/or resources based on identified needs.	Work collaboratively with ARPDC to plan and develop professional learning opportunities and/or resources based on provincial emerging needs.	Work collaboratively with partners to develop professional learning opportunities and/or resources based on regional emerging needs.
Work collaboratively with Alberta Education, CASS Zone 3, and school authorities to understand and address leadership needs in conjunction with priority areas.	Work collaboratively with ARPDC to understand and address leadership needs in conjunction with priority areas.	Work collaboratively with partners to understand and address leadership needs in conjunction with priority areas.
Align leadership learning with the School Authority Leadership Quality Standard and the Principal Leadership Quality Standard.		

Analysis: (TO BE COMPLETED IN FINAL REPORT)

CONSORTIUM GOAL SIX

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

OUTCOME 6.1

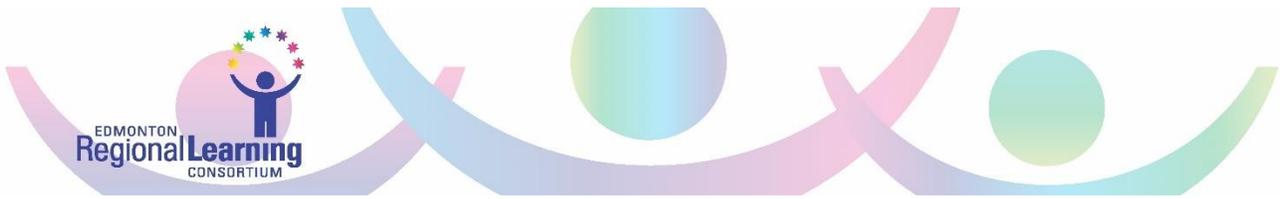
Consortium will provide professional learning opportunities at a reasonable cost to participants.

MEASURES	RESULTS
<ul style="list-style-type: none"> Overall percentage of participants satisfied that the Consortium services are provided at a reasonable cost. (DC#7) Overall percentage of stakeholders that were satisfied with the overall services provided by the Consortium. (DC#8) 	

STRATEGIES USED TO ACHIEVE GOAL FIVE

ERLC	ARPDC	Partners
Budget funds from grants to offset participation costs for learning opportunities.		
Make fiscally sound decisions regarding operating costs for Consortium.		Collaborate with partners to offer cost recovery services.
Develop fiscally sound processes to manage grant funds.	Distribute grant dollars in support of learning through transparent formulas exhibiting fair and equitable distribution.	

Analysis: (TO BE COMPLETED IN FINAL REPORT)



Curriculum Implementation Support Funding Budget 2017-2018	TOTAL
First Nations, Métis and Inuit	\$ 83,375.00
Mathematics	\$ 99,375.00
Supporting Competencies in Current Curriculum	\$ 74,375.00
Supporting Literacy and Numeracy in Current Curriculum	\$ 79,375.00
Provincial Assessments	\$ 44,375.00
Inclusive Education	\$ 139,375.00
Curriculum Development	\$ 94,375.00
Dual Credit	\$ 42,300.00
Other Regional and Provincial Priorities	\$ 69,000.00
TOTAL	\$ 725,925.00

