

# Edmonton Regional Learning Consortium

Website: [www.erlc.ca](http://www.erlc.ca)

## 2017-2018

# ANNUAL REPORT & CURRICULUM IMPLEMENTATION REPORT

*Partners in adult learning for students' sake*



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# CURRICULUM IMPLEMENTATION

Alberta Education provided 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** was 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, worked collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate), Alberta Education staff and other Consortia members and developed plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.



***"Partners in adult learning  
for students' sake"***



# MESSAGE FROM BOARD CHAIR

The Edmonton Regional Learning Consortium (ERLC) is Alberta's largest consortium and leads the province in providing relevant, quality professional development and professional learning opportunities to administrators, teachers, staff and parents in support of provincial, district and school goals and programming.

We are proud of the excellent professional development and professional learning opportunities that are provided in a supportive and collaborative manner amongst all key educational organizations within our jurisdiction. This collaboration has been instrumental in strengthening and building leadership capacity within Zone 2/3 and the province. With the unprecedented amount of change expected as a result of Alberta Education's implementation of new curricula and new teaching, leadership and superintendent quality standards, the supports provided by ERLC are invaluable.

Our professional development and learning opportunities continue to be provided by exemplary staff from our member jurisdictions as well as by national and international experts in education and leadership roles. The breadth and depth of our professional development and learning opportunities is a testament to our ERLC team and our members' commitment to the highest quality, current, and evidenced-based practices available.

Partnership is a key value for the ERLC Board of Directors. Our Board is represented by the College of Alberta School Superintendents (CASS), Association of School Business Officials of Alberta (ASBOA), Alberta School Boards Association (ASBA), Faculty of Education - University of Alberta, Alberta Education (AB Ed), and Alberta Schools Councils' Association (ASCA). Each Board member continues to bring their members' perspective to planning professional learning, thus ensuring we truly represent and meet the needs of all members within the community we serve.

We fully support the important role of the learning consortia and continue to be committed to providing quality professional development and learning opportunities. We will continue to advocate for professional development and learning opportunities that effectively support local professional learning needs. On behalf of the Board, I want to take this opportunity to thank and commend our Executive Director Lisa Blackstock for her outstanding collaborative work in leading ERLC. During her year as key lead for ERLC, she did an excellent job to ensure the highest of standards in the delivery of quality professional development and learning opportunities for all stakeholders. She effectively worked with ERLC's partner organizations to ensure the many voices of education are not only heard, but also represented at the Board table and beyond. ERLC is proud to share that John Waterhouse is the new Executive Director for ERLC and his experience and talent will be a real asset for the consortium. The Board is excited to work with him in providing quality professional development and learning opportunities. We offer our sincere appreciation to the education partners who believe in the value of ERLC.

We are 'Partners in Adult Learning for Students' Sake' and will continue to create the structure in which we continuously improve.



Shawn Haggarty  
Board Chair

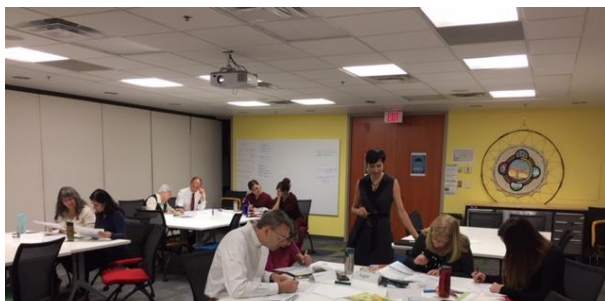
College of Alberta School Superintendents

## MESSAGE FROM THE EXECUTIVE DIRECTOR

***“The only thing that is  
constant is change.”  
Heraclitus.***

It has been my honour to serve as the Edmonton Regional Learning Consortium’s Executive Director this past school year. It has been an exciting year as we plan to support the provincial implementation of new curricula and new teaching, leadership and superintendent quality standards. What an exciting time to be in the field of education in Alberta!

During the last year we expanded our amazing team by strengthening existing partnerships and seeking new opportunities. We provided a broad range of learning opportunities to meet the diverse learning needs across our region through leveraging the strengths of our highly skilled and diverse set of secondees and contractors.



We recognize the power of collaboration to build shared, deep understanding and we continued to support Collaborative Leadership Communities (CLC) in priority areas. Additionally, these CLCs also assisted district leaders to leverage their networks and build their capacity to implement and expand on provincial and district priorities. As we progressed through this past year and planned opportunities for the upcoming year, our conversations focused intentionally on the stages of change that we hope participants will achieve and the subsequent design of appropriate learning opportunities. We will continue to design and offer professional learning that is innovative and purposeful and leads to deep understanding while creating a commitment to application in classrooms, schools and districts.

We look forward to the future and the critical role that the ERLC will play in working with our partners to implement evolving priorities and changing curricula. I would like to welcome the new Executive Director of the ERLC, Mr. John Waterhouse and wish him all the best as he takes on the leadership of this amazing professional learning organization. I know that he will continue to strengthen the work of the ERLC to support “adult learning for students’ sake.”

*Lisa Blackstock*

# ACCOUNTABILITY STATEMENT

The Edmonton Regional Learning Consortium Annual Report for the 2017-2018 school year and the Plan to Support Curriculum Implementation 2017-2018 were prepared under the direction of the Board of Directors of the Edmonton Regional Learning Consortium and in accordance with the reporting requirements provided by Alberta Education.

Alberta Education has provided a grant to the ARPDC/ERLC to support implementation of Curriculum Implementation, as well as identified priorities of Alberta Education. This report contains a summary of information relative to the ARPDC/ERLC's outcomes in relation to the six broad goals of consortia including annual results, analyses, and financial statements. The results of this report are used to provide accountability of our services as a regional professional development provider to our stakeholders and Alberta Education for the provision of grant funding to support deliverables. In addition, it allows the ERLC to fulfill:

## Mission

Partners in Adult Learning for Students' Sake Edmonton Regional Learning Consortium is committed to improving student learning through the provision of professional development programs, curriculum implementation and other professional growth opportunities to the K-12 education community.

## Vision

As an advocate for quality professional development and as a service provider, ERLC works with its partners to develop, implement and assess professional development (PD) programs and comprehensive plans that support adult learning for students' sake.

## Goals

- to facilitate professional development which supports the effective implementation of components of:
  - the Alberta Education Business Plan
  - Jurisdiction and school education plans
  - Regional School Council priorities
- to facilitate professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes,
- to coordinate, broker, and act as a referral centre to assist stakeholders to identify available professional development resources,
- to deliver professional development based on the identified and emerging needs of educational stakeholders,
- to promote and support the development of professional development leadership capacity, and
- to provide educational stakeholders with access to professional development at a reasonable cost.

# REGIONAL CONTEXT AND GOVERNANCE

## 2017-2018 Board Member Representation

College of Alberta School Superintendents	Shawn Haggarty
Faculty of Education University of Alberta	Carla Peck
Association of School Business Officials of Alberta	Jackie Carroll
Alberta Education	Lynda Burgess
Alberta School Councils' Association	Dawn Miller
Alberta School Boards Association	Justine Wright

### 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 ARPCD 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.



# REGIONAL CONTEXT AND GOVERNANCE

## **ERLC Committees (District Contact and Collaborative Leadership):**

To ensure the needs of school districts, charter, private and band schools are met, ERLC collaborated with district representatives at District Contact and Collaborative Leadership Community Committee meetings, which represented specific priority areas outlined in the implementation grant and regional priorities. ERLC 2017-2018 Collaborative Leadership Communities included:

- 21<sup>st</sup> Century Learners (competencies and New Curriculum)
- Career & Technology Foundations/ Career & Technology Studies
- Early Learning
- English Language Learners
- First Nation, Métis and Inuit
- Mathematics/Numeracy
- Mental Health
- Secondary Literacy
- Technology Integration
- Zone 3 Leadership (District Contacts)





# BELIEFS

Beliefs About the Role of Edmonton Regional Learning Consortium	Beliefs about Curriculum Implementation
<p><b>ERLC believes in:</b></p> <ul style="list-style-type: none"> <li>● Providing professional learning opportunities focused on enhancing student learning</li> <li>● Collaborating with education partners to create meaningful professional growth opportunities</li> <li>● Providing varied approaches of professional development</li> <li>● Modeling effective professional development practice</li> <li>● Providing accessible and affordable professional growth opportunities</li> <li>● Encouraging networking among members of the K-12 education community, including but not limited to members of the consortia partner organizations: Alberta School Councils' Association, Alberta Education, Alberta School Boards Association, Alberta Teachers' Association, Association of School Business Officials of Alberta, College of Alberta School Superintendents, Post-secondary Institutions</li> <li>● Evaluating &amp; revising programs and services through ongoing feedback</li> </ul>	<p><b>Overarching Understanding:</b></p> <p>Effective curriculum implementation leads to a change in practice that enhances student learning.</p> <p><b>Our pillars:</b></p> <p>Effective Collaboration (process)            Effective Practice (content)            Effective Adult learning (context)            Enduring Understandings:</p> <p><b>We have come to understand:</b></p> <ul style="list-style-type: none"> <li>● Effective curriculum implementation is a shared responsibility for all stakeholders</li> <li>● Effective curriculum implementation is developmental and contextual</li> <li>● Effective curriculum implementation must be systemic, systematically planned and sustained</li> <li>● Collaboration leads to deeper understanding and shared commitment</li> <li>● Professional Development is interactive, continuous and reflective</li> <li>● Effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for all stakeholders</li> </ul>

# HIGHLIGHTS AND ACCOMPLISHMENTS

## Overall Celebrations

- **ERLC planned 167 district days** with district leads, where a member of the ERLC regional team offered session/s in a district with a focus on supporting schools or the school system with the implementation of Alberta Education's priority areas.
- **ERLC partnered with IBM K-12 Education** for the first time to offer a series for the 2018/2019 school year: Leadership for Effective Change. This series will pilot a *new* professional learning model that is designed to contextualize learning through individualized coaching support as leaders work through strategic planning for their selected change initiative. It will provide system and school leaders with strategies, processes and approaches to plan for the successful implementation of any change initiative. Upon the completion of this series, leaders will enhance their skills with proven, powerful, and practical strategies to support their school systems with the implementation of new curricula, the new professional practice standards or any other district specific change initiative.
- ERLC created three comprehensive websites to support school districts' regional needs as well as Alberta Education's priority areas:
  - **English Language Learners:** This comprehensive website contains everything a teacher, administrator or district lead needs to know about supporting ELL students, from intake to programming. The site contains sample documents and forms, extensive strategy, tool and resource recommendations, a newly created 7-part video series with learning guides, and activities that could be used with professional learning teams.
  - **French Immersion:** This site is designed to support K-9 French Immersion teachers and administrators. It contains a wealth of information to support effective programming in French, from Literacy to Inclusive Education supports to Indigenous and French cultural resources that will enrich classrooms.
  - **Educational Technology:** This is an extensive website for teachers, administrators or district leads to support Educational Technology Integration. The site contains digital literacy scope and sequences based on the Alberta Student Competencies and the ISTE Student Standards. Included on the website are resources and professional learning recommendations for all things innovative and educational technology related.
- ERLC district leads were offered a day of professional learning on concept-based curriculum, at no cost. The purpose of this workshop was to develop the following understandings:
  - Concepts are integral to the inquiry process and the enhanced Alberta Program of Studies.

# HIGHLIGHTS AND ACCOMPLISHMENTS

- A concept-driven curriculum promotes meaning and understanding while challenging students to engage authentically with significant ideas.
  - A conceptual lens on the design of learning experiences supports depth of understanding and trans-disciplinary connections rather than isolation of memorized facts and the development of skills out of context.
  - Concept-based curriculum and instruction differs from traditional approaches to pedagogy and the language of written curriculum.
  - The exploration of concepts leads students toward an appreciation of ideas that transcend disciplinary boundaries as well as toward the essence of each subject area.
- ERLC hosted its own, one-day, Educational Technology Summit with a total of 231 participants in attendance. Keynote speakers Alice Keeler and Kasey Bell spoke on topics including: Teaching Math with Google Apps, Digital Differentiation with G-Suite, and Shifting to Student-centred Classrooms.

## First Nations, Métis and Inuit

- 30 sessions were planned with 24 completed and attended by 550 total participants.
- The *We Are All Treaty People* session was offered to support Gr 4-12 Social Studies teachers. Participants **deepened their knowledge and understanding of Treaties** and participated in interactive activities that could be replicated in classrooms that reveal the theme: “We are All Treaty People.” The activities were designed to support students in making a **personal connection to the importance of the Treaties in their everyday lives, their identity as Canadians**, and the very ground they walk on.
- The *Project-Based Learning Two-day Workshop with a First Nations, Métis and Inuit Focus* was offered again this year. Participants had the opportunity to plan and design an engaging and rigorous project with a focus on one or more aspects of **First Nations, Metis and Inuit foundational knowledge**.
- In October, the ERLC partnered once again with Grande Yellowhead Public School Division to help organize the *First Nations, Métis and Inuit two-day Culture Camp at the Palisades Centre*, Jasper National Park. This camp has been running for 8 consecutive years and is consistently well received. This year’s camp focused on **supporting leaders as they lead the work of acquiring and applying Indigenous foundational knowledge** in their schools.
- The *Hoops and Berries* session was offered by two esteemed Alberta Elders. This session highlighted a number of experiential activities that could be implemented in classrooms to highlight **First Nations and Métis culture and traditions**, from learning about the significance of strawberries, to honouring children taking first steps, to **facilitating a guided nature walk** and learning what to point out to students.
- The *Diversity of Dance* session, offered by Shirley Hill provided participants with the opportunity to learn about **dance, history, hands-on artifacts, Blackfoot cultural stories** and step by step dance instruction that could be taken back to classrooms.

# HIGHLIGHTS AND ACCOMPLISHMENTS

- Some members of the First Nations, Métis and Inuit Collaborative Leadership Community participated in an Indigenous Edukits building day, developing kits for every core subject and grade level. Chris Zarski from STAR Catholic, initiated and took the lead on this project.
- *Infusing Indigenous Texts in Grades K-12 Classrooms*, an interactive session **increased awareness of Indigenous texts**, both fiction and nonfiction, that support curricula. This session built teacher confidence in using Indigenous texts meaningfully in classrooms.
- The three-part *Tea & Bannock Conversation Series - Examining Myths & Stereotypes, Historical and Contemporary Contributions, Advancing Reconciliation* provided participants with time to slow down, learn, ask important questions, **deconstruct myths and stereotypes, explore implications and build new understandings** in a safe, supportive, culturally grounded environment.

## Mathematics

- 20 sessions were planned with 14 completed and attended by 529 total participants.
- The Math/Numeracy Collaborative Leadership Community created a resource for schools and districts. This resource lists Assessments, Diagnostics, and Screeners that are available and are currently used in school districts across the ERLC region.
- The ERLC facilitated several district days in the area of **how children learn mathematics**, based on the “First Steps in Mathematics” resource. This resource focuses on **phases of student thinking** and key indicators that students must master by the end of each phase. Students complete **diagnostic tasks** to determine how many of these indicators they have mastered and support is given to the teacher on the “next steps”, based on student results.
- A number of *Guided Math* sessions were provided by Nicki Newton and Christine Mychalyshyn. Increasingly, teachers are indicating that **Guided Math is a very successful practice for supporting all students**. Based on the positive response, ERLC will bring Christine Mychalyshyn back in the fall to offer two levels of training: ‘Beginner’ for educators new to Guided Math, and ‘Intermediate’ for those teachers who have implemented Guided Math and want to further their knowledge.
- Dave Martin presented 2 workshops on *Building Mathematical Thinking Classrooms*. These **highly interactive** sessions had teachers so engaged that they could not wait to try some of the activities in their own classrooms.
- ERLC continued providing workshops and support using the **Elementary Mathematics Professional Learning resources** that were developed in previous years such as, *Empowering Students with Additive and Multiplicative Thinking* and *Making Multiplicative Thinking Accessible to all in Grades 3-6*
- Support was provided to Grade 6 and 9 teachers in 2 school districts to build awareness and understanding of the **Grade 6 and 9 Mathematics Provincial Achievement Tests, Part A**.

# HIGHLIGHTS AND ACCOMPLISHMENTS

## Supporting Competencies in Current Curriculum

- 25 sessions were planned with 21 completed and attended by 772 total participants.
- ERLC supported all levels of school authorities in the work of **developing student learner competencies** and **how competencies support learning outcomes** of current curriculum and **student centered learning**. Session content ranged from the management of information (eg. *Digital Citizenship: An Ongoing Conversation*), to sessions on creativity and innovation (eg. *Loose Parts and Nature Pedagogy*).
- ERLC offered a two-day *Project-based Learning Workshop* two times this year as open sessions, as well as to numerous districts, in which the workshop was tailored and contextualized to local needs. This workshop continues to be well received - it is practical, hands on, collaborative and **participants walk away with a project that is ready to use, complete with a comprehensive assessment plan and intentional support for student application and reflection on their use of competencies**.
- ERLC partnered with Edmonton Catholic Schools to provide a professional learning series on **how to use the problem solving process of design thinking**. The session was designed to create awareness and understanding of how teachers can **weave the development of competencies into curriculum instruction**.
- ERLC's Educational Technology Collaborative Leadership Community developed the [Launch into EdTech](#) website to provide support for educators to **develop student competencies through the use of educational technology**.
- ERLC partnered with the Alberta Council of Environmental Stewardship to provide access to mentoring, **co-creation of environment stewardship** based resources and professional learning opportunities. Four face to face sessions and one webinar were implemented, several resources were created and shared with session participants. These sessions explored how to combine **Project-based Learning and outdoor learning**, outdoor learning in the early years, and experiential learning outdoors. Through this partnership, ERLC was able to host a session at the University of Alberta Botanical Gardens free of charge. This partnership with the Gardens will continue during the 2018-2019 school year.
- ERLC facilitated a Curriculum and Competency Collaborative Leadership Community. This CLC explored what students, teachers and principals need in terms of supporting competency development. This collaboration will continue during the 2018-2019 school year.
- ERLC brought back the ever popular Sandra Herbst to facilitate *In What Ways Can My Assessment Practices Support Student Inquiry? A Question Worth Asking*. Through her masterful facilitation, participants **explored what assessment looks like in an inquiry/competency based environment**.
- **A Community of Practice Supporting Educators of Inquiry and Project-based Learning was offered again this year. Participants deepened their understanding of, and observed how inquiry is "lived" in classrooms. The group visited three Edmonton area schools and learned how students use Alberta's competencies when engaged in an inquiry/project-based approach to teaching and learning.**

# HIGHLIGHTS AND ACCOMPLISHMENTS

## Supporting Literacy in Current Curriculum

- 32 sessions were planned with 29 completed and attended by 734 total participants.
- Peter Bowers, the founder of WordWorks Literacy Centre, returned to ERLC once again to share his expertise around *Structured Word Inquiry*. New this year was the use of a **job-embedded model**. Peter did demonstration lessons for students and their teacher (a K - 4 day and a Gr. 5 - 9 day) while session participants observed and participated in the debrief following the lesson. Participants appreciated the chance to see the **word work strategy** in action prior to attending the one-day session that wrapped up the week. Peter will be returning in January, 2019 to implement a similar training model.
- ReLeah Cossett Lent, author of *This is **Disciplinary Literacy***, presented a one-day session to Grade 7-12 teachers across the content areas. Participants appreciated the chance to see how literacy strategies were embedded in her model lessons as well as the chance to collaborate with cross-curricular learning teams from various schools.
- A cohort of teachers participated in the *Comprehensive Literacy 5-day series*. The goal of this series was to support Grade 1-6 teachers with **foundational literacy practices**. This session aligned with ERLC's **Comprehensive Literacy Guides**.
- ERLC once again offered *Supporting Adolescent Readers* for Grades 7-9, three-day series. Participants explored how to create rich reading environments and help students **engage with texts in meaningful ways**.
- **Word Work and Words Their Way** were popular sessions this spring. The first one-day session filled up quickly, so a second day was added. These days were so well received that additional two more days were planned for August 2018.

## Supporting Numeracy in Current Curriculum

- 5 sessions were planned with 4 completed and attended by 72 total participants.
- ERLC is in the process of **creating a numeracy resource that provides indicators of students' understanding of numeracy**. The resource is in its final stage and should be released in the Fall of 2018.
- ERLC provided district day sessions on the **numeracy progressions across curricula**, with teachers from all 4 divisions and all subject areas.
- **Exploring Spatial Reasoning in Grades K-3** was offered as an important predictor of school achievement. This session was strongly connected to the element of Spatial Information in the Numeracy Progressions.
- A two-day Primary Math Institute, *What to Look For: Student Thinking in Early Numeracy* was held in the spring. This highly interactive session focused on **recognizing and assessing children's initial thinking** so that teachers can help students develop more efficient **addition and subtraction strategies**.
- A one-day session, *Developing Essential Numeracy Skills in Grades K-2: What Educators of Young Students Need to Know* highlighted tools teachers can use to **develop students' number sense and additive thinking**. The session looked at children's **misconceptions and**



# HIGHLIGHTS AND ACCOMPLISHMENTS

**hurdles**, and introduced games, investigations, Ten-Frames, Rekenrek, Dot cards and instructional approaches to **build children's foundational understandings in numeracy**.

- The workshop, *Supporting Numeracy Development for Students with Significant Cognitive Disabilities*, focused on early mathematical skills that support numeracy development for students with significant disabilities. Participants left with a wealth of ideas, strategies, and learning activities to support mathematical and numeracy learning for their students.

## Provincial Assessments

- 4 sessions were planned with 3 completed and attended by 164 total participants.
- An SLA collaborative marking session was offered. This session was designed to support Grade 3 teachers following the administration of the SLA Literacy and Numeracy Performance Tasks in their classrooms.
- Support for the Mathematics 30-1 and Mathematics 30-2 Diploma Exams with Written Response was provided through Alberta Education. This session provided teachers and administrators with an **overview of the Mathematics 30-1 and Mathematics 30-2 Diploma Examination Programs**. Provincial Assessment Sector Staff provided information about the upcoming diploma exams written-response questions, field-testing and marking processes, assessment standards, and opportunities for involvement.
- Several district days were coordinated to provide **support for provincial achievement tests and diploma exams**.

## Inclusive Education

- 69 sessions were planned with 59 completed and attended by 2170 total participants.
- A Mental Health Collaborative Leadership Community (CLC) as well as an online Google collaborative community was hosted by ERLC this past year. **Evidence-based universal strategies were promoted to support a culture of positive mental health** in schools.
- ERLC hosted a variety of open sessions on the subject of **physical literacy and its link to mental health**. These sessions highlighted research which links mental health to physical literacy. Sessions ranged from *The Focus on FUNdamentals*, and *Infusing Play into Everyday* to *Physical Literacy and the Link to Mental Health*.
- Sessions were hosted for parents, educational assistants, teachers, school health team members, administrators and district leaders on topics such as: **resiliency, anti-bullying, self-regulation, building relationships and other strength based approaches**. These sessions focused on the development of student centered Social Emotional Learning.
- The renowned Dr. Patrick Carney, author of the educational best seller: *Well Aware-Developing Resilient, Active and Flourishing Students* presented a full day of learning on supporting mental health in schools. Participants in the session explored the meaning of **social emotional learning, the evolutionary brain, and how to practice strength based approaches** in the everyday classroom.



# HIGHLIGHTS AND ACCOMPLISHMENTS

- Dr. Jody Carrington, an active advocate for mental health, presented a full day session on ***Reaching the Most “Difficult” Students in Your Classroom***. Jody presented new strategies and approaches aimed at helping educators connect with those students who need it the most.
- ERLC partnered with Kurtis Hewson, of *Jigsaw Learning* to bring knowledge and understanding of the **Collaborative Response Model**. Kurtis worked with school teams, administrators and those educators new to the response model. Kurtis was intentional in creating sessions that honoured participant voice by encouraging them to share their own experiences and expertise.
- ERLC continued to promote the new Supporting English Language Learners website. New content was regularly added to the site by members of the English Language Learner CLC.
- Snakes & Ladders, A Planning Model for Supporting English Language Learners was developed by the English Language Learners CLC. A one-day inservice was offered about this new model.
- ERLC facilitated a number of district days on the topic of English Language Learners.
- A one-day session, *Leveling the Playing Field: How to Support ELLs in the Secondary Classroom* provided secondary teachers with the opportunity to come together and learn how to support Gr 7-12 English Language Learners was offered.
- ERLC co-sponsored a local area ESL Consultant to be trained in **Sheltered Instruction Observation Protocol (SIOP)** so that this expertise could benefit the entire region during the 2018/2019 school year.
- A one-day session *ESL Benchmarking 101: Using the AB Ed Benchmarks to Guide Your Teaching Practice* was offered and focused on **Benchmarking**, and how to **assess and track the progress of English Language Learners**.
- ERLC is currently building a **gallery of photos of ESL in Action** in local area classrooms. The photo slideshow project will likely continue into 2018-19. It will eventually be posted on the Supporting English Language Learners website.
- Shelley Moore, an active advocate of effective practices of **inclusion, special education, curriculum and technology**, offered two 3-day series, one for elementary and another for secondary classrooms. The sessions were very well received, and focused on getting to know our learners, **designing inclusive goals and inclusive assessment for diverse classrooms**. The ERLC is excited about plans to pilot a new innovative model of professional learning with Shelley during the 2019/2020 school year which will provide participants with the opportunity to observe Shelley as she models her planning process and instruction within an actual classroom.
- The ERLC was invited to **participate in the Zone 2/3 Inclusive Education Directors meetings** this year and looks forward to continued involvement with the important collaborative work of this group.
- Colleen Teske provided a 2-part series on *Designing a Classroom Accessible to All Learners* based on the **Three Block Model of UDL for Grades 7-12**. Participants explored what inclusion can look like at the junior high and high school level, and learned about **differentiated**

# HIGHLIGHTS AND ACCOMPLISHMENTS

- **instruction and assessment in both academic and interdisciplinary courses** using Jennifer Katz' Three Block Model.
- Tim Kilburn hosted sessions on **accessibility on iOS and Mac devices**. As a blind/visually impaired user of Apple technologies, he has first-hand, in-depth knowledge with respect to the **accessibility features specifically designed for blind and visually impaired users** both on the Mac and on iOS devices.
- Sandra Gluth offered 13 sessions to support **literacy and numeracy learning for students with significant disabilities**.
- ERLC partnered with Renfrew Educational Services in Calgary to offer 3 sessions on using **TouchChat on Communication Devices**. TouchChat is a full-featured communication solution for individuals who have difficulty using their natural voices.
- Two different sessions focused on self-regulation were offered: *Fidgets and Calming Centres* as well as *Self-Regulation – Why it Matters and How to Help Students Achieve It?* Topics addressed included: **what self-regulation really means** in the classroom and why your students' (and your own!) **ability to self-regulate** matters; **how to respond to a student's arousal state and emotional state** to encourage their best regulated self; **maximize learning** in the classroom; and the **role of stress in learning and in self-regulation**.
- ERLC partnered with the Canadian Red Cross to run sessions on **building healthy relationships** as well as **bullying and harassment prevention**.

## Curriculum Development

- 1 session was planned and completed and attended by 28 total participants of district leaders to unpack Concept-Based Curriculum & Instruction.
- ERLC continued to support building awareness and understanding of the *Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum* (2016) through our 21st Century Collaborative Leadership Community, and other leadership learning series (e.g. instructional coaching network, Leadership Community of Practice, etc.).
- ERLC, along with other ARPDC staff participated in a full day of training and designing the implementation of the Teacher, Education Stakeholder, Non-Profit Organizations and Parent Focus groups. Two ERLC consultants were involved with the facilitation of these groups. Focus group members were asked to **review and provide feedback on draft curriculum subject introduction, and scope and sequence for all 6 subjects across grade K-4**. Through an intentional design of conceptual thinking routines, focus groups reflected on the different components of curriculum and then recorded and submitted their feedback to Alberta Education.
- ERLC hosted a Curriculum and Competency Collaborative Leadership Community. This CLC explored what students, teachers and principals need to know, understand and do in preparation for the **new concept-based curriculum**. There was also a recognized need for school leader's support in and around the CDMA. Plans for next year include working together on new curricula implementation.

# HIGHLIGHTS AND ACCOMPLISHMENTS

- ERLC provided a day of professional learning on **concept-based curriculum and instruction** for district contacts.

## Dual Credit

- 1 session was planned and completed with 20 total participants.
- Provided by Alberta Education, this session reviewed the *Alberta Dual Credit Framework* (2017) and the *Dual Credit Implementation Guide* to assist school authority leaders, school administrators, and high school teachers in their **understanding of implementing dual credit opportunities for Alberta's high school students** within their regions. An opportunity to ask questions regarding the start-up funding application process and the dual credit coding application process was provided.

## Other Regional and Provincial Priorities

### Early Learning

- 10 sessions planned and completed for the year and attended by 345 total participants.
- ERLC partnered with Greater St. Albert Catholic school to offer a 3-Day *Reggio-inspired Series* where the group spent dedicated time in dialogue and practice with each other, to learn **how to inspire evolving and authentic curriculum for early learners**. Participants had the opportunity to **visit Reggio inspired environments** at 3 different schools throughout the series.
- Faculty members from the MacEwan University Early Learning and Child Care Program, Lee Makovichuk and Nancy Thomas, offered a session on *Play, Participation and Possibilities: An Early Learning and Child Care Curriculum Framework for Alberta*. In this interactive session, Nancy and Lee engaged the participants with real stories of curriculum-in-action and explored opportunities to experience **how children's care, play and learning is curriculum**, and how Play, Participation, and Possibilities can support educators to reflect on and expand on children's experiences.
- Diane Kashin, a well-respected researcher in study of early childhood education based in Ontario, offered a session on *Loose Parts and Nature Pedagogy*. In this session, participants explored the theories of loose parts and intelligent materials while experiencing the possibilities inherent in loose parts for play and learning. They also **delved into foundational theories behind nature pedagogy** and had an opportunity to reflect on how they translate to the Alberta context.
- ERLC partnered with the Alberta Council for Environmental Education to bring in Christina Pickles who hosted a session on *Outdoor Play in Early Years*. Participants learned about the research and **benefits of active outdoor nature play**, considered how to weave this in their teaching/parenting and came away with practical ideas to incorporate into their practice.

# HIGHLIGHTS AND ACCOMPLISHMENTS

- The Early Learning Collaborative Leadership Community organized a bus tour to three different Reggio Inspired Early Learning Programs in Parkland School Division, the Chickakoo Nature School, and the Early Education Classroom at Memorial Composite High School.
- Sturgeon Public School Division shared their journey in creating an innovative Intergenerational Headstart program that **brings preschool children and elderly people together** under one roof at Chateau Sturgeon Lodge. Participants ended the day with a visit to the 100 Voices Pre-Kindergarten Program at Edmonton Catholic Schools Zoo School, at the Edmonton Valley Zoo.
- David Sobolewski, a consultant with Edmonton Public Schools, offered a session on Play-Based learning. The session was designed to give teachers **practical ideas for incorporating play into their planning and teaching**. Together, they explored **12 distinct forms of play linking their relevance to a child's early development**.
- ERLC hosted a one-day session for K-1 **French Immersion teachers to explore how to infuse more inquiry-based learning in their classrooms**. Two teacher-leaders and French Immersion Reggio experts from Saskatchewan, Paula Fortier and Marielle Hamon, led the session.

## CTF/CTS

- 10 sessions planned with 2 completed and attended by 203 total participants.
- ERLC, in partnership with Edmonton Catholic and Edmonton Public school boards, hosted the **7th annual CTS/CTF Day**. The theme for this year was *Teachers and Students - Partners in Practice*. The CTF sessions engaged participants in **exploring CTF course creation and projects**.
- District leaders came together three times throughout the year, to discuss current practices, upcoming plans and their needs for implementation supports as part of the CTF/CTS Collaborative Leadership Community. The group began to work on updating the Alberta CTF website, and will continue this work in the fall of 2018.
- Sturgeon school district invited ERLC to present on CTF curriculum, and **how CTF can support literacy, numeracy and student learner competencies**. Participants collaboratively **designed a CTF challenge** using the appropriate guiding documents, and then later assessed the quality of the challenge, through the lens of curriculum objectives, literacy, numeracy and student competencies.

## Learning Commons

- 5 sessions were planned with 4 completed and attended by 105 total participants
- ERLC hosted several **Learning Walk/Talk Throughs** at schools where staff shared how they were **transitioning their school library to a Learning Commons**. There was an opportunity to tour the Learning Commons and school, followed by an overview of the school's transition journey. Time was provided for school staff to be available to field questions and facilitate conversations, along with opportunities for networking.
- In 2 districts, ERLC facilitated direct **support for Library Technicians** with the goal of increasing their confidence to support the implementation of the Learning Commons Policy and to provide



# HIGHLIGHTS AND ACCOMPLISHMENTS

them with suggestions for resources as they design multi-functional learning spaces that will support collaboration, inquiry, imagination and play to expand and deepen student learning.

- ERLC staff assumed the role of a **critical friend** for one district in support of several schools who were **reviewing their library to learning commons plans**. Design teams at each individual school met to discuss their plan and to reflect on challenges and successes. The conversation that followed was intended to ensure clarity of purpose, to question assumptions, and to develop a proposed course of action.



# CONSORTIUM GOAL ONE

<b>CONSORTIUM GOAL ONE</b>
<p>Facilitate professional development, which supports the effective implementation of:</p> <ol style="list-style-type: none"> <li>1. The Alberta Education Business Plan</li> <li>2. Jurisdiction and school educational plans</li> <li>3. Regional School Council priorities</li> </ol>
<p><b>OUTCOME 1.1</b> 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.</p>
<p><b>OUTCOME 1.2</b> Demonstrate effective provincial planning through ongoing collaboration of consortia to support curriculum implementation that promotes consistency in learning opportunities.</p>

<b>MEASURES</b>	<b>RESULTS</b>
<ul style="list-style-type: none"> <li>● Overall percentage of stakeholders that are satisfied that the consortium effectively addresses provincial and regional needs related to the deliverables. (DC#1)</li> <li>● Overall percentage of stakeholders that were satisfied with the consortium’s response to emerging PD needs. (DC#4)</li> <li>● Host formal/informal conversations with key Alberta Education personnel.</li> <li>● Number of collaborative meetings for ARPDC to meet the identified provincial and local needs.</li> <li>● Host regional jurisdictional district contact and advisory committee meetings to provide direction for planning learning opportunities and impact on district leadership and teacher practice.</li> </ul>	<p>100%</p> <p>100%</p> <p>Yes</p> <p>20 meetings 171 participants 98 guests (see Appendix A)</p> <p>2 district contact meetings 27 Collaborative Leadership Community meetings 1 district contact professional learning day</p>

# CONSORTIUM GOAL ONE

<ul style="list-style-type: none"> <li>Administer multiple surveys to gather data to inform future planning.</li> </ul>	<p>25.42% response rate for post session survey (1331 responses)</p> <p>28.06 % response rate for post 30-day survey (1469 responses)</p> <p>1 District Contact Survey 1 Collaborative Leadership Community Survey CASS regional member survey</p>
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## STRATEGIES USED TO ACHIEVE GOAL ONE

ERLC	ARPDC	Partners
<p><b>Host regional jurisdictional District Contact and Advisory Committee meetings around the key areas identified in the Curriculum Implementation priority areas.</b></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, UofA) to determine deliverables related to Curriculum Implementation.</p>
<p><b>Hold collaborative conversations with jurisdictional representatives to understand the needs for professional learning based on their Three-Year Education Plan.</b></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><b>Conduct post learning opportunity surveys with participants to help identify additional learning needs.</b></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>



# CONSORTIUM GOAL ONE - ANALYSIS

<p><b>Support the work of Curriculum Development in working collaboratively with Alberta Education to facilitate engagement within our zone that will inform future curriculum planning.</b></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>
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The consortium continues to work collaboratively with Alberta Education, the ERLC Board of Directors, ARPDC Executive Directors, regional District Contacts, and various other stakeholder groups. This ongoing collaboration has been instrumental in developing meaningful and relevant plans, strategies and opportunities that build coherence amongst provincial plans and priorities, district plans and priorities, and school plans and priorities (through district days). The ERLC continues to connect with its stakeholders through multiple pathways - ranging from one-on-one or small group face-to-face conversations, Google hangouts and other online mediums, surveys, meetings using structured protocols, focus group conversations, and more. These conversations inform our work and ensure that it is based on the needs of our region.

**Strategy 1**

ERLC hosted two district contact meetings (fall and spring) and one professional learning day for district contacts on concept-based curriculum and instruction (spring). District contacts who were unable to attend face-to-face due to distance issues, were invited to participate in the meetings via “Google Hangouts”. District contact meetings continue to be well attended, and are viewed as valuable and much appreciated opportunities for districts to share their learning needs, successes and challenges, and needed supports with ERLC. These meetings also provide an excellent opportunity for ERLC to share Alberta Education plans and direction, initiatives and other provincial information with district contacts. In turn, district contacts share their feedback/suggestions for further support in relation to the ‘new’ information that was shared.

**Strategy 2**

Based on an extensive review of District’s Three Year Education Plans, continuing conversations with District Contacts, input from Collaborative Leadership Community members representing priority areas, and engagement with CASS Zone 3 Superintendents, several priorities for support from ERLC to districts were identified for the 2017/2018 school year. The top 4, in order of priority included:

- Numeracy and/or Mathematics
- Literacy
- First Nations, Metis and Inuit
- Mental Health/Wellness

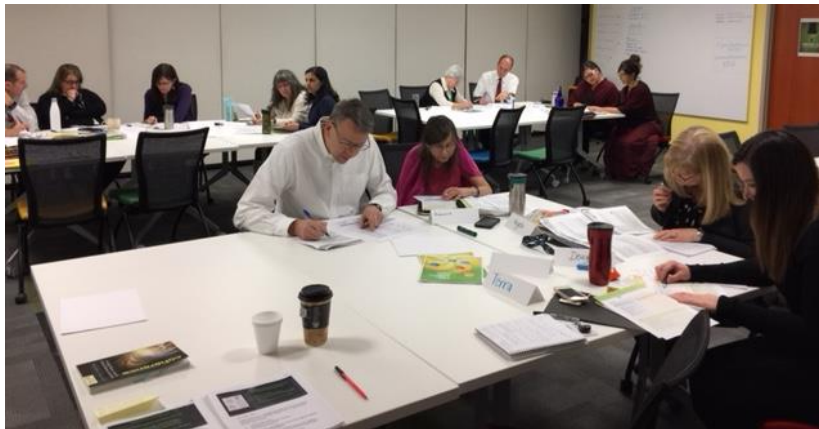
# CONSORTIUM GOAL ONE - ANALYSIS

### Strategy 3

Getting participants to complete post session surveys continued to be a challenge, however, our average response rate of 27% did give us meaningful evidence for planning purposes. Survey responses that were submitted indicated that participants found ERLC sessions valuable and meaningful, especially sessions that were ‘contextualized’, collaborative, included time for reflection, and provided them with support in how to ‘apply’ their learnings immediately following the session.

### Strategy 4

The opportunity to connect with Alberta Education on a regular basis this past year, was very beneficial for planning purposes and for our ongoing work to support the region, especially in light of the many changes inherent in the implementation of new curriculum. Collaborative conversations with regard to priority areas as well as involvement in new curriculum focus groups increased our ability and confidence to implement Alberta Education priorities with fidelity, through building of shared understandings.



# CONSORTIUM GOAL TWO

## 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

  - 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

  - 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

  - 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

  - 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

  - 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.

# CONSORTIUM GOAL TWO

<p>Inclusive Education</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● Support all levels of school authorities to build capacity for facilitating and implementing best practices in inclusive education to ensure success for all students.</li> <li>● 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.</li> </ul>
<p>Curriculum Development</p>	<ul style="list-style-type: none"> <li>● Further support building awareness and understanding of the <u>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) (2016)</u>,</li> <li>● Further support provincial engagements related to curriculum development.</li> </ul>
<p>Dual Credit</p>	<ul style="list-style-type: none"> <li>● Support the provincial implementation of a new Alberta Dual Credit Framework by:             <ul style="list-style-type: none"> <li>- 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).</li> </ul> </li> </ul>
<p>Other Priorities related to Provincial Curriculum Implementation</p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

# CONSORTIUM GOAL TWO

MEASURES	RESULTS
<ul style="list-style-type: none"> <li>● Overall percentage of school authorities that have access to online materials created by ARPDC and/or ERLC</li> <li>● Number of sessions completed and participants who have attended learning opportunities in the following priority areas:                             <ul style="list-style-type: none"> <li>○ First Nations, Métis and Inuit</li> <li>○ Mathematics</li> <li>○ Supporting Competencies in Current Curriculum</li> <li>○ Supporting Literacy and Numeracy in Current Curriculum</li> <li>○ Provincial Assessments</li> <li>○ Inclusive Education</li> <li>○ Curriculum Development</li> <li>○ Dual Credit</li> <li>○ Other regional and provincial priorities                                     <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ CTF/CTS</li> <li>○ Early Learning</li> <li>○ English Language Learners</li> <li>○ Leadership</li> <li>○ Learning Commons</li> <li>○ Technology Integration</li> </ul> </li> </ul> </li> <li>● Overall percentage of participants satisfied that they were provided opportunities to be actively involved in the learning. (P#3)</li> <li>● Overall percentage of stakeholders satisfied that the consortium PD opportunities influenced leadership and/or teacher practice within my organization. (DC#5)</li> <li>● Overall percentage of stakeholders satisfied that the PD offered by the consortium supported effective curriculum implementation. (DC#2)</li> </ul>	<p>100%</p> <p>FNMI - 24 sessions; 551 participants                      Math - 14 sessions; 533 participants                      Competencies - 21 sessions; 772 participants</p> <p>Literacy - 29 sessions; 724 participants                      Numeracy - 4 sessions; 72 participants                      PR Ass - 3 sessions; 164 participants                      IE 59 sessions: 2106 participants                      CD: 1                      Dual Cred 1 session; 20 participants                      Other:                      AS 15 sessions; 413 participants                      CTF/CTS 2 sessions; 203 participants                      EL 10 sessions; 336 participants                      ELL 7 sessions; 187 participants                      LE 16 sessions; 382 participants                      LC 4 sessions; 105 participants                      TI 17 sessions; 437 participants                      As of: June 2018:</p> <p>91.28%</p> <p>100%</p> <p>100%</p>

# CONSORTIUM GOAL TWO

## STRATEGIES USED TO ACHIEVE GOAL TWO

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

# CONSORTIUM

## GOAL TWO - ANALYSIS

learning opportunities to support key deliverable areas.	to highlight upcoming learning opportunities to support provincial professional learning	learning opportunities
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Overall, we are very satisfied with our high approval ratings from District Contacts and participants for this goal. Results indicate that our ongoing work to not only deepen teacher knowledge and skills, but also to support the application of the learning in their teaching practice for the benefit of student learning was well received.

### Strategy 1

The documents “A Guide to Support Implementation: Essential Conditions” and “A Guide to Professional Development”, continue to be *foundational* for the work of the ERLC team, and have contributed to ERLC’s success in planning and providing meaningful, relevant and comprehensive professional learning opportunities and planning supports to educators across the region. When and where appropriate, ERLC consultants made explicit references to the guides, and how these guides can support districts and schools in the planning and implementation of initiatives and professional learning opportunities.

ERLC was honoured to be asked to present to new members of the Alberta Education Curriculum Implementation team on, “A Guide to Support Implementation: Essential Conditions.”

### Strategy 2

ERLC continued to focus on supporting the implementation of Alberta Education priorities through enhancing the professional learning models that were offered as well as planning enhanced methods for the 2018/2019 school year. Planning conversations intentionally focused on the stages of change that we hope participants will achieve and subsequently, the design of appropriate learning opportunities. We will continue to design and offer professional learning that leads to a commitment to application in classrooms, schools and districts. That being said, there will always be a place for offerings that simply create awareness and understanding for participants, where deep implementation work is led within districts.

### Strategy 3

ERLC gathered input on regional needs with regard to curriculum implementation through feedback from CASS Zone 3 leaders, District Contacts and CLC members via face-to-face, as well as through surveys of each of these groups. ERLC used this valuable information to plan and offer learning opportunities that aligned curriculum implementation priorities with regional needs. ERLC continues to meet the needs of educators through a variety of professional learning supports - from face to face sessions, to online resources, to webinars and Google Hangouts. Of note this year is the launching of our three new websites for English Language Learners, French Immersion and Educational Technology.



## CONSORTIUM GOAL TWO - ANALYSIS

### Strategy 4

ERLC continued to support building awareness and understanding of the *Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (2016)* in a variety of ways as noted earlier. ERLC was pleased to participate, along with other ARPDC staff, in the training for the design and implementation of Teacher, Education Stakeholder, Non-Profit Organizations and Parent Focus groups. We were also pleased to be invited by a few districts to host focus groups for their staff members. ERLC looks forward to continuing to host the New Curriculum CLC in the 2018/2019 school year, where district leaders will continue to work collaboratively on informing the work of the ERLC in this regard, as well as collaborating on district implementation plans. ERLC is in the initial stages of creating a new website to support educators in getting ready for new curricula with a goal of launching this site in late fall.

### Strategy 5:

ERLC hosted 10 Collaborative Leadership Communities during the 2017/2018 school year to allow district leaders the opportunity to network, collaborate and build their leadership capacity. Each CLC focused on an area of curriculum, and included the following:

- 21<sup>st</sup> Century Learners (competencies and New Curriculum)
- Career & Technology Foundations/ Career & Technology Studies
- Early Learning
- ELL
- First Nations, Métis and Inuit
- Math/Numeracy
- Mental Health
- Secondary Literacy
- Technology Integration
- Inclusive Education
- Zone 3 Leadership (District Contacts)

### Strategy 6:

Through an intentional campaign to increase our mailing list subscribers, we were able to increase new subscriptions by 1,342 over the course of the 2017/2018 school year. ERLC has 960 Facebook followers and 2145 Twitter followers. We will continue to leverage social media next year to not only highlight learning opportunities, but to also share key teaching and learning practices, recent research and useful literature with our subscribers.

# CONSORTIUM GOAL THREE

CONSORTIUM GOAL THREE	
Coordinate, broker and act as a referral centre to assist stakeholders to access available professional development resources.	
<b>OUTCOME 3.1</b> 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"> <li>● Overall number of network meetings/sessions//learning symposiums provided through shared partnerships.</li> <li>● Host meetings with potential partners/jurisdiction contacts.</li> <li>● 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)</li> </ul>	32 collaborative partnership sessions completed with 2678 participants.  Yes  100%

### STRATEGIES USED TO ACHIEVE GOAL THREE

ERLC	ARPCD	Partners
<b>Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders.</b>	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.
<b>Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders</b>	Explore potential provincial partnerships and collaboration opportunities with professional learning providers and	Explore potential partnerships and collaboration opportunities with stakeholder partners through discussions and meetings.

through discussions and meetings.	stakeholders through discussions and meetings.	
<b>Design learning opportunities with other professional learning providers to respond to regional needs.</b>	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.

The Edmonton Regional Learning Consortium secondment team brings a wealth of expertise to our region. That being said, the diversity of learning needs across our region is vast and cannot be completely met by our team of four. For that reason, we continued to seek out partnerships to meet the range of regional needs and to maximize the implementation of the Alberta Education priority areas. We are very pleased that our district leaders who responded to the survey are completely satisfied with our coordination of these services.

### Strategy 1:

One area where the ERLC sought out other professional learning providers to fill a regional need was in the area of Early Learning. *Play, Participation and Possibilities: An Early Learning and Child Care Curriculum Framework for Alberta* was offered through the expertise of Grant MacEwan University. The Reggio Learning Series was co-facilitated by ERLC staff and staff members from three districts within the ERLC region who possessed experience teaching through a Reggio approach.

### Strategy 2:

Two examples of partnerships that were explored this past year with other professional learning providers were the Alberta Teachers' Association and The Alberta Assessment Consortium. The Executive Director of the ERLC also presented to the faculty of Education at the University of Alberta to offer the opportunity for future partnerships. A meeting was held with the John Humphrey Centre for Peace and Human Rights and a partnership was secured for the 2018/2019 school year.

### Strategy 3:

The ERLC co-designed and co-facilitated learning opportunities such as the partnership with the Alberta Centre for Environmental Education that saw the ACEE Education Director and a member of the ERLC working together on *Take it Outside: Experiential Learning in Nature*. The ERLC will also continue the long standing partnership with Grande Yellowhead Public schools to co-design and co-facilitate, *Kiskeyhtainowin - The Act of Knowing: First Nations, Metis and Inuit Cultural Camp*.

# CONSORTIUM GOAL FOUR

<b>CONSORTIUM GOAL FOUR</b>	
Deliver professional learning based on the identification and emerging needs of educational stakeholders	
<b>OUTCOME 4.1</b>	Deliver professional development based on the identified and emerging needs of education stakeholders.
<b>OUTCOME 4.2</b>	Work collaboratively with ARPDC to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.
<b>OUTCOME 4.3</b>	Work collaboratively with Alberta Education staff to develop plans, strategies and opportunities to meet provincial identified needs in congruence with provincial direction.

<b>MEASURES</b>	<b>RESULTS</b>
<ul style="list-style-type: none"> <li>● Number of learning opportunities (*all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders.</li> <li>● Number of learning opportunities (all formats) that were planned and cancelled.</li> <li>● Overall percentage of participants satisfied that they were provided strategies for integrating new practices in their current context. (P#3)</li> <li>● Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic. (P#2)</li> <li>● Overall percentage of stakeholders satisfied that the consortium was effective in helping to meet emerging needs. (DC#4)</li> <li>● Overall percentage of participants satisfied that they were provided opportunities to reflect on their knowledge, skills and attributes about the topic. (P#4)</li> </ul>	<p>535 learning opportunities were planned and 463 completed</p> <p>79 cancelled sessions</p> <p>90.16%</p> <p>92.49%</p> <p>100%</p> <p>94.74%</p>

## STRATEGIES USED TO ACHIEVE GOAL FOUR

ERLC	ARPCD	Partners
<b>Develop professional learning opportunities based on identified jurisdictional needs.</b>	Work collaboratively with Alberta Education staff to understand provincial emerging needs.	Work collaboratively with partners to understand regional emerging needs.
<b>Plan and develop a wide range of professional learning opportunities based on identified needs using emerging technologies for adults to learn synchronously and asynchronously.</b>	Work collaboratively with ARPCD to develop professional learning opportunities based on provincial emerging needs.	Work collaboratively with partners to develop professional learning opportunities based on regional emerging needs.
<b>Identify feedback mechanisms to determine needs and impact of professional learning opportunities.</b>	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.
<b>Work collaboratively with Alberta Education staff to deliver accurate information and desired outcomes for grant deliverables and priority areas.</b>	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.	
<b>Work with Zone 3 leaders, district contacts, advisory members and collaborative leadership communities to understand emerging needs.</b>		

In order to develop successful professional learning opportunities, the ERLC needs to ensure that their offerings are coherent with provincial plans and priorities and school district plans and priorities. The ERLC is dedicated to working with Alberta Education and regional school boards to ensure their plans and goals were addressed, in order to positively impact student learning. This year the ERLC was pleased to be invited to provide 167 District Learning Days, remaining very close to District Day request levels from the previous school year. Participants and district contacts survey results indicate that these groups are satisfied that the ERLC is meeting their emerging professional learning needs.

### **Strategy 1:**

The ERLC hosted two district contact meetings and three to five CLC meetings per CLC group, during which jurisdiction needs were identified. The ERLC also participated in all meetings that were provided by Alberta Education to continue to discuss provincial needs.

### **Strategy 2:**

We continue to recognize the importance of providing diversified offerings to participants and so have continued to create resources and to provide sessions that allow educators the opportunity to learn through “anytime, any place, any pace learning.” The [English Language Learner](#) website, launched in the fall of 2017, saw 17,663 page views and 14,478 unique page views by the end of the 2017/2018 school year. This clearly speaks to a regional need that this website was able to fill. Mental Health was identified by district leaders as a high priority in the ERLC region. The ERLC, along with the CRC, recently partnered with Edmonton Catholic Schools to support the creation of [Mental Health Conversation Guides](#) to increase support for districts in this area. Additionally, the work of the ERLC team this year resulted in the creation of a French Immersion website to support K-9 teachers and administrators, as well as an extensive Educational Technology website.

### **Strategy 3:**

The ERLC continues to use survey results and face-to-face meetings to determine needs as well as impact of professional learning opportunities.

### **Strategy 4:**

ERLC participated in train the trainer opportunities that were offered by Alberta Education this year and we look forward to team members participating in these important future opportunities.

### **Strategy 5:**

This past year the ERLC created a survey for CASS Zone 3 leaders to add the voice of superintendents to the feedback collected from district contacts, advisory members and collaborative leadership communities.

## CONSORTIUM GOAL FOUR - ANALYSIS

### Examples of District Day Session Impact Statements

*As always, we appreciate the support provided by the ERLC team. Our teachers appreciate being able to tailor their professional learning based on our local context and needs. The ERLC team does a great job of taking into account how we want the professional learning experience to evolve, which is greatly appreciated.*

*This was essential professional development. After this learning opportunity, teachers were able to implement strategies to support students in the classroom from K-12. Some staff stated that "this was the most useful professional development they have ever attended."*

*ERLC continues to be pivotal in the success experienced by our district. Not only do they offer regular, top quality professional learning opportunities for our teachers, educational assistants and central office staff, they are exceptionally agile in the way they meet the needs of our uniquely geographically diverse division. These PD opportunities have acted as the catalyst to many great directions pursued by our professional learning communities and communities of practice.*

*ERLC plays an important role in providing Division professional learning supports addressing our Division Assurance Plan goals, providing coherence and ongoing growth. Teachers attending our District Day offerings strongly agree (96%) that the learning opportunities deepened their understanding of the focus area.*

*ERLC is responsive to Division needs offering practical, engaging and applicable learning opportunities prioritized by evidence informed plans. The ability to personalize the learning for our staff needs directly relates to the impact on teacher professional growth and ultimately student learning. The ability to plan the professional learning over time creates a rhythm of ongoing support and follow-up activities. The comments from teachers' highlight that the professional learning helped to change their mindset and teacher practice through the collaborative activities such as focused discussions about practice, hands-on activities, and challenging questions.*

*The connections between jurisdiction goals/plans and the ERLC team support that we accessed support our staff in a more comprehensive, ongoing professional learning model. The expertise that the ERLC team brings is different than what our jurisdiction can provide. Our staff see the ERLC team as a 'through line'. It allows them to be on a continually learning journey to deepen their understanding and improve their professional practice. Between the ERLC team PD sessions, district PD sessions, PD Days and in classroom coaching support, they report that they are able to learn new*



# CONSORTIUM

## GOAL FOUR - ANALYSIS

*ideas, try them, get feedback, make adjustments and keep trying them. They feel very supported in their learning and able to apply the new learning with other staff and students.*

Session Survey Synopsis	Post Session Survey Quotations
<p>Participants thought the sessions were:</p> <ul style="list-style-type: none"> <li>• led by competent, knowledgeable, and passionate facilitators</li> <li>• relevant, authentic and applicable to classroom/school use</li> <li>• opportunities for meaningful, carefully choreographed discussion, collaboration and networking as well as time for reflection and planning time</li> <li>• opportunities in which facilitators skillfully shared/demonstrated realistic and practical strategies (including videos), as well as multiple resources/links</li> </ul> <p>When asked about how they would like to further their learning, participants indicated:</p> <ul style="list-style-type: none"> <li>• the need for more time to try what was learned at the session or workshop in their classroom/school, to read and review the materials and resources introduced, and time to collaborate with colleagues to deepen their understanding of the ideas introduced</li> <li>• follow-up sessions with a knowledgeable facilitator, once they have tried the ideas in order to "go deeper"</li> <li>• support to create collaborative groups, PLCs or a community of practice that could provide ongoing support throughout the year</li> </ul>	<p><i>Thank you for the amazing opportunity. It was truly the best PD. It has created a fire in me and a direction to go forward with what lines up with who I am as a teacher.</i></p> <p><i>I just wanted to thank you for your work with us. I finally understand how kids learn Math. I see how they may get the right answer for the wrong reason.</i></p> <p><i>We were given time to create a project that is ready to take into the classroom - something that is often not part of PD opportunities. Because Project Based Learning is such a large concept, having time to work on it with my colleagues and receive feedback from an expert was extremely valuable.</i></p> <p><i>The presenter did a great job of explaining WHY specific intervention strategies/approaches are helpful and why some others are not. The way she explained these concepts was fantastic! I took away another way of explaining to classroom teachers and families the importance of building language skills in students who struggle with reading (hearing or not).</i></p>
	<p><b>Post 30-day Session Survey Quotations</b></p> <p><i>I immediately used resources and information in my Social 9 class, shared the events of the PD day with staff members and offered myself as a resource person.</i></p>

# CONSORTIUM

## GOAL FOUR - ANALYSIS

Learning opportunities resulted in positive impact and action in the classroom/school as evidenced by:

- modified lessons and trying new strategies/ideas in their classroom
- greater student engagement
- sharing with staff/colleagues - generated school based professional conversations and shifts in thinking, and excitement to try the ideas shared
- teacher teams working collaboratively at the school level to create short term and long term plans related to what was learned at the session
- teachers indicating a deepened understanding, efficacy, and confidence in talking about and using the strategies/ideas introduced

*We went full board implementing what we have learned at the session and then met again as a division with other schools to discuss what everyone is doing. This gave us a chance to see what is working and what isn't as well as share resources.*

*Students are really engaged and show you a lot of skills you may not be able to assess with more traditional methods of assessment/instruction. It's a great way to integrate teaching and evaluating the 21st century learner competencies into our planning.*

*Having myself and my classroom EA reflecting each day on the strategies and values shared in the PD has made us a stronger team. Overall I feel like each day I am putting importance on the connections and relationships with my students, which in turn helps them to feel safe and cared for leading to improved learning. Lots of positives!!*



**CONSORTIUM  
GOAL FIVE**

**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	RESULTS
<ul style="list-style-type: none"> <li>● Number of sessions provided for developing leadership capacity.</li> <li>● Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity. (DC#6)</li> </ul>	<p>16 sessions; 382 participants</p> <p>100%</p>

## STRATEGIES USED TO ACHIEVE GOAL FIVE

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

## CONSORTIUM GOAL FIVE - ANALYSIS



### Strategy 1 and 3

ERLC district leaders identified concept-based curriculum and instruction as an area where they wanted to be provided with professional learning as soon as possible, in order to adequately prepare themselves to lead the implementation of new curricula in their respective school districts. The ERLC responded by providing a professional learning opportunity for district contacts in June of 2018 and also secured the services of Lynn Erickson as well as one of Lynn's colleagues to provide three additional learning opportunities in the fall of 2018.

### Strategy 2 and 4

ERLC continued to support the development of leadership capacity through district contact meetings and Collaborative Leadership Communities. Collaborative Leadership Communities were offered in each of the priority focus areas as well as areas of regional need. As indicated below, district leaders found these meetings to be extremely valuable. District leaders self-selected their CLC. Each CLC was led by an ERLC team member who facilitated a conversation about the purpose of the CLC and led the group in determining their areas of focus for the year. Some groups engaged in collaborative projects, some shared resources and promising practices and some designed professional learning opportunities for their group. Some examples of CLC work include:

- ERLC's Educational Technology Collaborative Leadership Community developed the [Launch into EdTech](#) website to provide support for educators to develop Student Competencies through the use of educational technology.
- The Secondary Literacy CLC developed a Thinking Strategies Placemat for Grades 5-12. This resource is designed to help teachers select effective thinking strategies at the appropriate time in their lesson or unit planning.
- The Math/Numeracy CLC created a list of math diagnostics to assist districts with choosing diagnostics to use in their school districts: [Math Assessment and Support tools](#). This group also completed a resource that school districts can use to assist in making numeracy come alive in their school. This will be posted in the fall of 2018.

As one district leader commented with regard to the leadership support provide by the ERLC: *ERLC is a true extension of our Learning Services team. As a system leader, ERLC has provided intentional guidance in a supportive, coaching and yet challenging way. A true critical friend that is needed to move the learning agenda forward at the system level.*

# CONSORTIUM GOAL FIVE - ANALYSIS

Additionally, the ERLC offered district leaders a series on how to create effective implementation plans entitled “Planning for Success”.

*Creating successful plans for education policies, curricula, priorities, programs or initiatives is complex work! Successful planning and implementation is possible when all education stakeholders share responsibility to address the seven essential conditions deemed essential for successful implementation – shared vision, leadership, research and evidence, resources, teacher professional growth, time, and community engagement.*

## Positive impact quotations from Collaborative Leadership Community members:

<b><i>Collaborative Leadership Community Themes</i></b>	<b><i>Quotes</i></b>
<b>Opportunities to Network and Collaborate</b>	<i>The ability to connect with others.</i>  <i>Ongoing connections with colleagues and learning what is happening in each jurisdiction.</i>  <i>Connecting with colleagues in other jurisdictions has the most positive impact.</i>  <i>Networking, collaborating, sharing.</i>  <i>Networking opportunities with people from other districts has helped me to build professional relationships.</i>  <i>Networking with other experts in the area.</i>
<b>Resource Sharing</b>	<i>Finding other ways to gather and share information in my district.</i>  <i>Opportunities to learn about what is going on in different school divisions. Great resource sharing time.</i>  <i>Talking with other leads in the region and sharing ideas and resources is always beneficial.</i>  <i>Collaborative work and sharing.</i>



<p><b>Ongoing Professional Learning</b></p>	<p><i>It broadened my understanding of resources that are available since newly created resources were shared.</i></p> <p><i>Regularly connected with other ed tech specialists. I learned so much not only from the projects we completed but in informal conversations as well. I also really appreciated the resource sharing. Being from a small district, it is nice to be able to 'borrow' resources and ideas from larger districts.</i></p> <p><i>I learned a wealth of new information every time I meet with my group as well as feel comfortable now to contact them in-between meetings to discuss new developments.</i></p>
<p><b>Benefit to Districts</b></p>	<p><i>Being able to draw upon the extensive knowledge of the participants and the facilitator were invaluable to my work this year.</i></p> <p><i>The website we are working on collaboratively will benefit all of our teachers.</i></p> <p><i>I feel that our work will be a valuable resource for my district.</i></p> <p><i>I feel more positive and confident supporting the teachers. It is great listening to the knowledge around the table and sharing of resources and becoming a collective to make things easier for teachers.</i></p>

# CONSORTIUM GOAL FIVE - ANALYSIS

Participants in the Leadership Community of Practice expressed the following:

Community of Practice Themes	Quotes
<p><b>Ongoing professional learning</b></p> <p><b>Opportunity for professional conversations, networking and reflection</b></p> <p><b>Discussion about common challenges specific to leadership</b></p> <p><b>Practical, job embedded and authentic</b></p> <p><b>Real life connections to the Leadership Quality Standard</b></p>	<p><i>This CoP allowed seasoned principals to guide our group and allowed us to be able to spin off ideas and reaffirmed we are not alone.</i></p> <p><i>The best part of this PL was the extended nature – meeting over a period of time – 5 sessions! That makes a difference. Need to see it in action!</i></p> <p><i>Meaningful conversations, of which we engaged in throughout the series, are key to growth/learning. The advantage in this CoP was the on-going nature of these sessions and conversations.</i></p> <p><i>I learned that as leaders, we need to take risks if we are to create and enhance 21<sup>st</sup> century learning spaces in our schools.</i></p> <p><i>I learned that our schools do not have to be the “same” – they need to be responsive to community context and needs. Our “best” schools will be the schools our student need. We learned a lot from each other and cross-divisional school visits are very informative!</i></p> <p><i>The opportunity to see that we are all grappling with similar issues – we are much more the same than different.</i></p> <p><i>We had an excellent facilitator – loved her style and the way she was leading the group. The facilitator chose great schools and leaders for us to visit. I came to this group wanting to see different situations, so that I would develop my own strategies to be innovative and this CoP delivered!</i></p> <p><i>This PL reaffirmed that there is no ‘right way’ to lead and it is dependent on your students, staff, context and your own passion.</i></p> <p><i>I appreciated the theory piece, but we often ran out of time to engage in deep conversations about this.</i></p> <p><i>Each school demonstrated the connections between how physical spaces are designed with how the approach to ‘school’ and learning can shift to</i></p>

## CONSORTIUM GOAL FIVE - ANALYSIS

*child-focused learning. For example: maximize the use of common areas, bring the students outside for learning and take the students lead on where they want to be to learn best.*

*It was SO valuable to get to learn from colleagues in different districts and systems, both as an affirmation/confirmation but also as a challenge to look at things from a new perspective and to consider solutions 'outside' the box to similar issues in my school.*

### What are some specific examples of how this series has impacted your leadership?

- Participation in this ERLC CoP has been beneficial to me in my growth as an administrator. Through our school tours and round table discussions I have been able to stay focused on being an instructional leader.
- I learned a ton about leadership competency #2 – Embodying Visionary Leadership – and ways to instill a culture into a building so it feels like a warm/connected safe space for students.
- I have seen and heard many perspectives, listened to many stories and had engaging conversations for me to store and use as I go about my day in my own school. It is hard to explain but the intangibles of being with and learning from peers has made a difference for me.
- The CoP gave me the opportunity to see and reflect on how different schools, staff, and administration tackle the everyday challenge of running a school and observing various practices towards literacy and numeracy, as well as the various and diverse programs that each school offered. I have learned how effective leaders lead and what kind of administrator I would like to become as I take this journey. The chance to talk with other school leaders from other districts has helped to create collaborative opportunities for staff in my own school, and has provided much food for thought.
- A key takeaway for me has been the concept of culture building. Success has always been a goal for these schools but that has been met by investing in culture. Each principal had a different way of getting there but the underlying aim is to build capacity of teachers, scaffolded with high expectations, in a safe and caring environment was evident in every school. I was able to apply some of the team/capacity/vision strategies in my own school.
- I learned that I need to trust in the professional capacity of teachers and staff and provide safe places and opportunities to “fail forward” and not fear mistakes.

- It was so great to see fresh ideas. It was inspiring and I took ideas back to our school (e.g. literacy ideas for our staff from our visit to Blueberry, and books in the hallway from Monsignor Fee Otterson).



# CONSORTIUM GOAL SIX

<b>CONSORTIUM GOAL SIX</b>
Provide educational stakeholders with access to professional development at a reasonable cost.
<b>OUTCOME 6.1</b> Consortium will provide professional learning opportunities at a reasonable cost to participants.

MEASURES	RESULTS
<ul style="list-style-type: none"> <li>Overall percentage of participants satisfied that the Consortium services are provided at a reasonable cost. (DC#7)</li> <li>Overall percentage of stakeholders that were satisfied with the overall services provided by the Consortium. (DC#8)</li> </ul>	<p>100%</p> <p>100%</p>

## STRATEGIES USED TO ACHIEVE GOAL SIX

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

# CONSORTIUM GOAL SIX - ANALYSIS

## Strategy 1:

ERLC continues to strive to provide a variety of learning opportunities at a reasonable cost to the participants. Survey feedback indicates that participants continue to be satisfied with the cost charged by ERLC for professional learning opportunities.

## Strategy 2 and 3:

ERLC will continue to provide most of its learning opportunities at Elmwood School whenever possible, to minimize costs for venue, food and technology costs. When a program is a regional need, but does not meet eligibility for use of grant funding, ERLC will continue to provide these opportunities on a cost recovery basis. We will also continue to offer learning, when appropriate, through the use of technology to reduce expenses.





# Curriculum Implementation Support Funding Budget 2017-2018

<b>Curriculum Implementation Support Funding Budget 2017-2018</b>	<b>TOTAL</b>
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
<b>TOTAL</b>	<b>\$ 725,925.00</b>

# FINANCIAL SUMMARY



Regional Consortium  
Statement of Revenues and Expenses  
For the Year Ended August 31, 2018 (in dollars)

OCT 18 20

CONSORTIUM NAME:		Edmonton Regional Learning Consortium		
	Budget 2017/2018	Actual 2017/2018	Actual 2016/2017	
<b>REVENUES</b>				
Alberta Education:				
Management & Infrastructure (Note 1)*	191,967	# 191,967	191,967	
Net Conditional Grant Revenues:				
Provincial Programs (Schedule 1)	1,102,536	287,102	307,294	
Regional Programs (Schedule 1)		725,925	943,933	
Fee For Service Contracts (Note 2)			50,000	
Other Alberta Education		3,000	6,000	
<b>Total Alberta Education</b>	<b>1,294,523</b>	<b>1,208,014</b>	<b>1,499,214</b>	
Other Revenue:				
Conditional Program Registration Fees:				
Provincial Programs (Schedule 1)		78,162	43,737	
Regional Programs (Schedule 1)		265,739	332,725	
Grants - Non government sources (Note 3)				
Cost Recovery Programs: (Note 5)				
Registration Fees (Schedule 4)	250,000	412,800	588,033	
Other fees (Schedule 4)	250,000	-		
Other (Note 4):				
GIC Interest	2,500	4,004	5,114	
General Account Interest		4,078	1,103	
(Specify)				
<b>TOTAL REVENUES</b>	<b>1,797,023</b>	<b>1,972,796</b>	<b>2,469,926</b>	
<b>EXPENSES</b>				
Management & Infrastructure (Note 6):				
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	750,907	818,062	917,364	
Board expenses (Note 8)	3,500	650	3,919	
Less: Program Cost Allocations (Note 9)	558,000	627,025	729,287	
Net Management & Infrastructure expenses (Note 9)	196,407	191,687	191,996	
Program Delivery Costs (Note 10):				
Conditional programs:				
Provincial Programs (Schedule 1)	953,536	395,294	351,031	
Regional Programs (Schedule 1)	60,000	991,664	1,276,857	
Cost Recovery Programs (Schedule 4)	200,000	249,335	489,681	
Other:				
Fee for Service Contracts	170,000	3,000	66,000	
Accounting and Audit Fees		3,474	764	
Legal				
Administration	82,750	6,526	36,457	
Professional Services			1,150	
<b>TOTAL EXPENSES</b>	<b>1,671,693</b>	<b>1,811,251</b>	<b>2,383,726</b>	
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>125,330</b>	<b>161,545</b>	<b>86,200</b>	
Accumulated Surplus at beginning of year	376,831	376,831	290,631	
Accumulated Surplus at end of year	502,161	538,376	376,831	

\* See notes to Forms 1 and 2 on page 7 and 8.

PLEASE RETURN hard copies of completed statements and schedules and the certification to:  
Allan Pon c/o School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5  
BY DECEMBER 31, 2018

# FINANCIAL SUMMARY



## Regional Consortium Statement of Financial Position As at August 31, 2018 (in dollars)

CONSORTIUM NAME:	Edmonton Regional Learning Consortium	
	August 31, 2018	August 31, 2017
<b>ASSETS</b>		
Cash in Bank and Temporary Investments	933,121	669,199
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions		32,836
Other	126,685	49,789
Prepaid Expenses (e.g. deposits for future programming)	7,376	12,946
Other assets		1,129
<b>TOTAL ASSETS</b>	<b>1,067,182</b>	<b>765,899</b>
<b>LIABILITIES</b>		
Accounts payable (Note 12)	66,075	187,875
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	253,225	53,736
Regional Programs (Schedule 3)	(0)	97,900
Prepaid registration (Note 13)	209,505	49,558
Other:		
(Specify)		
(Specify)		
<b>Total Deferred Revenue</b>	<b>462,730</b>	<b>201,194</b>
<b>TOTAL LIABILITIES</b>	<b>528,805</b>	<b>389,069</b>
<b>ACCUMULATED SURPLUS</b>		
Unrestricted Funds (Note 14)	376,831	290,631
Operating Reserves (Note 15)	161,545	86,200
Capital Reserves (Note 16)		
<b>TOTAL ACCUMULATED SURPLUS (Note 17)</b>	<b>538,376</b>	<b>376,831</b>
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>	<b>1,067,181</b>	<b>765,900</b>

# FINANCIAL SUMMARY



Schedule 1 (Note 5, Note 10)  
 Conditional Grant Program Costs and Net Grants Revenue  
 For the Year Ended August 31, 2018 (in dollars)

CONSORTIUM NAME: Edmonton Regional Learning Consortium

2017/2018

	Cost of Delivering Programs (Note 7)		=	Total Cost of Delivering Programs	- DEDUCT: Program Registration Fees Note (a)	=	Net Conditional Grant Revenue
	Allocated (Note 18)	Incremental (Note 19)					
<b>Conditional Grant Programs:</b>							
<b>Provincial Programs</b>							
blended #2016-0272		92,277		92,277	42,277		50,000
Education for Reconciliation -Regional		54,300		54,300	6,400		47,900
Education for Reconciliation -Provincial		76,727		76,727			76,727
Official Languages Education Program		54,150		54,150	11,900		42,250
High School Completion		6,386		6,386			6,386
Low Incidence Populations		58,385		58,385	17,585		40,800
Mental Health & Wellness		16,464		16,464			16,464
Moving Forward with High School Redesign		6,575		6,575			6,575
(Specify)				-			-
(Specify)				-			-
(Specify)				-			-
(Specify)				-			-
(Specify)				-			-
(Specify)				-			-
(Specify)				-			-
(Specify)				-			-
<b>Total:</b>		365,264		365,264	78,162		287,102
<b>Regional Programs</b>							
Curriculum Implementation Support		991,664.44		991,664	265,739		725,925
(Specify)				-			-
(Specify)				-			-
(Specify)				-			-
(Specify)				-			-
(Specify)				-			-
(Specify)				-			-
(Specify)				-			-
<b>Total:</b>		991,664		991,664	265,739		725,925

Notes to Schedule 1:

a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds

# FINANCIAL SUMMARY



**Schedule 2**  
**Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9**  
**For the Year Ended August 31, 2018 (in dollars)**

**CONSORTIUM NAME:** Edmonton Regional Learning Consortium

		Amount Transferred 2017/2018 Note (b)
<b>Education for Reconciliation</b>		
Calgary Regional Consortium		110,000
Calgary Regional Consortium		105,200
Calgary Regional Consortium		98,333
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
<b>Program Total</b>	<b>Education for Reconciliation</b>	<b>313,533</b>
<b>High School Completion</b>		
Central Alberta Regional Consortium		6,388
Central Alberta Regional Consortium		6,575
(Specify Consortium)		
(Specify Consortium)		
<b>Program Total</b>	<b>High School Completion</b>	<b>12,961</b>
<b>Mental Health &amp; Wellness</b>		
Calgary Regional Consortium		16,464
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
<b>Program Total</b>	<b>Mental Health &amp; Wellness</b>	<b>16,464</b>
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
<b>Program Total</b>	<b>(Specify Program)</b>	<b>-</b>
<b>(Specify Program)</b>		
(Specify Consortium)		
(Specify Consortium)		
<b>Program Total</b>	<b>(Specify Program)</b>	<b>-</b>
<b>Total transfers to Other Consortia</b>		<b>342,958</b>

**Notes to Schedule 2:**

- a. Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.
- b. Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred*



# FINANCIAL SUMMARY



**Schedule 3  
Conditional Grant Program Deferred Revenue  
For the Year Ended August 31, 2018 (in dollars)**

CONSORTIUM NAME: Edmonton Regional Learning Consortium

2017/2018

	Deferred Revenue from Previous Year Note (a)	+ ADD: Conditional funds involved to other Consortia	+ ADD: Current Year Receipts and Transfers-In Note (b)	- DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	= DEDUCT: Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	= Deferred Revenue: Conditional Grants Note (d) (Page 2)
<b>Conditional Grant Programs: Note (e)</b>						
<b>Provincial Programs</b>						
blendEd #2018-0272	50,000				50,000	-
Education for Reconciliation -Regional	47,900		105,200		47,900	105,200
Education for Reconciliation -Provincial	18,419		208,333		76,727	148,025
Official Languages Education Program			42,250		42,250	-
High School Completion	6,386				6,386	-
Low Incidence Populations	-		40,800		40,800	-
Mental Health & Wellness	18,464				18,464	0
Moving Forward with High School Redesign	6,575				6,575	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
<b>Total:</b>	<b>143,744</b>	<b>-</b>	<b>396,583</b>	<b>-</b>	<b>287,102</b>	<b>253,225</b>
<b>Regional Programs</b>						
Curriculum Implementation Support			725,925		725,925	(0)
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
<b>Total:</b>	<b>-</b>	<b>-</b>	<b>725,925</b>	<b>-</b>	<b>725,925</b>	<b>(0)</b>

**Notes to Schedule 3:**

- a. Total will agree to Page 2 Deferred Revenue: Conditional Grants for the previous year and the previous year's Deferred Revenue Schedule.
- b. Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved
- c. Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.
- d. Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.
- e. Conditional Grant Program names should match Schedule 1.



# FINANCIAL SUMMARY



**Schedule 4**  
**Cost Recovery Programs - Revenues and Costs: Note 3**  
**For the Year Ended August 31, 2018 (in dollars)**

Program:	Registration Fees		Other Fees		Costs (Note 18, Note 19)		Annual Surplus	
	2017/2018	+	2017/2018	-	2017/2018	=	2017/2018	
Collaborative Partnership(CASS, Jigsaw Learning, VTF)	278,473				201,237		77,236	
Non Grant funded programming	134,327				48,068		86,229	
							-	
							-	
							-	
							-	
							-	
							-	
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							-	
							-	
<b>Program Total</b>	<b>412,800</b>		<b>-</b>		<b>249,335</b>		<b>163,465</b>	

Notes to Schedule 4:  
 a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.



**Certification of**  
**Regional Consortium Financial Statements**  
**For the Year Ended August 31, 2018 (in dollars)**

CONSORTIUM NAME: **Edmonton Regional Learning Consortium**

I certify that to the best of my knowledge, the information provided in the attached statements, notes and schedules is correct.

*Meise de Chaplain-Ed*  
 Chair of Consortium (Signature)  
 OCT 16 / 2018  
 Date

*[Signature]*  
 Financial Officer (Signature)  
 10/16/2018  
 Date

**NOTES TO FORMS 1, 2 AND SCHEDULES**

- Note 1** Management and infrastructure grant from Alberta Education (total amount received for the year).
- Note 2** Alberta Education pays consortia for services provided under certain contracts/agreements.
- Note 3** E.g. grants and subsidies from private partnerships (e.g. Shaw).
- Note 4** Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia.
- Note 5** Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.
- Note 6** Costs of operating and maintaining the consortium office.
- Note 7** Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 18), should also be charged to management and infrastructure expense.
- Note 8** Including meeting fees, supplies, travel and subsistence and board development.

# APPENDIX A

## ARPDC



Alberta **Regional** Consortia

### Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

The Alberta Regional Professional Development Consortia (ARPDC) is the term regional consortia use to highlight collective provincial “adult learning for students’ sake” learning opportunities.

The system of Alberta regional professional development has operated since the mid 1990’s with considerable success and has grown both in quality, influence and impact on educators across the province as an exemplary model for effective and efficient delivery of professional development to various education stakeholder groups based on common Consortia goals:

- to **facilitate** professional development which supports the effective implementation of components of:
  - the Alberta Education Business Plan
  - Jurisdiction and school education plans
  - Regional School Council priorities
- to **facilitate** professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes,

# APPENDIX A

## ARPDC

- to **coordinate, broker, and act** as a referral centre to assist stakeholders to identify available professional development resources,
- to **deliver** professional development based on the identified and emerging needs of educational stakeholders,
- to **promote and support** the development of professional development leadership capacity, and
- to **provide** educational stakeholders with access to professional development at a reasonable cost.

The ARPDC is representative of the collective work of the seven Executive Directors and their teams, who report to their respective boards and provide service to school authorities across designated regions.

ARPDC provides in-person, as well as synchronous and asynchronous, technology-mediated learning opportunities to support adult learning, relying on consultation from the region to ensure professional development program designs support participants' and school authorities' context. Programs are based on our expertise and knowledge of effective professional learning design and delivery, aligned with the Alberta Programs of Study and are research sound.



### Supporting Professional Learning through Technology

#### Online Learning Opportunities

Through 2017-18, Alberta educators continued to access learning opportunities as a result of technology tools that facilitated the distribution of learning. Online learning opportunities were provided via a variety of platforms and were offered in both as synchronous (real time) and asynchronous opportunities principally: PowerSchool, Moodle, Adobe Connect, Google Hangouts, Skype and SmartTalk.



#### SmartTalk Communities

Calgary Regional Consortium launched a new online version of their collaborative community design for learning in January 2017. SmartTalk eCommunities provided a platform for participants to learn and share with like-minded educators around topics that supported provincial ARPD grant work and regional curriculum implementation priorities. In total, nine eCommunities were launched in SmartTalk with just under 250 participants engaging in collaborative facilitated conversations through this new learning platform.

#### eCourses

This form of eLearning continues to grow as the feedback is unanimous that this approach to professional learning meets the need of our educators' busy lifestyles. In the area of *Literacy and Numeracy* there were six eCourses offered to a total of 219 educators and in the area of *Education for Reconciliation*, a total of 820 participants.

# APPENDIX A

## ARPCD

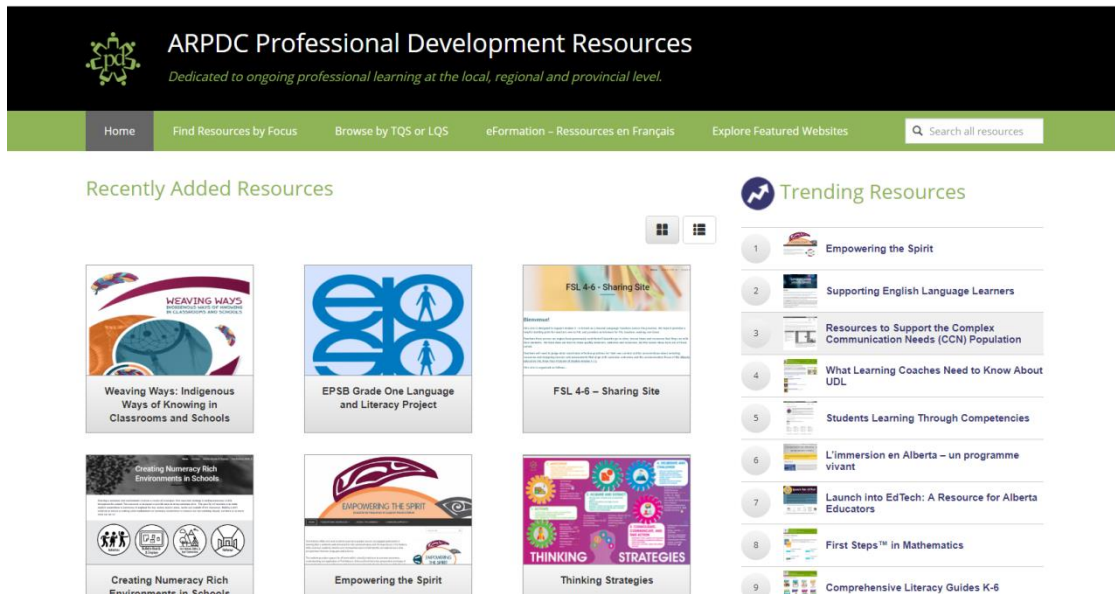
### Learning Portal (Moodle platform)

The provincial ARPDC Learning Portal has been active for eight years and houses many opportunities for educators to find a variety of resources, strategies and ideas for implementation of the Alberta curriculum. This is a go-to site for many Math teachers from across the province. To the right, is a table showing page views – the ARPDC section is where our teams access shared resources.

Course	Activity
ARPDC	277593
ERLCMath30-1	111045
ERLCMath30-2	103890
ERLCMATH20-2	58196
EMPL	46134
ERLCMATH10C	30217

### ARPDC Professional Development Resource Website

[www.arpdcresources.ca](http://www.arpdcresources.ca)



ARPDC develops professional development resources to provide ongoing, job-embedded support to nurture the growth of all educators across the various priority areas. These “made in Alberta” resources include videos and learning guides, archived webinars, facilitator guides, and a collection of resource websites. In 2017-18 the ARPDC resources site had 94,540 page views – up from 55,000 the previous year.

# APPENDIX A

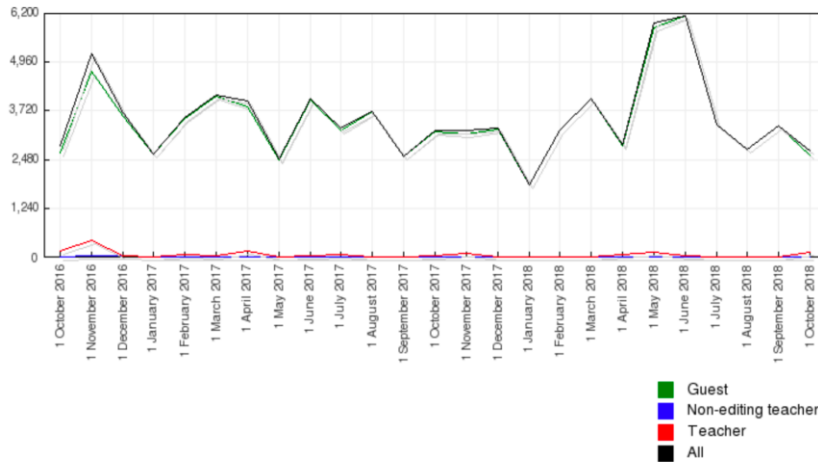
## ARPC

### Provincial Projects

#### Elementary Mathematics Professional Learning

Although the funding for this project ended in 2016-17 ARPDC teams from across the province continued to ensure that the resources developed and shared on the Learning Portal were highlighted in all professional learning opportunities and elbow to elbow support offered to elementary teachers. This is evidenced by the increased access to the site of 37% over 2016-17 with 46 134 participants accessing the site. The image below shows the activity in the EMPL course by month (over the last 2 years, for comparison).

#### EMPL - Views (all roles)



#### Official Languages in Education Programs Grant

ARPC is in its final year of a five-year grant. Each year, \$210,000 is divided through a distribution formula to each individual consortium to provide support for French Instruction. The six\* regional consortia throughout the province planned and implemented professional learning opportunities in collaboration with their school stakeholders representing the “French” communities in each geographic region of Alberta. While each consortium offered specific opportunities to meet the needs of their individual communities, there were many similarities throughout the province. Professional learning opportunities are offered and sponsored by one consortium. They are advertised and open to all interested teachers throughout the province. Certain geographic regions have limited numbers of French Immersion programs and FSL teachers; placing those individual teachers at a disadvantage



# APPENDIX A

## ARPDC

if they were not provided the opportunity to attend and become involved in professional learning offered by all provincial consortia. Throughout the 2017 – 2018 school year, 120 learning opportunities were sponsored with 1,576 participants registered. One professional learning opportunity was cancelled in 2017 - 2018 due to limited registered participants.

The work of the consortia was supported financially from Alberta Education. The deliverables associated with that funding have been directly related to building an awareness of the infusion of literacy, numeracy, and competencies in instructional practices. Throughout the learning opportunities that have been provided, these elements were embedded and infused to facilitate teachers' understandings of specific pedagogical strategies and processes within the Alberta context. The funds from the OLEP grant are used to support the development of the French language and culture found within the Francophone, French Immersion, and French-as-a-Second-Language classrooms. Professional learning opportunities were provided that supported Alberta's teachers as they worked with their students in the development of competencies in French language and culture within the Alberta context.

\*the seventh regional Consortium (Francophone) is not included in this grant

### **Mental Health Matters Grant**

To support mobilization of the *Working Together to Support Mental Health in Alberta Schools* resource, ARPDC, co-led by CRC and ERLC, was provided a Mental Health Matters Grant spanning August 2016 to August 2018. Components of this project were focused around a two-pronged approach to knowledge mobilization at both the regional and provincial levels, with intentional focuses on both *capacity building* and *community building*. In total, over 750 people from education, health and community and private services joined in collaborative provincial opportunities. The opportunity to collaborate across sectors was a unique feature of these learning events. As one impact survey respondent noted "*Having a wide range of professional disciplines allowed for networking and idea generating. Hearing from multiple perspectives and being exposed to all the different types of people involved in the discussion about mental health made this a meaningful learning opportunity.*" Similar comments were echoed by many of the survey respondents. In addition to provincial learning opportunities, there were over 72 regional learning opportunities offered. These sessions were well received with over 90 % of survey respondents indicating that the

# APPENDIX A

## ARPDC

sessions increased their knowledge, and that they were provided strategies to incorporate learnings into their current practice.

### ***Working Together to Support Mental Health in Alberta Schools:***

<https://arpdcresources.ca/consortia/working-together-support-mental-health-alberta-schools/>

### **High School Completion Tool Kit Grant**

As a result of this grant, CRC, in collaboration with Alberta Education, created the *Supporting High School Completion: A Tool Kit for Success* resource to support high school completion for youth who have left school or are at risk of leaving school. Provincial professional learning opportunities for school leaders to support implementation of the resource were provided as well. 27 regional learning opportunities were provided to support awareness and implementation of the Tool Kit. Results indicate that these professional learning opportunities were highly effective in raising awareness of the Tool Kit and its use. 100% of participants felt that the learning opportunities contributed to their own awareness and depth of understanding. Additionally, 4 provincial learning opportunities through both webinar and sessions at the MFWHSR Fall Collaborative day reached an audience of almost 320 people. The Tool Kit was shared and well received with other education stakeholders as well through learning opportunities with CASS, Alberta Education's High School Completion External Committee, and Calgary's All in For Youth Summit.

### **Supporting High School Completion: A Tool Kit for Success:**

<https://arpdcresources.ca/consortia/supporting-high-school-completion-tool-kit-success/>

### **Education for Reconciliation Grant**

As members of the Joint Commitment to Action in Alberta, ARPDC, co-led by the Calgary Regional Consortium (CRC) and the Edmonton Regional Learning Consortium (ERLC), received a grant from Alberta Education to support Albertans working in school communities in implementing 'Education for Reconciliation'. In year one and two of the grant, the ARPDC Education for Reconciliation team designed, developed and delivered professional learning provincially and regionally that led to an increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools' education and the Truth and Reconciliation Commission *Calls to Action* for education within school communities. Having

## APPENDIX A

### ARPDC

created the tools and resources to support a foundation for reconciliation in education, the ARPDC Education for Reconciliation team moved forward in creating supports and professional learning opportunities that would strengthen instructional leadership to lead this learning and its application in relation to the *Leadership Quality Standard*. At the same time, the ARPDC team began delving deeper into developing the supports for teachers in the achievement of their competency within the *Teaching Quality Standard* related to First Nations, Métis and Inuit as well as curriculum implementation of Education for Reconciliation. To this end, the EFR provincial team worked through a collaborative community design alongside our Elder Bruce Starlight and educators from the Calgary Board of Education, to create the *Weaving Ways* resource where teachers are invited to think about how they might weave Indigenous knowledge systems into their current classroom practices. Deeper learning around this resource will unfold in year 3 of this grant.

Through 2017-2018, the Education for Reconciliation team created a robust menu for learning at both the provincial and regional levels related to the key outcomes of our grant work. Conversation Guides, downloadable PowerPoint presentations, and other usable resources have been mobilized to the [Empowering the Spirit](#) website for ease of access by any member of a school community. Provincial webinars and regional learning sessions helped us to reach over 4000 participants in our collective journey towards reconciliation in education in 2017-2018.

During 2017-2018 our provincial EFR team also launched two new online designs for learning. The first was the introduction of eCommunities within SmartTalk. Through membership in these online communities, participants were able to share and collaborate with other educators in areas of Indigenous foundational knowledge. SmartTalk eCommunities launched in January 2017 and supported just over 75 participants. The second design came in the form of the *Education for Reconciliation: Assembling Strength eCourse*. This online learning course proved to be a huge success in providing participants with 24/7 facilitated learning of foundational knowledge to over 820 participants. The true impact of learning through the eCourse can be felt in the reflections from one of the participants after completion of the learning modules:

*"I am exhilarated! I have gained much more of an understanding of what true reconciliation should look like. I have a heart filled with sorrow & hurt for the past. What I would like to think is that we can act on it in a positive way. I will be meeting with my administrator to come up with a solid plan to stay*

# APPENDIX A

## ARPDC

*on our path of reconciliation. I know there is another administrator within this group that is a part of our school community. Perhaps it can be collaborative. I am committed to continue on a journey as a knowledge keeper. I have something to say, I have something to stand up for. Knowledge is power!!"*

### **Moving Forward with High School Redesign Grant**

#### **Collaboration**

During the 2017-2018 school year, collaboration opportunities were provided in three areas. In Red Deer, 633 participants attended the MFWHSR Fall Collaborative which provided networking opportunities and breakout sessions focusing on the foundational principles. Four Spring Network Meetings were held with a total of 630 attendees. These events were planned by regional planning committees from feedback and data from MFWHSR participants in the area. Finally, funding was provided to each consortium to offer MFWHSR Collaborative learning opportunities based on jurisdiction needs participating in the program. A total of 18 learning opportunities served 446 attendees throughout the province.

### **Supporting Future Curriculum in Alberta**

#### ***Concept –based curriculum***

In the spring of 2018, the Alberta Regional Professional Development Consortia led professional learning on the topic of Concept-Based Curriculum and Instruction. Consultants from each consortium formed a cohort and participated in an online book study of *Concept-Based Curriculum and Instruction for the Thinking Classroom* (Erikson, Lanning, French) and *Transitioning to Concept-Based Curriculum and Instruction: How to Bring Content and Process Together*, (Erikson, Lanning). As a product of the book study, a slide deck presentation, "Concept-Based Curriculum and Instruction: An Overview", was shared with each regional consortium for use in hosting learning opportunities with stakeholders. A provincial tour was coordinated for author Lynn Erikson, with full-day sessions hosted in Calgary, Edmonton and Red Deer.

#### ***Validation sessions***

# APPENDIX A

## ARPDC

In May 2018, ARPDC supported Alberta Education in designing and facilitating three spring validation sessions in Edmonton to gather feedback for the draft K-4 curriculum documents. ARPDC facilitated focus group conversations for 'Teacher and Educator Stakeholders', 'Education Stakeholders', and Non-Profit Organization Stakeholders'. All feedback provided during the focus group facilitated conversations was collected through an online survey from Alberta Education to be shared back with curriculum working groups to inform their work with further development. As well, ARPDC was pleased to provide technical support to Alberta Education in support of their online validation session with the College of Alberta School Superintendents (CASS). A total of 235 participants were invited by Alberta Education to be a part of the spring validation focus group conversations facilitated and supported by ARPDC.

### **Challenges, Celebrations and Trends in Professional Learning**

Like all educational stakeholders, Alberta Regional Professional Development Consortia (ARPDC) continues to experience a myriad of changes and complexities as they respond to the goals, initiatives and areas of focus of the Alberta Education Business Plan and the identified professional learning needs of educators and jurisdictions throughout Alberta. The provincial education vision, trends in education, and dedication to changes in current and future curriculum provide a road map for Consortia to be responsive and work in a collaborative, coordinated manner, continuing to design and deliver cost-efficient professional learning opportunities to Alberta educators, school communities and education stakeholders.

We strive to support/prepare all education stakeholders in Alberta by providing adult learning opportunities and capacity building resources designed to impact professional practice and enhance student learning. Consortia accept and celebrate these changes and challenges and have responded by:

- Researching trends and current developments in the field of education and sharing best practices, and sharing this information with our stakeholders.

# APPENDIX A

## ARPD

- Finding a balance between process, content and relevance when providing access to a variety of professional learning opportunities.
- Collecting and analyzing data, and utilizing this evidence to collaboratively plan programs responsive to the needs in each region.
- Maximizing the use of technology to coordinate provincial learning opportunities as evidenced by the increased offerings of eCourses and online collaborative communities.
- Forming partnerships with a variety of PD providers, or brokering presentations on behalf of regional stakeholder groups.
- Hiring, training, and supervising staff involved in regional and provincial projects.
- Leading, modelling and exploring new learning modalities to support professional learning.
- Providing cost effective, long term planning, and maintaining staff through a sustained funding commitment.
- Being responsive to requests from Alberta Education, districts and education partners.

The ARPD continues to collaborate with Alberta Education and our regional partners to improve the learning of all education stakeholders.



# APPENDIX B

## Comprehensive Participant Feedback

### First Nations, Métis and Inuit Post Session Participant Quotes

#### An aspect of this learning opportunity that made it meaningful is:

- It was valuable to experience protocol in relation to the power of the circle and the smudging ceremony. The facilitators did a great job presenting the information in relevant and authentic way. I was fully engaged from start to finish.
- The safe place for discussion that allowed me to bring my questions, wrestlings, and really seek knowledge, not just information.
- Time spent with a small group of people sharing and learning, the presence of Elders, Knowledge Keepers and members of the Indigenous community, the facilitators were also fantastic.

#### An aspect of this learning opportunity that might be improved is:

- I believe it would be more beneficial to have this session in two days. It was a lot of information.
- Perhaps narrowing the grade window so that relevant texts/info can be shared. Ex: One session for K-6 and then one for 7-12.
- Focus on principals in terms of how to evaluate teachers with the new TQS.
- Additional cultural opportunities would be appreciated.

#### One thing I require to further support my professional learning in this area:

- A deeper understanding of protocols and the "why" behind them.
- I found that I was given everything that I need, like resources, access to the slideshow, and the ability to contact the presenters.
- More, more, more please!
- I like everything that's been done so far. I find it particularly helpful to discuss dealing with resistance (for example, when we discussed opposition to the land acknowledgement). I find that for PD that people sign up for, most people who come are already empathetic and somewhat knowledgeable with regards to the Indigenous history and present day issues. But when I go out to schools, there may be silent or spoken opposition. I'm working on ways to be prepared for this and to capture a larger audience (besides the people who are already supportive of FNMI education). So I find it helpful to discuss new ideas and get feedback on what I'm already doing with regards to resistance.
- I need maybe to brainstorm with the other teachers some ways to present the material to other teachers - make the information available to them.
- Support from administration.

## APPENDIX B

### Comprehensive Participant Feedback

#### Post-30 Day Session Participant Quotes

##### Describe what you did or tried:

- Shared resources and ordered some materials. Have scheduled staff PD to extend the learning.
- Some of the background information available for First Nations, Métis, and Inuit practices have been incorporated in presentations to staff at schools.
- I immediately used resources and information in my Social 9 class, shared the events of the PD day with staff members and offered myself as a resource person.
- I've handed out the conversation guides and been able to discuss them in greater depth.
- Meeting with admin and leadership team and reflected where we were in the implementation of supporting awareness, understanding, and application of indigenous foundational knowledge in our school. We discussed the guides and using them in our planning and implementation of new initiatives in our school.
- Used examples from the stories of residential schools in my lessons. Arranged for a Blanket Exercise for all of the Grade 7 students next week; we will be encouraging them to bring their own blanket to help add something personal to having the blanket made smaller and smaller and eventually taken away.
- I am pleased to have my admin support the purchase of leveled text to integrate into my classroom library that is better representative of the Indigenous community; characters and setting vs theme. I have also begun the journey to introduce a residential theme novel to a student who I tutor. I have purchased picture books to broach the themes of voice, empathy, courage, choice within the context of the indigenous issues. I have also incorporated the talking stick and the circle into literature circles and discussions with my primary students. IT FEELS GREAT! IT FEELS NATURAL!

##### One thing I observed after applying the new learning with staff and/or students:

- How many people are still closed off to learning about other cultures. Also, how when you show them that it is a beautiful culture that is relate-able and similar to their own they are more welcoming and open to learning more.
- A deepening of respect for First Nations culture and appreciation and respect for the land.
- That the idea of reconciliation is a more complex and in-depth process than I had originally thought.
- Colleagues and staff were appreciative of information shared to further understanding on how to weave in First Nations, Métis, and Inuit practices in classroom activities. They also appreciated suggestions for simple ways to incorporate some inquiry based ideas to engage students more.
- People are thinking about the topic and feeling comfortable to talk about the topic. Teachers at our school are ready to do what they can to work on incorporating perspectives into their teaching.
- My personal thoughts and judgements changed. I received more clarity and information about the direction of truth and reconciliation and the role (and challenges) of us as teachers.

# APPENDIX B

## Comprehensive Participant Feedback

### Numeracy/Mathematics

#### Post Session Participant Quotes

##### An aspect of this learning opportunity that made it meaningful is:

- OMG, there were so many and I loved all of the shared resources and practical, organized structure of the how to make this happen! The sharing of the free websites that you can use in your classroom to improve student engagement and practice with math facts, making them fun. I loved the structure of guided math and heard comments from others that it is really nice for beginning teachers to follow and know how to set up their math classes for success.
- I was looking for more learning opportunities to strengthen math understandings for ALL my students. This PD definitely fulfilled that premise. Lots of games, and always the reminders to get kids communicating, visualizing, reasoning, and recording their understanding.
- Excellent presenter; videos showing students explaining their strategies and lots of opportunities for us to discuss strategies; book and E-text or material covered; lots of ideas to take back to the classroom to add to and improve instruction in order to help students build their skills.
- Strategies given for formative assessment and how to give feedback on that assessment.

##### An aspect of this learning opportunity that might be improved is:

- SO much information and so little time. Breaking this into 2 parts over 2 days.
- Time to plan how you could use it in your classroom.
- None as the instructor was open to ideas and suggestions....she was awesome!!!
- Showing how the hands-on activity can become visualization then abstract and how to go from one to the other with different topics.

##### One thing I require to further support my professional learning in this area:

- Time to build workstations and plan on how to implement into daily routine.
- Time I hope to share these ideas, but also intent on finding time for my staff where they can pick one of these practices to use to improve student fluency in math.
- Reading some of the books that were recommended and going back and using the strategies right away.
- Remaining in contact with the facilitator or others that are masters of the area.
- Touch back from presenter as we were to be accountable to try 3 things... it would solidify that everyone is taking active role in the session and provide follow up feedback for next steps in the area.

#### Post-30 Day Session Participant Quotes

##### Describe what you did or tried:

- We have a math PLC and are meeting often and implementing this structure into our math teaching.

# APPENDIX B

## Comprehensive Participant Feedback

- As a school, we are collaborating together to make guided math work at every grade in our school. We have a specific room set up for guided math with a range of manipulatives to meet the needs of all the students. We like how this can easily be done in our own rooms as well.
- I've been developing and implementing Guided Math with my Grade One class. I have used some of the warm up ideas and am getting more manipulatives and resources ready.
- I am working with my principal to make math kits. I have also changed the way I do math centres. I am experimenting with math and number talks. I'm also planning to do a math running record.
- I started guided math in my classroom and the kids LOVE it!! Initially I started with some math stretches and some brief check in questions to help formulate my initial groupings. As a teacher, I really like how the students have a chance to review math concepts all year rather than 'completing a unit'. I also really like how I can meet with individual groups (and the groups are so flexible) and target specific needs... something that is really difficult to do with whole class instruction.
- We went full board implementing what we have learned at the session and then met again as a division with other schools to discuss what everyone is doing. This gave us a chance to see what is working and what isn't as well as share resources.

### One thing I observed after applying the new learning with staff and/or students:

- The students really enjoy the routine of a daily energizer, they look forward to it every day now. I also like to see what happens when the kids work in smaller groups as there is more peer coaching happening and I get a good sense of what a student knows by listening to them coach a friend.
- That students are more engaged with real world problems and that they like to use manipulatives.
- Teachers noticed that many students benefited from visual representation of math big ideas, especially for students who have struggled in math.
- Students were engaged in conversations with each other. We have only just begun to implement the activities and strategies. More to come! This was a great workshop, engaging for all and opened a door to thinking more widely about all that math encompasses.
- I'm getting to spend more quality time with my students. I can quickly see who truly understands the concepts. It's much easier to differentiate. I realized that I don't have to take one of the station groups to cycle through. I can take students from various groupings. That way I can have heterogeneous groupings at the stations but homogenous groupings at the table.
- The students... every single one... is engaged! They thoroughly LOVE guided math and look forward to it everyday.
- Students are getting better at explaining their thinking.

# APPENDIX B

## Comprehensive Participant Feedback

### Supporting Competencies in Current Curriculum

#### Post Session Participant Quotes

##### An aspect of this learning opportunity that made it meaningful is:

- The presenter modeled and used student examples through the presentation.
- We were given time to create a project that is ready to take into the classroom - something that is often not part of PD opportunities. Because Project Based Learning is such a large concept, having time to work on it with my colleagues and receive feedback from an expert was extremely valuable.
- Visiting classes in action. Having the chance to discuss with the teachers after the visit. Ask on his method of teaching, project implementation... All the email correspondence and websites that are available to help us.
- Watching how other teachers approach inquiry in their classrooms. Gaining new skills and ideas to further inquiry learning. By discussing with other teachers I gained a deeper understanding of inquiry learning. Seeing it in action gave me ideas I could take back to my classroom and put into action the next day. It also gave me ideas for how I want to structure projects for the future.
- Everything!!! It was an amazing day. I have been fortunate to be part of a PBL PD group, supporting the development of computational thinking skills of my students, and now the Design Thinking PD has given me the skills to further support my students in their inquiry projects. As a forest school teacher, I collaborate with classroom teachers on inquiry projects. Design Thinking will give us a common language and approach.
- Collaborating with my colleagues and staff on steps we've taken in our high school redesign journey. Celebrating what we've already completed and looking at what we can refine and we move forward.
- The conversations between different schools and school boards. Great to hear where other students struggled with implementing high school re-design (specifically flex blocks) in order to avoid failure.
- The Networking is always a highlight, however the discussion of how the TQS and the foundational principles of HSR was fantastic.
- The opportunity to apply this thinking to existing PoS courses; talking through the thinking in groups/ partner; various entry points and scaffolded discussions led to deeper understanding.
- Time to discuss and unpack concept based instruction. Loved the resources that were shared.

##### An aspect of this learning opportunity that might be improved is:

- More work time! It is so difficult to have extended work time during the school time or with a group of peers, so anytime this is possible I will take it.
- I don't have any suggestions there other than having a second session with her would be great. This is probably one of the best PD that I've attended in a long time.
- If I could change one thing I would have liked the in-class visits to have been a little longer. Or just have focused on a couple of classes in a visit instead of 4.
- Having a way to stay in contact with other educators working on inquiry projects supported by DT.

##### One thing I require to further support my professional learning in this area:

## APPENDIX B

### Comprehensive Participant Feedback

- I would like to read more of Sandra's publications to deepen my understanding.
- Try it at school. Have confidence in myself and try it even if there are errors or no success. Trying makes someone better.
- Time...to try my project and then plan future PBL. It was great to have 2 days to plan the project... I'll have to try the PBL I planned during this session with my students and see where I go from there! I hope to plan more PBL but I'll definitely need to find some more planning time!
- Keep sending emails to remind me what I'm doing, that I have support. Keep sending websites ideas and articles about the inquiry and project based learning. I do use them and I love it. I don't have to search for them, you do it for me! Thanks!!
- Concrete resources for teachers who want to develop a flexible learning environment. Videos, lessons, projects that have been tested and implemented in class with specific data that it increased student learning.
- Further exploration of concept-based curriculum through practice, collaboration and professional reading.

#### Post-30 Day Session Participant Quotes

##### Describe what you did or tried:

- We have been co-constructing criteria and kids have been using this to set goals and self evaluate.
- We will model an activity whereby staff will apply one of the AB ED competency skills. Together they will discuss what they did using the competency. We will model how to build criteria from the suggestions they give.
- I've used Design Thinking in two ways so far. One, with an enrichment group, students started by evaluating what they are passionate about, what would they like to learn more about, then they generated lists of possible projects and products. Now, they are in a research phase, gathering information. The second was in outdoor ed, the students have played multiple outdoor forest games, they were given a set of problems and variables in order to create their own games. Once their games, parameters, props, were discussed in groups, the students taught each other their competitive or co-operative games, designed a digital copy of it, and uploaded their group's work into Google Classroom.
- Guided inquiry learning with students in Outdoor Ed. Students worked in groups to determine solutions to problems and formulate plans and test them out. For example, "what things can we do to survive in the wilderness?" Students had to create their own survival backpacks and build shelters using materials found outdoors in the natural environment.
- I have begun sketchnoting with my students. An idea I learned at the second school we visited. As well discussing inquiry with other teachers and seeing their approach has helped me to strengthen the way I use inquiry. Even small applications have made a difference. I now post bulletin boards with a question and at my last demonstration of learning this led to deeper discussions between parent and child. Creating co-constructed criteria with my students has increased their self reflection process and helped engage them more.
- I implemented the project-based learning I created at this workshop.



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### Comprehensive Participant Feedback

- Discussions about different course options or timelines with other teachers and admin. Looking into other course options, like "Sciematics" from Wetaskiwin and how we organize sci 30 with mid-semester diploma exams. We are also going to offer a sci 10 prep course, that wasn't offered before. We also had good discussions in our "redesign team" when we came back and it was helpful to have perspective on what is happening in other schools, and what works or what doesn't work in order to make decisions or changes to what we do in our school.
- I have attempted to modify some existing lessons to potentially reflect a more 'project-based' approach, thereby empowering students to take greater ownership of their learning.
- There were some topics discussed and handouts given at the session that we put in our parent newsletter. We are working not only on ways to diminish students stress but giving parents some tools to deal with the same issues at home.

#### One thing I observed after applying the new learning with staff and/or students:

- Students are beginning to ask questions that involve others rather than just themselves. They understand that questioning is a process.
- Students keenly interested and engaged. Lots of excitement!! They found it difficult to come up with several "prototypes". This idea seemed a bit foreign and were perhaps afraid of being too "out-there". I discussed with my teacher colleague and we both agreed. Takes some practice and time to get used to the mindset. This is a really great teaching tool and so glad I have. I guess, a few resources for "beginners" would be awesome (: Just to get us rolling and comfortable.
- It is helping to build responsibility in my students and they are using the language we have discussed to share ideas and help each other improve their work.
- Students and staff were interested and motivated to move forward into project-based learning. Many students have expressed a willingness to work with students in other classes.
- Students are engaged in the learning when they know that they have been considered in the planning for learning and the assessing and self-reflection stages. They feel valued and that their opinion matters. It can be challenging to assess Inquiry learning, but when students become adept at self-assessment, they can eloquently described what they learned and what they still need to know and practice. The students' self-assessments alongside teacher use of triangulation (conversations, observations, and products) provides a clear assessment picture. Sandra has a manageable system for collecting data that is easy for any teacher at any grade level to use.
- Students are really engaged and show you a lot of skills you may not be able to assess with more traditional methods of assessment/instruction. It's a great way to integrate teaching and evaluating the 21st century learner competencies into our planning.
- One thing I have really noticed after applying these ideas is heightened engagement. The kids are genuinely excited to explore new concepts and ideas. Our conversations have become deeper and more concretely applicable to the world at large.

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## Comprehensive Participant Feedback

### Supporting Literacy in Current Curriculum

#### Post Session Participant Quotes

##### An aspect of this learning opportunity that made it meaningful is:

- This learning opportunity is very meaningful, as I can go back to my group of kiddos and begin using this information immediately. Our presenter was very open and approachable to answer and help out in any way that she could.
- Our school division had just purchased the Benchmark Assessment System therefore it was beneficial to get knowledge and familiarize myself with the product by learning from someone that thoroughly knows it.
- How Reading Records can guide further instruction in specific areas that impact learning for students.
- Being able to watch the lessons presented to students. Demonstrated HOW to teach it, and what things worked very well for students.
- Small group, able to collaborate with others, lots of time to engage with presenter and ask questions...hands on activity of doing a running record and seeing how everyone scored it.
- Thank you for... all of the shared resources and authors/resources in the literacy field ...the shared Google slide and links attached .....the amazing Padlet to access resources/articles/links ....the hands-on experience to participate in the activities .....the opportunity to collaborate and share .....current research to analyze and discuss. Sherri is an excellent presenter, full of life, energy and passion for literacy skills!
- The opportunity to reflect between activities and to discuss how to implement ideas into my classroom before moving onto the next activity.

##### An aspect of this learning opportunity that might be improved is:

- I need some explanation of terms like morpheme, digraph etc. Maybe going over these at the beginning would be helpful.
- More demonstrations with students at the school and more interaction, discussion and collaboration with teachers who are at various stages of implementing SWI with their students.
- More!!!! I would have loved four days of this PD!!!! Sherri has so much knowledge and activities to share!

##### One thing I require to further support my professional learning in this area:

- Nothing at this time; I think it is a matter of implementing the program and living the experience.
- Further opportunities to collaborate with literacy leads from other districts.
- Time to hone this craft and go through all the wonderful resources on the Padlet.
- Collaboration - We had a large number of staff attend so we have agreed to meet and start to explore the morphology and etymology of words our students will encounter in their studies. The presenter gave us the resources we need to continue our learning process.
- Another PD. Now that I have a basis, another session would be helpful.
- Observation of a teacher who is using the program. Fortunately, a person at our table was able to set this up for me during the meeting to observe one of her colleagues.

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## Comprehensive Participant Feedback

### Post-30 Day Session Participant Quotes

#### Describe what you did or tried:

- I used the Five-Finger Retell Book mark. Made one for everyone in my small groups. This is a good visual for them and proper sequencing for retelling!
- I was concerned I wouldn't have time to do the phonic section, but I tried what was suggested, set a timer for 5 mins. I got it all done just fine and now I don't use a timer. We do phonics daily.
- Started an LLI group with 3 struggling students.
- I tried doing a SWI for the word combine and fract. It was pretty cool.
- I have used many of the strategies that Pete shared with us in my classroom. We have an SWI board where learners are able to share their understanding of affixes and bases, we have often use etymonline to help us in this work. We complete matrices and activities to further our understanding of the structure of language.
- I had increased understanding of assessment, that then helped me interpret the results of the reading assessment and therefore provide better support to my students.
- Designed a workshop with a focus on disciplinary literacy to support teachers in their understanding that every discipline requires a unique set of literacy skills.
- I made suggestions to some of my staff and they were open to the new ideas on improving literacy. - We plan on using the "Books I am reading, books I have read, books I want to read" strategy in our school next year. - We are planning on using the "article of the month" in our school next year as well

#### One thing I observed after applying the new learning with staff and/or students:

- The pace of my teaching during LLI has increased, and the content that I am providing is more directed.
- Quick writes are so powerful....they help us all become aware of how important it is to reflect and record our thoughts and ideas, regardless of whether we see ourselves as writers or not. My students are already so excited to see their improvements, and now challenge themselves to beat their last wpm! Love it!
- Children enjoy the guided reading groups, and especially practice/pay attention the points focused on in strategy group. They then reteach those points to their elbow partner to retain and master it!
- I notice that I speak more knowledgeably about English spelling, and I no longer have an attitude of "It's all random and hopeless!!" I have a greater passion for teaching spelling at the level of meaningful insights. My students now do not get annoyed by idiosyncrasies in spelling. They enjoy the strategic word investigations we do. I will say I don't use the full process as much as I would like to.
- Teachers gained an understanding of the literacies that inform the disciplines they teach. I found the teachers of math and science to be the most impacted by the shift in mind-set and understanding that we are all teachers of language and literacy.
- Students were very ridged in their thinking at the beginning when I would double up subject areas but they see the literary value in the other subjects now. I will be increasing the amount of interdisciplinary lessons I teach in the 2018-2019 school year.

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## Comprehensive Participant Feedback

- Teachers were excited to incorporate more visual literacy in their classrooms and had a good understanding of the different types of literacy that children in schools today are exposed to and interact with on a daily basis.

### Provincial Assessments

#### Post Session Participant Quotes

##### **An aspect of this learning opportunity that made it meaningful is:**

- The practical approach to the issue - many sides of the issues were examined, with the reminder that there are a lot of caveats and pitfalls surrounding how we understand exam results.
- I was able to reference it back to things I am currently doing in my classroom and am able to now see how I can adapt or change my current assessments.
- It was timely and presented by the people who knew the most about the subject.
- It will assist us in preparing the students for their Grade 12 math diplomas next year
- So glad to hear about what the written part will look like, and appreciated the hints of what types of questions, rubrics etc.
- Additional information beyond what is in the Info Bulletin. Insight into the student expectations and rationale for marking.

##### **An aspect of this learning opportunity that might be improved is:**

- More time to create rubrics from Programs of Study.
- Handouts or a digital link to follow along with and make notes on. As well as to better bring back to our schools to share. A longer time frame to allow for a discussion period after information was presented as there were tons of meaningful conversations had afterwards individually with presenters that would have been useful to all.

##### **One thing I require to further support my professional learning in this area:**

- Opportunities to collaborate with teachers on assessments.
- Practice and incorporate more formative assessment recordings.
- More released items and sample scoring guides.
- To download and review the POS again and to review the bulletins released regarding the written response.
- Time to digest info and make lesson plan adjustments for next year.

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## Comprehensive Participant Feedback

### Post-30 Day Session Participant Quotes

<p><b>Describe what you did or tried:</b></p> <ul style="list-style-type: none"> <li>• Discussed our assessment practice with our department.</li> <li>• Took new approaches to ensure summative assessment and evaluations were fair and concise.</li> <li>• We are working on incorporating and strengthening the depth of the written response questions written on class tests, make a word wall to review the definitions and use the words properly during the year.</li> <li>• I continue to communicate the expectations required for written questions with my students (starting in grade 10!) I will be reviewing expectations with my 30-level students next year in greater detail. I will also re-evaluate the types of questions I have on my exams and possibly re-word or re-configure them. I am working on a new poster that shows the directing words (making a 'mortar words' poster).</li> </ul>
<p><b>One thing I observed after applying the new learning with staff and/or students:</b></p> <ul style="list-style-type: none"> <li>• Colleagues open to the discussion of our assessment practice.</li> <li>• Students were not communicating their answers completely in written response, and will need to work on clear and effective communication of math understanding for the future years.</li> <li>• We all feel a little better about next year's diploma exam since we have more information and more exemplars. We will be well prepared, so thank you very much for doing the session. These kinds of sessions are really important in our success in High School math.</li> <li>• Improved student awareness in terms of organizing written responses.</li> </ul>

### Inclusive Education

#### Post Session Participant Quotes

<p><b>An aspect of this learning opportunity that made it meaningful is:</b></p> <ul style="list-style-type: none"> <li>• How hands on and applicable it is. I can take new skills and strategies back to my classroom and implement them next week.</li> <li>• Calming strategies for kids I work with. Loved how simple and easy the strategies are to do.             <ul style="list-style-type: none"> <li>• Learning about 'hot spots' has completely changed how I use TouchChat with my students. It is now much more meaningful for them as I am no longer relying solely on tiny pictures of their environment as buttons.</li> <li>• As someone who supports students who use TouchChat, I had previous experience with the app. This workshop provided an excellent, more systematic overview of features and skills needed to use it more efficiently and effectively. Engaging and relevant!</li> </ul> </li> <li>• Being able to bring our personal devices to work on, problem solving specific areas of concern with the instructor.</li> </ul>
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### Comprehensive Participant Feedback

- The presenter did a great job of explaining WHY specific intervention strategies/approaches are helpful and why some others are not. The way she explained these concepts was fantastic! I took away another way of explaining to classroom teachers and families the importance of building language skills in students who struggle with reading (hearing or not).
- Shelley's analogies are great! They help to solidify the concepts that she's teaching. Also loved that this was spread over three days throughout the year. The time between sessions was very valuable in terms of being able to digest concepts and consider how to apply them.
- The pd today was directly relevant to my teaching practice because several of my students use AAC devices to support their communication and language development. Today's session provided some history, theory, and rationale for usage and supporting future students who will be AAC users.
- I appreciated the practical tips and suggestions regarding AAC use. I think the information about giving parents specific guidance regarding how to use the devices is critical for us to remember. Too often use of AAC is recommended, set up by the school team and then the parents receive little to no support as to how to implement its use in day to day situations.

#### **An aspect of this learning opportunity that might be improved is:**

- More time on the topic, it was given at a fast pace due to time.
- More interaction within the group. Possible time to check out websites that were mentioned.
- Have the 3 sessions closer together and earlier in the year.
- This learning requires more than 3 days. This is only the beginning of my learning journey. I need more time to absorb, practice, discuss and reflect on these ideas before these ideas turns into my thinking naturally.
- Having an option to participate from a distance via video conference or some sort of technology would make this learning more accessible.

#### **One thing I require to further support my professional learning in this area:**

- More visuals as to what this looks like with students.
- I'd like to work collaboratively with teachers creating literacy resources for student with significant disabilities.
- A little one on one time so I could ask specific questions.
- Information on how to best communicate this information to teachers in a way that is meaningful and helps them see the benefit of using core words.
- Putting it into practice. Opportunities to integrate the learning with the support of colleagues who have expertise in this area.
- A day on supporting the writing development of deaf and hard of hearing students would be very beneficial if provided by this same presenter. It would complement the information shared at this workshop.



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## Comprehensive Participant Feedback

### Post-30 Day Session Participant Quotes

#### Describe what you did or tried:

- This session was beneficial when planning IPPs at my school as it gave me a better understanding of numeracy development.
- One thing is to focus on praise- thought it was a great reminder to not only say/offer praise such as "good job", but "great job independently finding ..." was example in session - I've used this for child locating mailbox recently as well as taking care not to drop mail while putting in bag to take back home. He was very proud to be given this task but also seemed to appreciate/respond to the more detailed praise. I'm more aware now of giving more explicit verbal feedback, praise, etc.
- After learning how to edit the student's touch chat page- I was able to add meaningful buttons and hide the ones, that i do not want the student to use.
- I immediately used the books that were on the iPad with my student. Before the conference I had no idea they were even on it. Learned how to add more things that were particular to my student.
- Understanding the steps of literacy instruction were very powerful to me. I began working on phonemic awareness as a precursor to letter-sound associations.
- I have totally changed the way I do my rubrics... love the 1 point rubric, building on what everyone needs to know.
- I am in discussions with various teachers about how we see inclusion now in our classrooms... and how we can include everyone in the need to know, and build a deluxe baked potato for those who need more challenges.
- I haven't tried the "baked potato " activity yet, as I haven't created the opportunity yet. However, I have talked to them about planning with the end in mind and assessing using triangulation, conversations, observations and products.
- We have had several conversations about "hitting the outside pins" and adapting curriculum for those who need supports.
- We will be implementing an intervention protocol very similar to that described in the presenters' workshop.

#### One thing I observed after applying the new learning with staff and/or students:

- Students love learning how to write and the freedom to write using alternative pencils. I love how the developmental writing scale gives meaning to all writing, no matter where the student is in his/her writing.
- I have noticed that many of our students seem to be proud of themselves when they are able to describe a picture or type an idea into their chrome book.
- We have a much calmer class! We let the kids take more frequent breaks! As we are a CLS/Behaviour class the students are learning how to calm themselves. Thank you!
- The more I learn the more I understand there is no quick fix. Sometimes I just want a strategy that works but I am learning that it takes the team to create these strategies and work on them to be effective.

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### Comprehensive Participant Feedback

- Students respond so well to praise, and it's easy to get wrapped up in the curriculum and forget to praise/actively encourage students. After taking some time spending extra time with each student, I found everyone to be more relaxed and eager to learn.
- Staff seem more comfortable with modeling AAC systems within the classroom. It no longer seems like a daunting task, especially with children using different systems.
- I felt that bringing up the "Communication Bill of Rights" has helped school staff and families learn the importance of rights to communication. We were able to explore different aspects of the bill of rights.
- I've noticed that there is less focus on what students can't do, and more on what we expect everyone to be able to achieve, and what supports we can put in place to ensure that happens.
- Increase in understanding among staff about how to plan for a range of learners.
- I have talked with my colleagues and all liked the idea of triangulation.
- It was amazing how many student rose to the challenge and progressed further than they normally would.
- Lightbulb moments! Colleagues are seeing different ways of reaching their "hard to reach" students. Thank you!!
- Creating rubrics that fit with the assessment model really requires an in-depth understanding of the reality of the curriculum. Making safe spaces for students does not happen organically; these spaces need to be worked on, like knowledge.

### Mental Health/Wellness

#### Post Session Participant Quotes

##### An aspect of this learning opportunity that made it meaningful is:

- Jody Carrington was fantastic. She mixed humor with real life situations to keep everyone engaged. Jody presented strategies that are practical and realistic. The day went too fast! This presentation has given me a second wind. Honestly the best conference I've been to in years.
- It was kid based and it will change how I will deal with difficult kids.
- The facilitator was real and understood her audience and how to reach them. She also gave real examples of how practicing what she was preaching can make a meaningful difference.
- Provided opportunity to reflect on teaching practice and consider how your connections with students and families we work with can be strengthened.
- I think the real life examples and the explanation into the deeper emotional struggle that some children are going through was helpful. Understanding the emotional levels and how a person simply cannot learn when they are in their fight and flight mode.
- The kids having that space for them to regulate themselves, and the types of tools that can be used for up regulating and down regulating.
- I appreciated the way the instructor changed the pace/activities to maintain interest. I also thought the videos he chose were timely and were well-connected to the topic. I also thought he had a realistic view of today's classroom and gave strategies which were simple to incorporate immediately.
- The concrete examples shared by 5 students set the tone for the day. It's about them, and some of their stories allowed me to see things from a different lens (ex: the last girl who spoke said she did

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### Comprehensive Participant Feedback

very well in school...but what we as teachers don't see is that she spent her nights isolated in her room). Parents and teachers need to find a way to share this type of information if we want to be there for the kids.

- The session on Mental Health Impacts the Brain Development and Learning, was highly effective and informational. Great visual to solidify the understanding of them impacts of mental health on the brain. Can't wait to do this with my staff!
- The knowledge of the presenter and the time given to engage in meaningful classroom conversations about the material.
- The information was clear, concise and was presented well and thoughtfully. I appreciated how direct the presentation was and how it was a mixture of talk as well as video/visual presentation and group discussions. We are seeing more and more children that have or are experiencing some trauma in their lives and any and all information that sheds more light on how to help these children is appreciated. Also appreciated how the session discussed how important it is to care for oneself as well. Very well done session!

#### **An aspect of this learning opportunity that might be improved is:**

- Opportunities throughout the day to reflect and process what she was saying.
- Discuss how teachers can work with the parents of students who have been bullied and with the parents of the children who are doing the bullying.
- Giving more time to discuss with the student panel and reality of the implementation of the Mental Health Literacy Project.

#### **One thing I require to further support my professional learning in this area:**

- Further training in behaviour management in the classroom.
- A collaborative model to support ongoing learning would be helpful. A chance to share strategies and follow-up to 2-3 days in the year would keep things fresh and alive. Also increases accountability. This is a discussion and learning for a team at a school so continued support is needed.
- Time to sit with the information and formulate a plan to implement and share this valuable info! Another PD with Jody would be amazing too!
- I feel like I understand resiliency a lot better and what it looks like, but would still like concrete ways to develop that in kids.
- Making the connections to the outside agencies and resources available to give to parents and students for support -information on the role of a success coach and how to get this place.

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## Comprehensive Participant Feedback

### Post-30 Day Session Participant Quotes

#### Describe what you did or tried:

- A key message I took from this PD was to "light up" and let students/colleagues know that they are important. I have taken that extra moment to hear what is really important to them and been cognizant to take a pause from what I'm doing, even if I'm feeling overwhelmed by my own to do list. Being present in those conversations has made building relationships with my students that much stronger.
- Make eye contact. Don't leave them alone - make eye contact through door and let them know you're there waiting when they are ready (after violent outburst or trashing room), give snack to help get their prefrontal Cortex back after they flip their lid, build relationship with that student, learn their interests, "tell me more".
- I applied the idea that children cannot give what they haven't received. I recognize that children's behavior comes from somewhere. I understand that children can't learn while they are wound up.
- I have been using circles to help solve disagreements between students with great success. I make certain we sit knee to knee and everyone gets a chance to express their feelings. I have also been trying to help students to name the emotions they are feeling when we are talking in circles.
- Initially we had all students work on the same 3 minute routine activity in three different work environments that represented uncomfortable, just right and too relaxed. This led to a discussion of students' needs and an appreciation for their learning environment. We are now working with individual students to help them recognize the particular stimuli that aid in their self regulation and provide them with the best learning environment.
- As a staff we used the "fishbowl" game to find out which students we had not made connections with. It was a great success and we found out that we had about 10 students whom people felt they really didn't know. Our students all have learning disabilities so their mental health can easily be a stake and we need to make sure that we understand them better.
- I implemented some of my knowledge when experiencing student conflict and possible bullying. I taught students to explain why they are acting the way they are using I statements.
- The most important thing I confirmed during the workshop is to create a rapport with the student and keep consistent in our approach to teach self-regulation and improve the routine the student finds the best way to achieve the learning each day. Keeping him/her relaxed and engaged with peers and teachers in his/her participation throughout the school day. Constant promptings with patience and listening to the behavior without being reactionary to the behavior. Also, having time to share impressions with others and keep it cool.

#### One thing I observed after applying the new learning with staff and/or students:

- Having myself and my classroom EA reflecting each day on the strategies and values shared in the PD has made us a stronger team. Overall I feel like each day I am putting importance on the connections and relationships with my students, which in turn helps them to feel safe and cared for leading to improved learning. Lots of positives!!

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### Comprehensive Participant Feedback

- The student that was struggling everyday needed less recovery time after becoming upset and angry and he search out reassurance from those people he connected with. It was so great to him him smile more and feel more comfortable even after years of being that student that others feared or avoided.
- Students have been responding better to me and have been much easier to talk to in time of trouble.
- Seeing the parent through the lens of their "difficultness" and the pain that is behind it.
- The world needs more LOVE and how easy that is to give. I feel like these tough kiddos are starting to feel like we have a relationship. Thanks Jody...you are an amazing speaker.
- After a circle discussion, the conflict rarely continues or restarts. Prior to circle discussions, the issue would often reappear - sometimes the very next time the students involved interacted again! Hands down, this is the best strategy I have implemented into my classroom this year.
- Students experienced the effects of discrimination in a novel way that helped them understand the unfairness, social exclusion and hurtfulness of bullying.
- Better understanding of mental health and mental illness and the importance of common language and understanding.
- In taking a few moments from time to time to de-stress, I found I have more patience dealing with students' outbursts, and it is easier to help students de-escalate their behaviors, when as a support member, you have a greater capacity to remain calm through the situation.

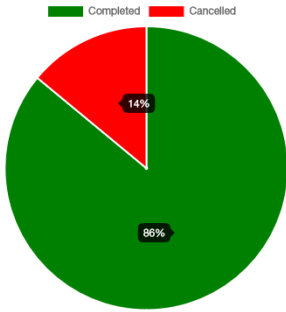
# APPENDIX C

## ERLC Stats

### SESSIONS: By Status

Sessions By Status	
Completed (86.14%)	<b>491</b>
Cancelled (13.86%)	<b>79</b>

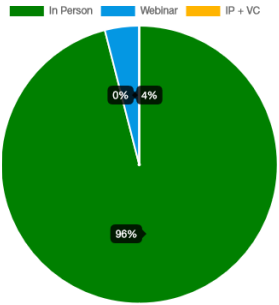
Total Sessions: 570



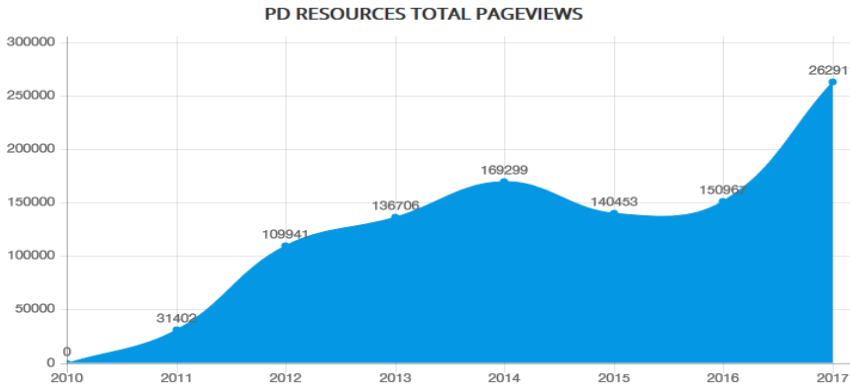
### SESSIONS: By Type

Sessions By Type	
In Person (95.61%)	<b>545</b>
Webinar (4.21%)	<b>24</b>
Webcast (0%)	<b>0</b>
Videoconference (0%)	<b>0</b>
In Person/Videoconference (0.18%)	<b>1</b>
In Person/Webcast (0%)	<b>0</b>

Total Sessions: 570

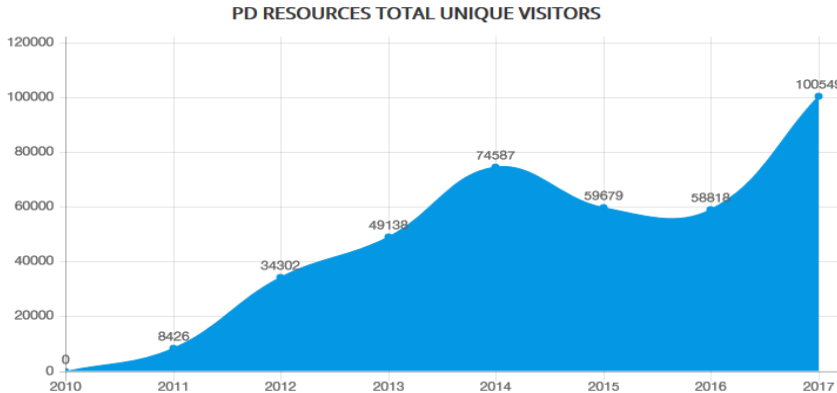


### PD RESOURCES PAGE VIEWS: Total



Total Pageviews	
2010-2011	<b>0</b>
2011-2012	<b>31,402</b>
2012-2013	<b>109,941</b>
2013-2014	<b>136,706</b>
2014-2015	<b>169,299</b>
2015-2016	<b>140,453</b>
2016-2017	<b>150,967</b>
2017-2018	<b>262,911</b>

### PD RESOURCES PAGE VIEWS: Total Unique



Total Unique Visitors	
2010-2011	<b>0</b>
2011-2012	<b>8,426</b>
2012-2013	<b>34,302</b>
2013-2014	<b>49,138</b>
2014-2015	<b>74,587</b>
2015-2016	<b>59,679</b>
2016-2017	<b>58,818</b>
2017-2018	<b>100,549</b>

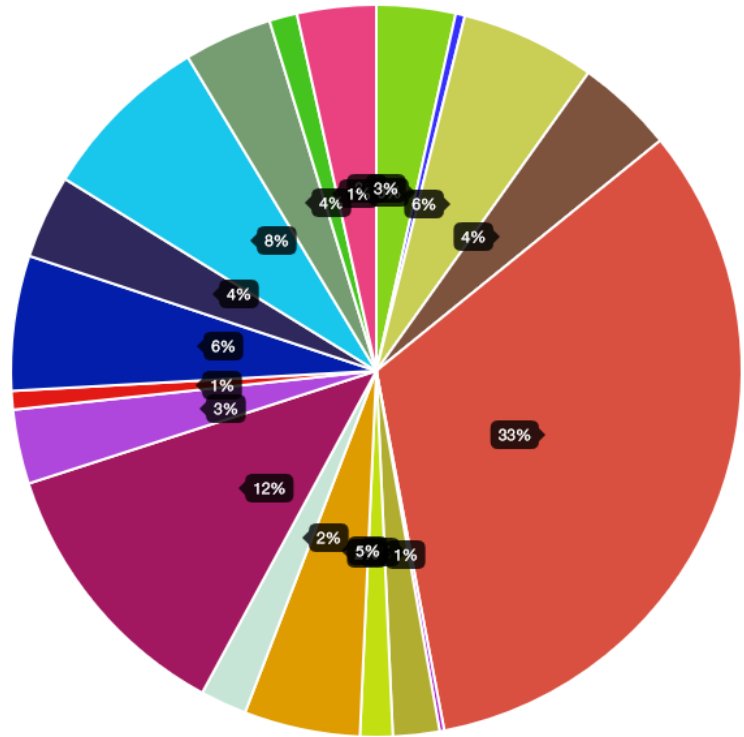


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## ERLC Stats

### PARTICIPATION: By Focus Area

Focus	Percentage	Total Sessions
Assessment	3%	17
Career and Technology Studies	0.35%	2
Collaborative Partnerships	5.11%	29
Competencies	3.7%	21
District Days	28.22%	160
Dual Credit	0.18%	1
Early Learning	1.76%	10
English Language Learners	1.23%	7
First Nations, Métis and Inuit	4.41%	25
French	1.76%	10
Inclusive Education	10.41%	59
Leadership	2.82%	16
Learning Commons	0.71%	4
Literacy / English Language Arts	5.11%	29
Mathematics / Numeracy	3.17%	18
Meeting	6.53%	37
Mental Health	3.35%	19
Parents	1.06%	6
Technology Integration	3%	17



### PARTICIPATION: By District

- AV      ■ BG      ■ ECS
- EPS    ■ EIC    ■ EIP
- EV      ■ FMC    ■ FMP
- GY      ■ GSA    ■ LW
- NG      ■ PSD    ■ PH
- SPS    ■ STA    ■ SSD

