

# Edmonton Regional Learning Consortium Annual Report and Curriculum Implementation Final Report 2015-2016



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# Message from the Board Chair



*“The Edmonton Regional Learning Consortium (ERLC) continues to be a professional development leader in Alberta, providing relevant, quality professional development to administrators, teachers, staff and parents in support of provincial and school district goals and programming.”*

The Edmonton Regional Learning Consortium (ERLC) continues to be a leader in education professional development in northern Alberta, providing relevant, quality professional development to administrators, teachers, staff and parents in support of provincial and school district goals and programming. We are proud of the model approach to providing professional development that strengthens and builds leadership capacity to facilitate the vision in support of future curriculum development and implementation of the Ministerial Order on Student Learning: Goals and Standards Applicable to the Provision of Education in Alberta (#001/2013). Our professional learning opportunities reach 18 school jurisdictions, over 600 schools and 13,500 teachers. The breadth and depth of our professional development is a testament to our ERLC team and our members’ commitment to the highest quality, current research-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), Alberta Teachers’ Association (ATA), 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 development, thus ensuring we truly represent and meet the needs of our education community. We fully support the important role of the learning consortium and continue to be committed to providing quality professional development in a variety of learning modes. We will continue to advocate for professional development that effectively supports your school, school district and individualized professional learning needs. Lastly, we offer our sincere appreciation to the education partners who believe in the value of our professional learning.

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

We remain committed to you and being a highly responsive and responsible learning organization.

A handwritten signature in black ink that reads "Bautner".

**Dr. Brenda Sautner, Board Chair**

Zone 2/3 - College of Alberta School Superintendents

# Message from the Executive Director

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What another wonderful year I have had as the Executive Director for the Edmonton Regional Learning Consortium (ERLC). The year proved to be filled with so many opportunities to grow how ERLC supports building the capacity of educators. That said, it has been a great journey, and I am extremely grateful for the ongoing support I have received from my Board of Directors, Alberta Education, the district leaders and my team at ERLC.

With such exceptional guidance, effort and dedication to our learning consortium, I am pleased to say that ERLC has had a great year of innovating, designing and leading professional learning to support educational excellence in Zone 3. Just as an engine drives a car, ERLC drives and sustains professional learning. I would say that our year unfolded in a way best described by Dylan Wiliam, *“If we create a culture where everyone believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve.”*

During my second year, I continued to spend time in building strong relationships with all our educational stakeholders. It was a real pleasure to engage in so many conversations and come to understand the similarities and differences in the needs that existed amongst our school jurisdictions and partners and plan accordingly. The goal is for professional learning to work, therefore, ongoing assessment of what is working and what is not is at the center of our planning. Together, we are doing just that!

Through this shared understanding and a thorough analysis of jurisdictional plans, the ERLC set upon a journey to evolve our practices to better meet the respective professional learning needs. I am very pleased to say that our design for learning to help meet provincial directions and the emerging needs of our districts was achieved through diverse professional learning models. ERLC introduced multiple communities of practice, session series, and published multiple learning guides.

With a commitment to continued growth in our own way of designing learning to meet educational needs, I am very much looking forward to the continuation of diversifying our delivery models as we move forward into the 2016-2017 school year.

*Thérèse de Champlain-Good*

Respectfully submitted by Thérèse de Champlain-Good



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*“If we create a culture where everyone believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve.”*

**Dylan Wiliam**

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# Accountability Statement

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The Edmonton Regional Learning Consortium Annual Report for the 2015-2016 school year and the Plan to Support Curriculum Implementation 2015-2016 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

## 2015-2016 Board Member Representation

College of Alberta School Superintendents	Brenda Sautner
Faculty of Education University of Alberta	Olenka Bilash
Association of School Business Officials of Alberta	Tracy Meunier
Alberta Teachers' Association – Staff Representative	Monique Gravel
Alberta Teachers' Association – Teacher Representative	Pina Martinovich
Alberta Teachers' Association – Principal Representative	Laurie Kardynal-Bahri
Alberta Education	David Harvey
Alberta School Councils' Association	Tracy Kaley
Alberta School Boards Association	Tracy McKinnon

## ERLC Regional Context:

The Edmonton Regional Learning Consortium provides services and learning opportunities for 18 school jurisdictions with over 600 schools, 75 private schools and charter schools, five First Nation, Métis and Inuit schools, and five First Nations, Métis and Inuit 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 websites and the ARPCD learning portal.

## ERLC Committees (District Contact and Advisory Committees):

To ensure the needs of school districts, charter, private and band schools are met, ERLC collaborates by calling district representation to District Contact and Advisory Committee meetings which represent specific priority area outlines in the implementation grant and regional priorities. Our committees address the following Alberta Regional Professional Development Consortia goals: For 2014-2015 ERLC Advisory Committees included:

- Career & Technology Foundations/ Career & Technology Studies
- Early Learning
- English Language Arts/Literacy/English Language Learners
- First Nation, Métis and Inuit
- French/French Immersion
- Inclusive Education
- Mathematics/Numeracy
- Technology Integration
- Zone 3 Leadership (District Contacts)



<b>Beliefs About the Role of Edmonton Regional Learning Consortium</b>	<b>Beliefs about Curriculum Implementation</b>
<p><b>ERLC believes in:</b></p> <ul style="list-style-type: none"> <li>● Providing <b>professional learning opportunities focused on enhancing student learning</b></li> <li>● Collaborating <b>with education partners to create meaningful professional growth opportunities</b></li> <li>● Providing <b>varied approaches of professional development</b></li> <li>● Modeling <b>effective professional development practice</b></li> <li>● Providing <b>accessible and affordable professional growth opportunities</b></li> <li>● Encouraging <b>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</b></li> <li>● Evaluating &amp; revising <b>programs and services through ongoing feedback</b></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

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## Overall Celebrations

- ERLC continued to evolve the concept of advisory committees growing the **Leaders Learning Symposium** for district leaders which includes district contacts and district leads in all priority areas.
- The ERLC's Leaders Learning Symposium offered **sixteen sessions** designed around many of our current initiatives and provincial priorities: First Nations, Métis, and Inuit; Mathematics/Numeracy; Literacy; Inclusive Education; Learning Commons; Welcoming, Caring and Safe Schools and Bill 10 Implications; Critical Thinking; Lesson Study; Supporting French Immersion programs; CTS/CTF; and Communities of Practice. Each of the 75-minute sessions during the two-day symposium include a formal presentation, opportunities for dialogue and time to provide feedback and input to the ERLC for next steps and future supports needed. Session facilitators have been asked to **highlight big ideas, strategies and community resources** that will be helpful to bring back to the leaders in your districts.
- ERLC planned with district leads 127 district days where an ERLC regional team member offered sessions in districts with a **focus on the intent of implementation of curriculum based on Alberta Education priority areas**.
- ERLC launched the <http://www.communityofpractice.ca/> website. The online resource offers a collection of information, strategies and examples to support school and district leaders, professional development providers, and educational consultants who want to **create and support effective communities of practices for K-12 educators**. The goal of this resource is to support the development, implementation and evaluation of current and future communities of practice in any of the priority areas.
- We launched the [Professionals without Parachutes: Supporting Students with Fetal Alcohol Spectrum Disorders](#) PD resource, which was developed by Dr. Jacqueline Pei and her colleagues from the University of Alberta. These resources explore the effects of prenatal exposure to alcohol abuse. Sessions were provided to school leaders, teachers, educational assistants, and parents through Alberta School Councils Association **to build awareness and capacity**.
- Several professional development resources were launched to help with **implementation of Alberta Education priority areas**. Where appropriate, these resources will be highlighted on the list below.



# Highlights and Accomplishments

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## Curriculum Implementation and the Ministerial Order on Student Learning: Competencies, Inquiry-Based Learning and Project Based Learning

- 43 sessions planned with 27 completed and attended by 1051 total participants.
- We partnered with A. Blair McPherson to host a Project Based Learning **Share Fair**, which was well received by the participants. Through this Share Fair, the participants had the opportunity to see over 30 tried and true projects that they could replicate in their own practice. It gave the participants a deeper understanding of how a whole school approach to inquiry is scaffolded as students move through the grades, and how teachers support each other in honing their skills to support inquiry/project-based learning.
- To ensure that the principles of **project based learning/teaching align with the Alberta's Programs of Study**, the ERLC offered 2-day workshops for K-6 and 7-12.
- Sandra Herbst, CEO for connect2learning, who is a noted system leader, author, speaker, coach, consultant, and educator with extensive experience in assessment, leadership, and adult learning offered sessions on **A Fresh Look at Assessment and Evaluation in Middle and Secondary Schools: Connecting to Competencies and Assessing Competencies Confidently in Grades K-6 Classrooms** with over 100 participants at each. These sessions explored the opportunities and challenges that competency-based education presents to us as educators.
- Vince Gowmon, author of [Let the Fire Burn](#) ~ *Nurturing the Creative Spirit of Children* and a Certified Professional Life Coach, offered a session on **Teacher as a Leader and a Learner - Inspiring Engaged Co-Creative Learning**. This interactive play shop supported the participants to lead in creatively engaging ways, and inspire students to become leaders themselves. It is in response to the evolutionary shift occurring in our education system away from prescriptive approaches of teaching to more co-creative and exploratory based-models.
- Director of Partner Relations and Communications with The Critical Thinking Consortium, Warren Woytuck has offered a session on **Critical Thinking Across the Curriculum**. This session focused on the practical and powerful practices that invite critical thinking across the curriculum.
- We launched PD resources videos that features our Edmonton Mayor Don Iveson, where he reflects and presents his perspective on **our roles in supporting the competency development of our students** to become successful and contributing citizens.
- We published one-page learning guides for each identified competency to share several strategies and ideas that are **intentional in supporting student development of Alberta's competencies** across the curriculum and in every classroom.

# Highlights and Accomplishments

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## Literacy

- 55 sessions planned for the year with 47 completed and attended by 2137 total participants.
- We conducted 4 Comprehensive Literacy meetings attended by Literacy Consultants and Leads where the participants focused on **identifying foundational literacy practices/approaches** in classrooms. The group also collaboratively discussed K-6 literacy resources.
- We offered 3 half day sessions designed for Educational Assistants to provide specific ideas in their support roles on how to **explicitly model, prompt and reinforce effective strategic actions in reading**. These sessions were both oversubscribed.
- We once again hosted the “2 Sisters” who authored Daily 5, Daily 3 and CAFÉ. The session was attended by 500 participants and they learned basic and advanced Daily 5 techniques for structuring classroom literacy time allowing for differentiation so teachers can meet students’ diverse learning needs. so **students can work independently and productively while they deliver instruction in small groups and one-on-one**.
- We hosted Barbara Ehren, an expert on strategic reading for adolescents, to explore the discourse structures of subject areas and learn specific techniques to help students process and produce the discipline specific language necessary **to engage in higher order thinking around the content**.
- Caroline Musselwhite offered a session meant for all Teachers, Educational Assistants, Instructional Leaders and Therapists of Students with Significant Disabilities, which explored a Balanced Literacy Club approach, working as a team to support all teachers, instructional leaders, therapists and aides. Caroline shared assessment ideas, videos, data, specific **strategies for all parts of balanced literacy (word study, guided reading, writing, and self-selected reading)**, and tips for getting EVERYONE onboard and excited about pushing for quality, research-based literacy instruction.
- We partnered with the Learning Network to bring the **Learning Language and Loving It™ Certification Workshop** through the Hanen Centre. This 3-day intensive workshop focused on research-based, practical language and literacy-building strategies that educators can weave into any curriculum and daily interaction.
- We offered the session **Words Their Way: Word Study in Action** through Pearson, Canada. This workshop provided the participants with an overview of the Words Their Way: Word Study in Action resource including components and strategies to ensure a successful implementation. It helped the participants recognize the **importance of using the spelling inventory results to plan and design instruction to meet the needs of students**.
- We posted a [Literacy Programming](#) resource on our ERLC website. This resource features key guiding documents that inform literacy programming and are aligned to new directions from Alberta Education and to the Essential Conditions Guide to Implementation.

# Highlights and Accomplishments

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## Numeracy / Mathematics

- 25 sessions for the year with 15 completed and attended by 468 total participants.
- Kim Sutton, who is an extraordinary educator known for her enthusiasm and love for teaching, presented twice this year due to popular demand. Her sessions covered the important aspects for teaching content-intensive mathematics. Kim used her four-part model for effective instruction: focus activities for all levels, drills to thrill, whole class lessons and small group instruction. She shared her model for covering **the content and needed scaffolding skills to lead to the application of mathematics among students.**
- Jamie Fraser, a professor at Algonquin College where he builds inquiry-based courses, offered a session on **Teaching for FUNderstanding.** This session was a journey through the landscape - unpacking the content, looking at children's misconceptions and hurdles, and introducing games, investigations, manipulatives, models and instructional approaches that **build children's foundational understandings in numeracy in the primary grades.**
- We partnered with Edmonton Public Schools to lend us the services of Carla Kozak, their Early Learning Numeracy consultant, to offer a session on **Early Numeracy Skills for Grades K-1 Students.** The participants learned the foundational mathematical skills young students need and the activities that help build these important skills and understandings in their young minds.
- We had the privilege to bring in the Erikson Institute based in Chicago to offer their **Using Big Ideas to Build Numeracy in Young Children** session. It was a full session with 40 participants from across the region. This session explored the important mathematical ideas, children's learning progressions for concepts, and how adults can scaffold children's developing thinking and communication skills. The focus was on developing strong number sense and fostering flexibility and fluency in counting and operations.
- Jane and John Felling of Box Cars and One-eyed Jacks offered sessions to update participants on their **new games, journal writing and extensions and ideas to differentiate activities to provide enrichment for students.** They also shared their new resources packed full of journal writing, student samples, math talk extensions and large format game boards.
- We posted a [Numeracy Programming](#) resource on our ERLC website. This resource features key guiding documents that inform literacy programming and are aligned to new directions from Alberta Education and to the Essential Conditions Guide to Implementation.

# Highlights and Accomplishments

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## Student Learning Assessments

- Continued to support Alberta Educations' Student Learning Assessment (SLA) pilot. ERLC developed a [Student Learning Assessments](#) PD resource launch page to host a collection of materials to assist in the SLA implementation.
- ERLC supported jurisdictions by providing **collaborative marking sessions**.

## First Nations, Métis, and Inuit

- 10 sessions for the year attended by 433 total participants.
- We partnered with Edmonton Public Schools to bring Dr. Martin Brokenleg to present information on the Circle of Courage. This session was a success with over 100 participants, where they learned **concrete strategies for creating environments in which all young people can grow and flourish**.
- We offered a Cree language session presented by Connie Twin, a Cree language curriculum writer/developer. In this session, participants learned **various strategies to reinforce the learning of Cree grammar** within the classroom. They also learned various techniques to integrate into daily lessons by offering reinforcing activities to make learning fun and interactive for both students and teacher.
- We partnered with Edmonton Public Schools to offer a **Building a Foundation for First Nations, Métis and Inuit Student Success: Practical Applications for Educators** session. In this 2-part comprehensive series, 4 of the EPSB FNMI team, led the group in building capacity for First Nation, Métis and Inuit education and culture to support student achievement and success. Throughout the series, invaluable resources, supports and information was provided for immediate use within the classroom.
- We partnered with Grande Yellowhead Public School Division to offer the First Nations, Métis and Inuit Teacher Camp at the The Palisades Centre, Jasper National Park. This 3-day learning opportunity gave participants the occasion to create a **community focused on engaging teachers, and Elders in support of FNMI student success within their schools**.
- Jane Atkins, who is an advocate for ensuring educators meet First Nation, Métis and Inuit students' educational needs, offered a session on the **Seven Grandfather Teachings**. This session explored the seven Grandfather Teachings as passed down through the generations. Throughout the day, the animals that have been associated with each of the teachings and how these animals use the gifts given to them by the creator have been discussed.
- We launched the [Supporting First Nations, Métis and Inuit Learners](#) featuring Edmonton Mayor Don Iveson, where he shares his perspective on our roles in supporting the success for First Nation, Métis and Inuit learners.
- We started creating conversation guides in collaboration with community and ARPDC to support increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives and ways of knowing.

# Highlights and Accomplishments

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## Career and Technology Foundations

- 6 sessions for the year attended by 350 total participants.
- The ERLC on its fifth year, partnered with Edmonton Catholic and Public Schools to offer the CTF/CTS Day with the theme **engagement**. CTF sessions were offered that engaged the participants in exploring the new CTF program.
- We partnered with 3 Junior High Schools in the region - Westmount Junior High, Dr. Donald Massey and Seba Beach, to offer walk/talk through sessions where participants learned their journey with their CTF implementation. The participants had the opportunity to **see aspects of the schools' programs in operation and hear about the journey they have been on with CTF**.

## Inclusive Education

- 81 sessions for the year with 78 completed and attended by 3,150 total participants.
- We partnered with Edmonton Public Schools to bring Kurtis Hewson, co-founder of Jigsaw Learning and co-author of the text *Envisioning a Collaborative Response Model*, to offer a session **on how school administration and inclusive learning support leadership teams establish school-wide structures to ensure support for every student** in our schools and across the region.
- We partnered with Wood Buffalo Regional Collaborative Services based in Fort McMurray to bring Derek Peterson, founder of Integrative Youth Development, to present on his resiliency work. Participants learned how to **pass resiliency on to the children** and youth within the circle of influence.
- Derek Peterson, Director of the International Institute for Student Support, offered his session on web building for adults and youth. Three student leaders from Redwater School with Sturgeon School Division learned among the rest of the participants, the full-spectrum approach to youth development and its seven colors. They practiced **working together to solve problems using their heads, hands, and hearts**. They solved these problems while keeping each other safe, focused, respected and involved.
- We partnered with Aspen Collaborative Services to offer sessions geared towards determining what is **effective support for children**, youth, families and those supporting them.
- We partnered with Regional Collaborative Service Delivery groups to bring Lindamood-Bell's **Visualizing and Verbalizing for Language Comprehension and Thinking® (V/V®)**. The 2-day workshop focused on helping students develop concept imagery for both oral and written language. Through a series of steps, V/V students learn to create an imaged gestalt and to integrate that imagery with language as a basis for language comprehension and thinking. All steps of the program are introduced, practiced, and modeled.
- We partnered with the Autism Society of Alberta to offer sessions on the **Autism Spectrum Disorder (ASD)**. Participants learned the diagnostic criteria and associated features of ASD, the interactive opportunities designed to enhance understanding of some of the experiences of those on the spectrum, variety of treatment options and best practices for working with those with a diagnosis of autism.

# Highlights and Accomplishments

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- We partnered with the Alberta Health Services to offer sessions on speech language collaboration. These interactive workshops focused on **practical strategies to support students** during transition times and how to integrate these functional tools into the curriculum.
- We offered personal coaching sessions with Danielle Reed where participants **discovered their key values and how connecting with them will help them find more personal enjoyment** in work, which is a powerful example to students. Participants walked away wanting to live aligned with what matters most to them and help students do the same.
- Shane Lynch, one of the Curriculum Developers and Lead Facilitators of the Joint Action for Children Committee's Positive Behavior Support Training Initiative through the Glenrose Rehabilitation Hospital, offered a session where participants **achieved a greater understanding into why students engage in problem behaviors and learned a problem solving framework** that will help to determine what new skills students need to learn.
- ERLC led a community conversation on inclusion with over 100 participants from Edmonton Catholic Schools. This day focused on the **inclusion framework** based on Alberta Education initiatives.
- We partnered with the Learning Network to offer a session on the **Picture Exchange Communication System (PECS)**. This intensive 2-day workshop was designed to teach the participants the PECS protocols and how to appropriately implement this program.
- We offered a session on **Collaborative Consulting in Alberta Schools**, presented by the Peace Collaborative Services Team, to explore the application of models and strategies that effectively support effective collaboration with educators.
- Dr. Nicole Sherren, the Scientific Director of the Palix Foundation and a Program Officer with the Alberta Family Wellness Initiative, offered a session on the **Brain Architecture Game**. This session focused on the impact of early childhood experiences on the developing brain and its health outcomes.
- We launched the [Learning for All](#) PD resource, which offers information, strategies and references for school leaders and teachers working with students with significant disabilities.
- We launched the [Professionals without Parachutes: Supporting Students with Fetal Alcohol Spectrum Disorders](#) PD resource, which was developed by Dr. Jacqueline Pei and her colleagues, Stephanie Hayes and Alethea Heudes. These resources explore the effects of prenatal exposure to alcohol abuse.

# Highlights and Accomplishments

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## Learning Commons Policy

- 2 sessions were offered, From School Library to Learning Commons: Imagine the Possibilities sessions, where participants engaged in exploring the Alberta Education Learning Commons Policy and begun planning for the transformation of their libraries to **reflect a learning commons philosophy to support and enrich student learning.**
- We partnered with 4 schools in the region - Woodhaven, Spruce Grove Composite, St. Benedict School and Neil M. Ross, to offer walk/talk through sessions where participants learned their journey with their Learning Commons implementation. The participants had the opportunity to **see aspects of the schools' programs in operation and hear about the journey they have been on with their Learning Commons.**

## CONSORTIUM GOAL ONE

Facilitate professional development, which supports the effective implementation of:

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

### OUTCOME 1.1

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

### OUTCOME 1.2

Demonstrate effective provincial planning through the development of a common consortia Provincial Plan to Support Curriculum Implementation that promotes consistency in learning opportunities.

MEASURES	RESULTS
<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> </ul>	100%
<ul style="list-style-type: none"> <li>• Overall percentage of stakeholders that were satisfied with the consortium’s response to emerging PD needs. (DC#4)</li> </ul>	100%
<ul style="list-style-type: none"> <li>• Host formal/informal conversations with key Alberta Education personnel.</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• Number of collaborative meetings for ARPDC in development of the provincial plan that meets the identified provincial and local needs.</li> </ul>	20 (See Appendix A)
<ul style="list-style-type: none"> <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>A Joint District Contact/Advisory Committee meeting was held on September 15-16, 2015. ERLC hosted a Leaders Learning Symposium January 20-21-22, 2016 in all priority areas.</p> <p>A Joint District Contact/Advisory Committee meeting was held on May 25, 2016.</p>
<ul style="list-style-type: none"> <li>• Administer multiple surveys to gather data to inform future planning.</li> </ul>	<p>Administered: 415 Post Session Surveys 10 Post 30 Day Session Surveys – sent per month where participants choose the session they have attended during the month 1 District Contact/Advisory Committee Survey (See Appendix B)</p>



## STRATEGIES USED TO ACHIEVE GOAL ONE

ERLC	ARPDC	Partners
<b>Host regional jurisdictional District Contact and Advisory Committee meetings around the key areas identified in the Curriculum Implementation grant 2014-2015.</b>	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.	Hold meetings with stakeholders (e.g. ASCA, ASBA, ASBOA, ATA, Alberta Education, CASS, UoA) to determine deliverables related to Curriculum Implementation.
<b>Hold collaborative conversations with jurisdictional representatives to understand the needs for professional learning based on their Three-Year Education Plan.</b>	Hold meetings with key Alberta Education contacts to determine deliverables related to Curriculum Implementation and develop understanding of the Alberta Education Business Plan.	Hold collaborative conversations with stakeholders to understand how the consortium may support their work in the region related to Curriculum Implementation.
<b>Conduct post learning opportunity surveys with participants to help identify additional learning needs.</b>	Conduct a common post survey for administration to session participants.	Develop a common needs assessment with ATA to determine stakeholder needs.

### **Analysis:**

By design, the work of consortia is meant to be collaborative and the Edmonton Regional Learning Consortium (ERLC) continues to work diligently building strong relationships that foster collaboration. Important in our 6 consortia goals is the mandate to work collaboratively with ARPDC colleagues, Alberta Education, our school authorities, district contacts, advisory committees and many stakeholder groups to support the development of professional learning. The tremendous progress achieved in 2015-2016 is the result of always seeking to enhance our regional planning by closely aligning our work to jurisdiction 3-year education plans. Through targeted conversations and collaboration, we developed plans and strategies to build strong coherence among jurisdiction 3-year education plans, the Alberta Education business plan and regional priorities.

Markedly, our qualitative survey data from district contacts speaks to positive learning outcomes with notable impact on educator professional growth.

*Thanks so much for all you do, Team ERLC! You are our lifeblood when it comes to growth!*

*(Evergreen Catholic Schools District Lead)*

**Our continued emphasis on aligning our work closely to jurisdictional 3-year education plans, the Alberta Education business plan and regional needs is demonstrated by a 100% satisfaction rate.**

## 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:

- Competencies, Literacy and Numeracy
- Student Learning Assessments
- First Nations, Metis, and Inuit
- Mathematics
- Inclusive Education
- Career and Technology Foundations
- Learning Commons Policy

Other emerging regional and provincial needs

## MEASURES

## RESULTS

- Overall percentage of school authorities that have access to online materials created by ARPDC.
- Number of sessions and participants attending learning opportunities in the following priority areas:
  - Competencies, Literacy and Numeracy
  - Student Learning Assessments
  - First Nations, Metis, and Inuit
  - Mathematics
  - Inclusive Education
  - Career and Technology Foundations
  - Learning Commons Policy
- Overall percentage of participants satisfied that they were provided opportunities to be actively involved in the learning. (P#3)
- Overall percentage of stakeholders satisfied that the consortium PD opportunities influenced leadership and/or teacher practice within my organization. (DC#5)

100%

# of sessions	# of participants
101	3724
5	169
10	433
18	417
78	3150
6	350
4	74

92%

100%

(See Appendix C)

<ul style="list-style-type: none"> <li>Overall percentage of stakeholders satisfied that the PD offered by the consortium supported effective curriculum implementation. (DC#2)</li> </ul>	100%
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## STRATEGIES USED TO ACHIEVE GOAL TWO


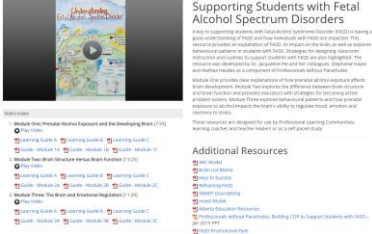
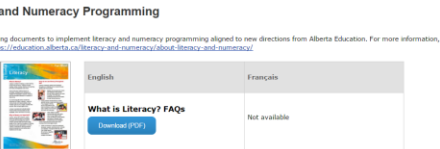

ERLC	ARPDC	Partners
<p><b>Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions.”</b></p>	<p>Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions” to support jurisdictions in the curriculum implementation.</p>	<p>Work with and model the use of “A Guide to Comprehensive Professional Development” and “A Guide to Support Implementation: Essential Conditions” to understand how the consortium may support stakeholders’ work related to curriculum implementation.</p>
<p><b>Develop plans and processes that reflect change management elements and cultural shifts required for transformational change.</b></p>	<p>Work towards developing provincial plans and processes that reflect change management elements and cultural shifts required for transformational change.</p>	<p>Work with stakeholders to understand how the consortium may support provincial plans and processes that reflect transformational change.</p>
<p><b>Provide professional learning opportunities to support curriculum implementation based on regional needs.</b></p>	<p>Provide consortia support in developing learning opportunities to support curriculum implementation based on consortia expertise.</p>	<p>Work with stakeholders to align learning opportunities to support curriculum implementation.</p>
<p><b>Assist educators with understanding components of new curriculum and their roles and responsibilities in implementation.</b></p>	<p>Assist consortia with understanding the components of new curriculum and their roles and responsibilities in implementation.</p>	<p>Assist partners with understanding the components of new curriculum and their roles and responsibilities in implementation.</p>
<p><b>Establish communities of practice based on related research and/or field experts.</b></p>	<p>Support communities of practice based on related research and/or field experts.</p>	<p>Communicate with partners the available communities of practice in the region and province.</p>

## Analysis:

*A Guide to Support Implementation: Essential Conditions* (Alberta's Education Partners 2010) continues to guide consortia work in responding to the Alberta Education's question, "How do we know if professional development support enhances and contributes to improved practice and implementation?" This guide is further complimented by *A Guide to Comprehensive Professional Development Planning*. As we work with our jurisdictions to support changes envisioned in the Alberta Business plan, provincial priorities, and district initiatives, appreciation for the thoroughness of these guides continues.

ERLC builds professional learning opportunities that focus on developing the core knowledge, skills and attributes of educators. Our professional learning opportunities and resources enhance the understanding and awareness of focus areas and builds capacity with a range of strategies. ERLC continues to lead in creating online resources designed to build capacity of all educators; specifically, district and teacher leaders. The resources are designed to be used by the jurisdiction, school leaders, teacher leaders, in communities of practice or as a self-paced study.

### Examples of resources to support priority areas:

Resource	Website
	<a href="http://www.learningforallab.ca/">http://www.learningforallab.ca/</a>
<p><b>Professionals without Parachutes: Supporting Students with Fetal Alcohol Spectrum Disorders</b></p> 	<a href="http://www.engagingalllearners.ca/il/supporting-students-with-fasd/">http://www.engagingalllearners.ca/il/supporting-students-with-fasd/</a>
<p><b>ASCA Past Webinars</b></p>	<a href="http://www.albertaschoolcouncils.ca/?webinars">http://www.albertaschoolcouncils.ca/?webinars</a>
<p><b>Literacy and Numeracy Programming</b></p> 	<a href="http://erlc.ca/resources/literacy_numeracy_programming/">http://erlc.ca/resources/literacy_numeracy_programming/</a>
<p><b>Elementary Mathematics Professional Learning</b></p> 	<a href="http://erlc.ca/resources/resources/elementary_mathematics_professional_learning/index.php">http://erlc.ca/resources/resources/elementary_mathematics_professional_learning/index.php</a>

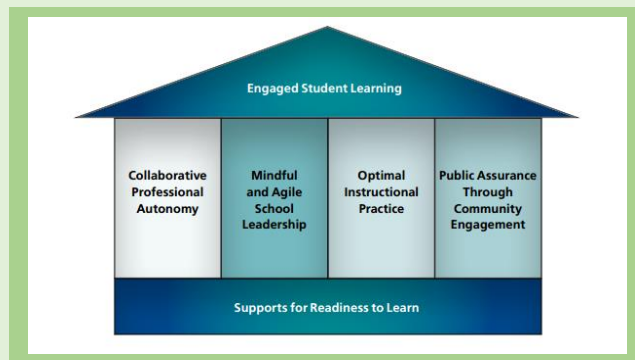
Having a satisfaction rating from our stakeholders of 100%, clearly demonstrates ERLC's design for professional learning is effective in supporting curriculum implementation and addressing the professional development needs of our educational partners.

## Analysis:

The quote provided by the district lead for Northern Gateway Public Schools captures the essence of our support:

*100% of participants of the ERLC sessions this year indicated they strongly agreed or agreed that the professional learning opportunities contributed to their awareness or deeper understanding of the topic, provided opportunities for them to be actively involved, provided strategies for integration of the learning into their current practice and provided opportunity for them to reflect on their knowledge, skills and attributes about the topic. Comments were made confirming they could relate the learning to their current assignments, their appreciation of models and activities shared, and the value of one-on-one conversations. This was taken into consideration as we developed our division 2016-17 PD plan.*

[Renewing Alberta's Promise: A Great School for All](#), an Alberta Teachers' Association report from 2015, outlines four pillars (see diagram below) to effectively approach curriculum change to support engaged student learning. The work of ERLC is closely aligned with two of the pillars: Collaborative Professional Autonomy and Mindful and Agile School Leadership. ERLC understands that we must create learning conditions that are conducive to improving the practice of our participants by creating an environment that values sharing, trust, risk-taking, and collaborative inquiry. ERLC will continue to focus on systemic innovative approaches to building the capacity of all educators and empower our leaders to build high performing cultures. An example of this is our community of practice model applied to administrative leadership, early learning and inclusive education. These communities of practice are developing a culture of collaboration and collective responsibility for ultimately improving learning for all students.



With 100% of participants in the survey responding that the PD offered by the consortium supported effective curriculum implementation, it is confirmation that the sessions provided to support implementation of the priority areas in our zone are effective and are positively impacting student learning.

Participants use terms such as “*leading edge*” and “*visionary*” to describe ERLC programming and leadership. ERLC jurisdictions and partners are more than willing to contribute their wisdom and in-kind contributions for the benefit of the province. Together, all partners are always seeking innovative ways of working together to serve everyone’s needs.

## CONSORTIUM GOAL THREE

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

### OUTCOME 3.1

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

MEASURES	RESULTS
<ul style="list-style-type: none"> <li>Host network meetings/ sessions/ conferences/ learning symposiums provided through shared partnerships.</li> </ul>	Yes
<ul style="list-style-type: none"> <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>	97%

## STRATEGIES USED TO ACHIEVE GOAL THREE

ERLC	ARPDC	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 through discussions and meetings.</b>	Explore potential provincial partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings.	Explore potential partnerships and collaboration opportunities with stakeholder partners through discussions and meetings.
<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.

## Analysis:

ERLC is not able to provide expertise in all curriculum priority areas. To meet the specific needs, ERLC continues to collaborate and develop partnerships with other professional learning providers and facilitators. Relationships with other professional learning providers who offer a wider scope are intentionally nurtured.

This past year, there were multiple opportunities where these partnerships produced valuable learning for participants.

As another facet of our work with educational partners, school leaders connect with ERLC to explore potential speakers who might meet emerging needs that schools have identified but are not within ERLC's realm of focus or expertise. ERLC staff explore options on the jurisdictions' behalf. It is much appreciated when we can broker professional learning on their behalf, and we are pleased to be able to offer this service to our education stakeholders throughout Zone 3. ERLC will continue to explore potential partnerships in order to support emerging regional needs.



## CONSORTIUM GOAL FOUR

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

### OUTCOME 4.1

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

### OUTCOME 4.2

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

### OUTCOME 4.3

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

MEASURES	RESULTS
<ul style="list-style-type: none"> <li>Number of learning opportunities (*all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders.</li> </ul>	466
<ul style="list-style-type: none"> <li>Number of learning opportunities (all formats) that were planned and cancelled.</li> </ul>	51
<ul style="list-style-type: none"> <li>Overall percentage of participants satisfied that they were provided strategies for integrating new practices in their current context. (P#3)?</li> </ul>	94%
<ul style="list-style-type: none"> <li>Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic. (P#2)</li> </ul>	96%
<ul style="list-style-type: none"> <li>Overall percentage of stakeholders satisfied that the consortium was effective in helping to meet emerging needs. (DC#4)</li> </ul>	100%
<ul style="list-style-type: none"> <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>	96%



## STRATEGIES USED TO ACHIEVE GOAL FOUR

ERLC	ARPDC	Partners
<b>Develop professional learning opportunities based on identified jurisdictional needs through various advisory committees.</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. (face to face, online, ...)</b>	Work collaboratively with ARPDC to develop professional learning opportunities based on provincial emerging needs.	Work collaboratively with partners to develop professional learning opportunities based on regional emerging needs.
<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>Attend train the trainer meetings (Gr. 3 SLAs) with Alberta Education staff to deliver accurate information in professional learning opportunities around the grant deliverables and Alberta Education priority areas.</b>	Attend train the trainer meetings (Gr. 3 SLAs) with Alberta Education staff to deliver accurate information in professional learning opportunities around the grant deliverables and Alberta Education priority areas.	

### **Analysis:**

Michael Fullan eloquently describes the need for coherence between plans and priorities; *“When the system or school is organized to focus on a small number of shared goals, and when professional learning is targeted to those goals and is a collective enterprise, the evidence is overwhelming that teachers can do dramatically better by way of student achievement.”* ERLC is dedicated to actualizing jurisdiction 3-year education plans by working collaboratively with the Alberta Education priority areas in the curriculum implementation grant and the overall Alberta business plan.

A huge success for ERLC is the continued growth of District Day Support. During the 2015-2016 school year, ERLC supported, planned and provided **133** sessions. Our 100% satisfaction rate in responding to jurisdictional emerging needs clearly aligns to the purposeful planning of jurisdictions to actualize their 3-year education strategies.

## Analysis:

District Day Session Impact Statements	Quotes
<ul style="list-style-type: none"> <li>• Strong links to teacher learning needs and student learning data</li> <li>• Personalized and responsive in process and practices to address the unique needs of the jurisdiction</li> <li>• Collaboration, shared inquiry and learning from and with peers have been identified as central to growth</li> <li>• Ongoing, in-depth, and responsive to jurisdiction direction and pacing</li> <li>• Active engagement of teachers</li> <li>• Differentiation of professional learning responding to meeting the unique learning needs of the staff</li> <li>• Increased collaboration and sharing between and among school leaders and increased capacity to support teacher growth and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>It has allowed us to work better with understanding the F&amp;P reading assessments and how to plan instruction based on the F&amp;P data.</i></li> <li>• <i>It has helped me to reframe my thinking about literacy and how we use the literacy resources. It has also helped, in part, to frame the direction we will be taking and expectations I have of teachers around literacy practices.</i></li> <li>• <i>Increase collaboration between and among staff to support learning for ALL students in an inclusive environment.</i></li> <li>• <i>Excited about the professional learning communities these sessions inspired. Plans are now in place to continue to meet with and mentor teachers.</i></li> <li>• <i>Our cohorts consistently provide feedback (surveys, Mentimeter) which indicates that they find the collaborative days to be of great benefit for their classroom practices.</i></li> <li>• <i>The literacy cohorts, also supported by ERLC, provided ongoing professional learning opportunities for our newest elementary teachers.</i></li> </ul>

In order to garner effective feedback for both ERLC and the jurisdictions on the impact of district days, ERLC will look at strengthening the District Day survey in the 2016-2017 school year.

Once, the professional learning session is over and participants have returned to their sites to begin applying what they've learned, the staff at ERLC complete the learning cycle with a post session survey and a post 30-day session survey. The two surveys evaluate the effectiveness and impact of the session and leads to decision-making and planning for future sessions and professional learning support.

Teachers are receiving the kind of professional learning that helps them to continuously grow and improve their practice. ERLC is building systems of professional learning centered on jurisdictional needs to improve student learning. These systems promote collaboration and actionable feedback and allow for sustained, targeted opportunities for growth.

The table below outlines the essence of some common themes from our post session survey and post-30 day session survey data:

<b>Post Session Survey Themes</b>	<b>Post Session Survey Quotes</b>
<ul style="list-style-type: none"> <li>• Multiple opportunities for participants to engage in meaningful networking and collaboration</li> <li>• Value of seeing effective instructional practices in action within the context of a classroom</li> <li>• Professional learning opportunities are focused on student outcomes and provide hands-on, practical ideas and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Time to network and collaborate with colleagues using protocols that encouraged dialogue, critical thinking and reflection. The ability to take those same protocols and integrate into my own practice.</i></li> <li>• <i>Seeing the model in action helped the teachers to vision what CTF could look and gave them the confidence to step forward in their planning.</i></li> <li>• <i>This was a FANTASTIC workshop. I walked away with so many excellent strategies to use the very next day and my students LOVE them all. So many interactive, engaging and comprehensive lessons! I wish it was offered again so that my colleagues could have the same opportunity to learn so many awesome math instructional ideas.</i></li> </ul>

<b>Post-30 Session Survey Themes</b>	<b>Post-30 Session Survey Quotes</b>
<ul style="list-style-type: none"> <li>• Shared new learning and resources with colleagues to build capacity of instructional practices with the aim of increased student achievement</li> <li>• The positive impact of the training on classrooms and student learning, and indicate intentions to continue utilizing the learning.</li> <li>• Refined current understandings and made shifts in teaching practices based on new learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Worked with teachers by having them analyze the Program of Studies to see where the competencies were clearly located in the front matter. We also looked for evidence of the competencies in specific learning outcomes and noticed they occur across the curriculum</i></li> <li>• <i>Students were engaged and motivated. We noticed areas of strength and weaknesses in students. It was easy to assess and group for differentiated instruction!</i></li> <li>• <i>I took a step back from my original style of guided reading and have applied more of what was discussed at the session, checking in one-on-one, allowing them time to discuss as readers, and responding in a notebook.</i></li> </ul>

**\*See Appendix B for comprehensive participant feedback.**

Our collaborative work with Alberta Education, ARPDC and other partners continues to be an area of strength (See Appendix A). Our support of Student Learning Assessments, awareness of the priority areas, Curriculum Coordinator Meetings and other Alberta Education and partner requests have all been very well received. ERLC continues to be responsive and adaptable.

## 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:

- Competencies, Literacy and Numeracy
- Student Learning Assessments
- First Nations, Metis, and Inuit
- Mathematics
- Inclusive Education
- Career and Technology Foundations
- Learning Commons Policy

Other emerging regional and provincial needs

### 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>4 Communities of Practice and 20 Leaders Learning Symposium/ District Contact &amp; Advisory Committee Meetings</p> <p>100%</p>

## STRATEGIES USED TO ACHIEVE GOAL FIVE

ERLC	ARPDC	Partners
<b>Identify jurisdictional needs through various advisory committees.</b>	Work collaboratively with Alberta Education staff to understand provincial emerging needs.	Work collaboratively with partners to understand regional emerging needs.
<b>Plan, develop and facilitate a wide range of professional learning opportunities and/or resources based on identified needs.</b>	Work collaboratively with ARPDC to plan and develop professional learning opportunities and/or resources based on provincial emerging needs.	Work collaboratively with partners to develop professional learning opportunities and/or resources based on regional emerging needs.

### **Analysis:**

ERLC continues to work collaboratively with stakeholders to develop leadership capacity. Opportunities were provided to collaborate on curriculum, assessment, instruction and the creation and support of instructional teams. A satisfaction rating of 100% is a testament to ERLC's role as a *"Learning System Designer."* J. Killion (2013) explains that a learning system designer facilitates the development and rollout of a district's comprehensive professional learning plan that includes both conceptual and operational components to create and support effective professional learning for all staff. ERLC continues to be a strong advocate for developing the leadership capacity of all educators in a variety of leadership roles. Our continued conversations lead ERLC in developing and applying a variety of professional learning approaches to address ongoing growth.

The Community of Practice for Principals was a huge success with 45 participants from 11 districts and 5 private schools' administrators. The participants engaged in professional learning that included school visits to view exemplary leadership in action, dialogue, networking, and reflection. Each visit highlighted one of the leadership dimensions outlined in the Principal Quality Practice Guideline: embodying visionary leadership; leading a learning community; instructional leadership; building leadership capacity; and responding to the larger societal context.

ERLC's intentional facilitation of the Community of Practice ensures quality and relevant professional learning opportunities.

## Analysis:

Participants in the Administrator community of practice expressed the following:

Community of Practice Themes	Quotes:
<ul style="list-style-type: none"> <li>• Applicable to the professional learning needs of an administrator</li> <li>• Ability to engage and conduct in appropriate dialogue with different administrators with similar and diverse circumstances</li> <li>• Ability to share, reflect and synthesize on a variety of effective educational practices</li> <li>• Community of practice offered a way to empower administrators for responsibility and action</li> <li>• Needs emerge organically from within individual contexts, and encouraged to engage in reflective practice, thus learning from experience and gaining new insights into their work.</li> <li>• Provided quality learning, collaboration and transformative experiences</li> <li>• Modified school practices based on walkthroughs</li> <li>• Modified school and district professional learning practices based on community of practice</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Absolutely fantastic learning opportunity! Best PD I've been a part of. Thanks so much!</i></li> <li>• <i>Loved the question and answer period because it is different at every school and I see/learn how different leaders lead in different ways.</i></li> <li>• <i>Sharing the artifacts helped me reflect and synthesize my thoughts on a specific topic.</i></li> <li>• <i>The opportunity to engage in conversations with Principals at varying stages in their career and from different districts has been extremely rewarding.</i></li> <li>• <i>Thank you for offering this extremely valuable PD that is so applicable to the work of the Principal.</i></li> <li>• <i>This has been a fantastic opportunity to meet and chat with other administrators. I always walked away with new ideas.</i></li> <li>• <i>I loved touring the school. You can get a lot out of a tour. The tour of schools was my absolute favorite part of the PD.</i></li> <li>• <i>This was a much-needed professional community for me! As a leader, I truly miss the collaborative connections with colleagues in similar spaces and places as me.</i></li> <li>• <i>The tour of the school is such an important piece – gives me time to connect with the principal's presentation and provided professional growth in context.</i></li> <li>• <i>I found the sharing of artifacts valuable. I always walked away with new ideas.</i></li> <li>• <i>The presentation by the principals provided new perspective on how the role varies depending on context and provided ideas to take back to the school.</i></li> </ul>

## Analysis:

Looking forward to 2016-2017, ERLC will launch two communities of practice for administrators based on their feedback. They would like to focus on how the competencies outlined in Alberta Education's draft School Leadership Standard are "lived" in today's schools, within the context of ongoing change and limited resources. Secondly, the participants will examine research (including the host principal's own "action research") related to the leadership dimensions; connect research to their own practice; and reflect on implications for their work as a school leader.

The table below outlines the essence of some of the common themes represented by district leadership quotes that is a testament to ERLC building the leadership capacity in our zone.

### District Contact/Advisory Committee Leadership Quotes:

- *We now have a "Guide to Professional Learning" which was created collaboratively by a committee of 32 Elk Island staff members. We appreciated the support and guidance provided by ERLC leadership. We established beliefs, a framework, and guiding principles for professional learning. Principals, in particular, have given feedback which highlights how helpful it is to have consistent messaging about professional learning in our division.*
- *Based on our Accountability Pillar results this year, we are confident that we are moving in the right directions in supporting professional practices. Many thanks to ERLC for the leadership support and resources they consistently provide.*
- *ERLC expertise was asked to consult with our NGPS Numeracy Committee to help us form strategic plans for focused numeracy/math professional development across the division. As a result of ERLC expertise and credibility, 100% of NGPS principals have modeled professional learning segments from Administrators' meetings on numeracy topics with their staffs. The topic has also been reinforced in other ways - revisiting prior learning, seeking additional professional development, etc. Administrators report greater staff understanding of numeracy and how it is evident in all subject areas.*
- *ERLC is an invaluable partner for Sturgeon School Division. The PD support helps us meet the objectives laid out by Alberta Education as well as the priorities we have identified in our 3 Year Plan. The ERLC continues to offer PD that is relevant, relational, and rigorous for our staff. Sometimes the impact is evident immediately and sometimes it takes time to see or measure the impact that adult learning has on student learning.*
- *It was critical to have a local area expert, trained by ERLC, to support these teachers through the SLA process. The effectiveness was evident when 9 months later we were asked about participating in 2016. The response in favor was almost unanimous. Clearly the work that had been done to clarify purpose, intent, and process had been effective. ERLC was a critical element in this success.*

## CONSORTIUM GOAL SIX

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

### OUTCOME 6.1

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

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

## STRATEGIES USED TO ACHIEVE GOAL FIVE

ERLC	ARPDC	Partners
<b>Budget funds from grants to offset participation costs for learning opportunities.</b>	Budget funds from grants to offset participation costs for learning opportunities.	Budget funds from grants to offset participation costs for learning opportunities.
<b>Make fiscally sound decisions regarding operating costs for Consortium.</b>	Make fiscally sound decisions regarding operating costs for Consortium.	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.	



## Analysis:

Participants agree that ERLC continues to provide professional learning opportunities in multiple formats for those in our region at a 'reasonable cost'. That said, quality learning to support provincial directions is not an inexpensive venture in a region as large as Zone 3. With the geographical distance, cost of skilled facilitators, venue costs, technology costs, fewer professional dollars to support educators' attendance at sessions and a growing number of needs, ERLC continues through fiscally sound budgeting practices to maximize the grant dollars allocated to provide professional learning. The session cost was decreased for the 2015-2016 school year. Therefore, the location of choice for most the sessions was on site at Elmwood School. This continues to be the most cost effective choice but also limits the number of participants in the session to 36. Many participants were not able to attend due to the cap on the number of participants we can host in one of our session classrooms. Looking forward, ERLC will re-evaluate the cost of sessions out of respect to Alberta Education but hold truer to our actual costs.



# Financial Summary



Regional Consortium  
Statement of Revenues and Expenses  
For the Year Ended August 31, 2016 (in dollars)

CONSORTIUM NAME:		Edmonton Regional Learning Consortium		
	Budget 2015/2016	Actual 2015/2016	Actual 2014/2015	
<b>REVENUES</b>				
<b>Alberta Education:</b>				
Management & Infrastructure (Note 1)*	191,987	191,987	191,987	
Net Conditional Grant Revenues:				
Provincial Programs (Schedule 1)	1,029,969	185,240	248,155	
Regional Programs (Schedule 1)	272,748	645,805	836,831	
Fee For Service Contracts (Note 2)				
Other Alberta Education				
<b>Total Alberta Education</b>	<b>1,494,704</b>	<b>1,023,032</b>	<b>1,276,773</b>	
<b>Other Revenue:</b>				
Conditional Program Registration Fees:				
Provincial Programs (Schedule 1)	475,000	64,480	25,450	
Regional Programs (Schedule 1)		318,212	291,569	
Grants - Non government sources (Note 3)				
Cost Recovery Programs: (Note 5)				
Registration Fees (Schedule 4)	150,000	527,228	789,272	
Other fees (Schedule 4)		-		
Other (Note 4):				
Interest GIC	6,000	9,739	7,322	
Interest General account			2,917	
Miscellaneous				
<b>TOTAL REVENUES</b>	<b>2,125,704</b>	<b>1,942,671</b>	<b>2,373,303</b>	
<b>EXPENSES</b>				
<b>Management &amp; Infrastructure (Note 6):</b>				
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	534,787	525,275	525,703	
Board expenses (Note 8)	6,000	3,824	4,225	
Less: Program Cost Allocations (Note 9)	350,000	335,064	362,795	
Net Management & Infrastructure expenses (Note 9)	190,787	194,036	167,133	
<b>Program Delivery Costs (Note 10):</b>				
Conditional programs:				
Provincial Programs (Schedule 1)	465,358	249,700	273,605	
Regional Programs (Schedule 1)	929,358	964,017	1,128,200	
Cost Recovery Programs (Schedule 4)	300,000	439,572	523,442	
<b>Other:</b>				
Fee for Service Contracts				
Accounting and Audit Fees	5,000	4,035	3,645	
Legal Fees	5,000	4,024		
Administration Expense	22,735	52,691	14,483	
Professional Services			6,760	
<b>TOTAL EXPENSES</b>	<b>1,918,236</b>	<b>1,908,075</b>	<b>2,117,268</b>	
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>207,468</b>	<b>34,596</b>	<b>256,035</b>	
Accumulated Surplus at beginning of year		256,035		
Accumulated Surplus at end of year	207,468	290,631	256,035	

\* 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, 2016

# Financial Summary



Regional Consortium  
Statement of Financial Position  
As at August 31, 2016 (in dollars)

CONSORTIUM NAME:	Edmonton Regional Learning Consortium	
	August 31, 2016	August 31, 2015
<b>ASSETS</b>		
Cash in Bank and Temporary Investments	851,472	831,257
Accounts Receivable (Note 11):		
Province of Alberta	1,417	60,515
Alberta school jurisdictions	18,827	
Other	115,762	289
Prepaid Expenses (e.g. deposits for future programming)	40,480	27,091
Other assets	625	
<b>TOTAL ASSETS</b>	<b>1,028,582</b>	<b>919,152</b>
<b>LIABILITIES</b>		
Accounts payable (Note 12)	81,326	40,078
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	434,710	536,764
Regional Programs (Schedule 3)	170,758	
Prepaid registration (Note 13)	51,157	86,275
Other:		
(Specify)		
(Specify)		
<b>Total Deferred Revenue</b>	<b>656,625</b>	<b>623,039</b>
<b>TOTAL LIABILITIES</b>	<b>737,951</b>	<b>663,117</b>
<b>ACCUMULATED SURPLUS</b>		
Unrestricted Funds (Note 14)	256,035	
Operating Reserves (Note 15)	34,596	256,035
Capital Reserves (Note 16)		
<b>TOTAL ACCUMULATED SURPLUS (Note 17)</b>	<b>290,631</b>	<b>256,035</b>
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>	<b>1,028,583</b>	<b>919,152</b>

# Financial Summary



Schedule 1 (Note 5, Note 10)  
 Conditional Grant Program Costs and Net Grants Revenue  
 For the Year Ended August 31, 2016 (in dollars)

Edmonton Regional Learning Consortium

CONSORTIUM NAME:

2013/2014

	2013/2014		DEDUCT:		Net Conditional Grant Revenue
	Cost of Delivering Programs (Note 7)	Cost of Delivering Programs (Note 7) + Incremental (Note 19)	Total Cost of Delivering Programs	Program Registration Fees (Note 6)	
<b>Conditional Grant Programs:</b>					
<b>Provincial Programs</b>					
Responsive and Flexible Learning # 2014-0271	3,410		3,410		3,410
Literacy for All #2011-0154	64,756		64,756		64,756
Support to Students with Disabilities # 2013-0220	33,149		33,149		33,149
Fetal Alcohol Syndrome Disorder # 2014-0006	15,500		15,500		15,500
Low Incidence # 2015-0178	91,291		91,291	64,460	26,831
Elementary Math Professional Learning Opportunity (Specify)	41,593		41,593		41,593
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
<b>Total:</b>	249,700		249,700	64,460	185,240
<b>Regional Programs</b>					
Curriculum Implementation	902,214		902,214	300,402	601,812
Official Languages in Programming -French	60,060		60,060	17,810	42,250
First Nations Metis and Inuit # 2012-0067 extension	1,743		1,743		1,743
Blend Ed Symposium (Specify)					
(Specify)					
(Specify)					
(Specify)					
(Specify)					
<b>Total:</b>	964,017		964,017	318,212	645,805

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, 2016 (in dollars)**

**CONSORTIUM NAME:** Edmonton Regional Learning Consortium

	Amount Transferred 2015/2016 Note (b)
<b>Elementary Math Professional Learning Opportunities</b>	
Northwest Regional Learning Consortium	(83,187)
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
<b>Program Total Elementary Math Professional Learning Opportunities</b>	<b>(83,187)</b>
<b>(Specify Program)</b>	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
<b>Program Total (Specify Program)</b>	<b>-</b>
<b>(Specify Program)</b>	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
<b>Program Total (Specify Program)</b>	<b>-</b>
<b>(Specify Program)</b>	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
<b>Program Total (Specify Program)</b>	<b>-</b>
<b>(Specify Program)</b>	
(Specify Consortium)	
(Specify Consortium)	
<b>Program Total (Specify Program)</b>	<b>-</b>
<b>Total transfers to Other Consortia</b>	<b>(83,187)</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*









## Certification of Regional Consortium Financial Statements For the Year Ended August 31, 2016 (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.

  
Chair of Consortium (Signature)

Jan 11, 2017  
Date

  
Financial Officer (Signature)

2017/01/04  
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.



# Financial Summary

- Note 9** ENTER AS POSITIVE: Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e net of program cost allocations) will be less than or approximately equal to the M & I grant from Education.
- Note 10** Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more than one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.
- Note 11** Amounts owed to the consortium at the end of the year.
- Note 12** Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.
- Note 13** Pertaining to programming planned for subsequent year(s).
- Note 14** Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating or capital reserves for earmarked programming.
- Note 15** Funds earmarked for future operations or programming.
- Note 16** Capital Reserves represents the net assets restricted for future capital expenditures.
- Note 17** Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.
- Note 18** Allocated costs are M&I costs that directly benefit a specific conditional grant or cost recovery program controlled by the consortium and that have been credited to Program Cost Allocations (see Note 9). Allocated costs are funded by registration fees, conditional grants, or other cost recovery fees.
- Note 19** Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.





Alberta Regional Consortia

## Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

The Alberta Regional Professional Development Consortia (ARPD) 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,
- 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 ARPD is representative of the collective work of the seven regional Executive Directors and their teams, who report to their respective boards and provide service to school authorities across designated regions.

ARPD 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 Curriculum Implementation Through Technology Mediated Learning

Through 2015—2016, Alberta educators continued to access learning opportunities as a result of technology tools that facilitated the distribution of learning. Synchronous learning opportunities provided in-person access via webinars, webcast, and videoconference.

Synchronous		
Webinars	113 webinars	4,041 webinar participants 5,809 views of archived webinars
Video-Conferences	6 sessions	97 participants in person 522 participants at remote sites
Technology-Mediated meetings (VC, Skype, Adobe Connect, teleconference)	128 meetings	802 participants

A provincial ARPDC Learning Portal has been active for and houses many opportunities for educators to find a resources, strategies and ideas for implementation of the curriculum. (<http://learning.arpdc.ab.ca>)



six years  
variety of  
Alberta

As well, to assist educators with implementation of curriculum, ARPDC develops professional development resources to provide ongoing, job-embedded support to nurture the growth of all educators and "continue the conversation" 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. ([www.arpdcresources.ca](http://www.arpdcresources.ca))

## Challenges, Celebrations and Trends in Professional Learning

In recent years, the Alberta Regional Professional Development Consortia (ARPDC) has experienced 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, and recent trends in education, provides 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.

We strive to support/prepare educators 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, selecting best practices, and sharing this information with our stakeholders.
- Finding a balance between process, content and relevance when providing access to a variety of professional learning opportunities.
- Collecting and analyzing data, and utilizing the evidence to collaboratively plan programs responsive to the needs in each region.
- Maximizing the use of technology to coordinate provincial learning opportunities.
- 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 strategies, such as Communities of Practice. (Online and face-to-face)
- Providing cost effective, long term planning, and maintaining staff without sustained funding commitment.
- Responding to the requests from Alberta Education, districts, community partners and having the scope of staff that can bring integrity and quality to the work.

The ARPDC shares the vision of Alberta Education and our regional stakeholders to improve the learning of all teachers and other education stakeholders so they can best support student learning.



## Career and Technology Foundations

### Post Session Participant Quotes

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

- Being in a "real life" environment where CTF is functioning and be able to see it in action.
- Having the opportunity to go to classrooms to see student engagement.
- Initiating CTF classes to meet the needs/interests of the students.
- It allowed me to see some different scheduling options for complementary courses. It also offered a different approach to assessing complementary courses that might not traditionally have a curriculum to follow.
- Discussion with other teachers at various stages of implementation
- Dispelling some misconceptions about what CTF is and is not.
- Opportunity to work with and discuss with others
- This helped me understand CTFs and to better visualize how my school will implement them
- Being able to talk to the Alberta Ed representative.
- Speaking to the teachers and administrators who have firsthand knowledge of their CTF program.
- Getting to see the way everything is set up. Having a chance to interact with the teachers and students while they were working. Getting to speak to the admin who planned it and hear about their trials and tribulations as well as their intense passion for their CTF program (it is inspiring). And finally, the fact that they shared their resources is fantastic.

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

- If they could offer additional electronic or hard copies of course outlines or syllabuses. I could then modify them to fit my subject areas.
- More time spent on ways it can work within your own building. Brainstorming as a collective to problem solve the roadblocks in our own schools.
- Perhaps some other supporting documents from other schools, or touring one location, but having two schools presenting.
- Perhaps this would be another session. Like a Ted Talk Conference where leaders of these schools would have 5-10 minutes to talk about their CTF design, and touch on (format for their building, examples of challenges, assessment models, funding considerations, and best practices or "what I learned worked best").

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

- At this time the other sessions offered by ERLC are meeting my needs.
- School support. If more teachers buy into CTF's I will be more invested in it as well.
- Speaking to various teachers in the various curriculum areas.
- Understanding the learning outcomes.
- It will become more apparent as we implement our CTF program.
- More examples of challenges and evaluations done in other schools.
- School-level PD
- Conversations with those people who are actually planning challenges and using them on a regular basis.
- Time to plan at both my own school and district level (to collaborate and share with other schools). There is nothing ERLC can do about this.
- I like seeing and learning about how others are working on CTF. What it looks like in their buildings and experience it personally.

## Career and Technology Foundations

### Post-30 Day Session Participant Quotes

**Describe what you did or tried:**

- We are utilizing learnings from this session to support our own planning for CTF.
- Committee co-creating plan for implementation.
- Over viewed our current CTF brainstorm new ideas and implementation for next year.
- In process of developing some new programming plans
- Developed a structure with 3 other school to offer CTF three times a year
- I shared the resources with our learning coaches who then shared with the district

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

- Teachers enthusiasm and engagement increased.
- This helped me understand CTFs and to better visualize how my school will implement them.
- Contentment of staff and students
- We will try to have better planned CTF classes
- Seeing the model in action helped the teachers to vision what CTF could look and gave them the confidence to step forward in their planning

# Curriculum Implementation and the Ministerial Order on Student Learning: Competencies, Inquiry-Based Learning and Project Based Learning

## Post Session Participant Quotes

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

- Being able to connect with likeminded people. Examples of some of the work being done.
- Going outside and looking closely at how others have incorporated environmental projects at their schools.
- Making some connections, and being able to think about way to incorporate the ideas into our programming
- Hearing from staff immersed in the process at various stages of their implementation and journeys
- I am able to apply the strategies directly to my current teaching immediately.
- When we got to see actual projects after completion
- Teachers who are involved in inquiry based learning were able to talk about their successes and failures. They were very genuine and real about the process.
- Time given to work after a concept was taught. having the time to collaborate with other teachers was very helpful.
- The opportunity to flesh out a project and get feedback from others on how to improve it. The dialogue was rich and meaningful.
- Being able to work with school colleagues to create a PBL that will be used at our school this year. We got valuable feedback from teachers outside our own school that helped guide our PBL.
- Time to network and collaborate with colleagues using protocols that encouraged dialogue, critical thinking and reflection. The ability to take those same protocols and integrate into my own practice.

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

- Looking more closely at how the projects can be done to cover multiple knowledge outcomes with adequate assessments for the current curriculum, which we are expected to follow at this time. (Focus is on the new curriculum, but teachers are often feeling pulled between the expectation of following both the current and new set of curriculum. It can make planning more complicated.)
- Include examples of assessment ties with the current curriculum.
- More examples of projects. Needed to see a variety (subject) of example on how the process works and what an end product looks like. What was presented didn't always resonate with my subject area.
- A little more explanation as to what PBL actually is... a lot of us were still confused at the end of the course.
- More time to plan our projects with feedback along the way. This is the element that is currently missing in our schedules and is needed for strong and effective lesson planning.
- More school visits, especially 7-9 and K-9 schools

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

- Continued sharing of ideas etc
- Is a continued connection, to stay current with Alberta's learning outcomes.
- Ongoing PD and resource support
- A list of the books that your school uses.
- An opportunity to see a day in a teacher's class who teaches using the inquiry model.
- Challenges of teachers, how to formulate a driving question
- Continued information on best practices and ideas sharing
- I would like to observe this process in a classroom.
- how to incorporate religion and health
- Collaborating with other teachers. Possibly build in time during PD. Make lunch 30 minutes and PD start at 8:30 and end at 3:30 pm. That would add 90 minutes of time to work together.
- I wouldn't call it a requirement but observing a class for a half day would really help cement some of the aspects/ideas.
- Opportunities to collaborate with other teachers.
- A follow up day later in the year would be fantastic. so we could get together and discuss how things are going and ask any questions we might have.

- Time to edit, revise, and complete project. Didn't have enough of my resources, so left with some gaps in project.
- More exposure to other schools that have learning commons

## Curriculum Implementation and the Ministerial Order on Student Learning: Competencies, Inquiry-Based Learning and Project Based Learning

### Post-30 Day Session Participant Quotes

#### Describe what you did or tried:

- Worked with teachers by having them analyze the Program of Studies to see where the competencies were clearly located in the front matter. We also looked for evidence of the competencies in specific learning outcomes and noticed they occur across the curriculum
- Co- creating criteria based on the competencies.
- We used the term 'evidence' with our kids when we did our writing rubric and helped them look for that evidence with our work and their own work.
- I enjoyed the fact that I went with fellow colleagues and was able to build a project based learning unit/plan that was cross curricular and worked well with all of us. It was useful to use this information on an individual project but even better that we could collaborate on this project
- I have shared the project I started developing with a couple of colleagues, who helped me finish creating it, and we have implemented it with 3 of the classes within our school.

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

- I have shared the project I started developing with a couple of colleagues, who helped me finish creating it, and we have implemented it with 3 of the classes within our school.
- A whole new mindset about exploring possibilities with student
- The students took more ownership of their learning.
- Increased critical thinking skills
- Many staff members were overwhelmed (like I was) when learning about the competencies, but after sharing my PD experience with them, staff members became more comfortable with the idea of integrating competencies in their teaching.
- The students really enjoyed project based learning.



## First Nations, Métis and Inuit

### Post Session Participant Quotes

<b>An aspect of this learning opportunity that made it meaningful is:</b>
<ul style="list-style-type: none"><li>• Stories, illustrations and relevant examples</li><li>• I got A TON out of this presentation! Great for my teaching career as well as my personal growth and development!</li><li>• The session was sent to us via email so I was able to share with other staff. All the power-points were shared, so I can look up</li><li>• for future reference.</li><li>• It was an incredible PD. My colleagues agreed with it. We were able to presents to the school some key points.</li><li>• I also shared many of the things I learned from this</li><li>• session with the rest of the staff at school.</li></ul>
<b>An aspect of this learning opportunity that might be improved is:</b>
<ul style="list-style-type: none"><li>• Need more information regarding Implementation</li></ul>
<b>One thing I require to further support my professional learning in this area:</b>
<ul style="list-style-type: none"><li>• Follow up sessions</li></ul>

## First Nations, Métis and Inuit

### Post-30 Day Session Participant Quotes

<b>Describe what you did or tried:</b>
<ul style="list-style-type: none"><li>• I shared the information with other Cree teachers that I network with.</li><li>• I briefed our staff with an overview of what was taught and we discussed how it can be applied next school year.</li></ul>
<b>One thing I observed after applying the new learning with staff and/or students:</b>
<ul style="list-style-type: none"><li>• It made me change my way of thinking when dealing with students as risk. It made me have a better understanding of where</li><li>• these behaviors originated from and how my own behaviors originated from and affect every situation.</li><li>• With the students, it helped me develop more empathy and a greater understanding of how I can reach youth at risk.</li><li>• I shifted focus from solely curricular based to inclusive learning and life coaching</li></ul>

# Inclusive Education

## Post Session Participant Quotes

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

- Strategies for teaching students with Autism
- It was useful information that I can take back to my classroom.
- Being able to attend this workshop with the teachers that I work with was a fantastic opportunity to collaborate and plan shared ideas.
- Collaboration as a home and school team. Walking out on Day 3 with a Plan in Action!
- Observing the assessment of a student with multiple disabilities.
- Diversity of staff: EAs, teachers
- It was wonderful to balance both research and foundational philosophy with actually activities and practice that I can incorporate into my classroom on Monday.
- The information and strategies were applicable to working with not only FASD students but also with students who have behaviour difficulties.
- I have a greater understanding of PECS and feel able to support its implementation in the classes in which I consult.
- Time for reflection on my practices now and strategies to move forward with my learning.
- Having examples of UDL in practice. I appreciated the step by step examples of teachers using UDL and the results for students.
- Linking to the curriculum

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

- More time for collaboration. Four days as opposed to three.
- There was a ton of good information presented, but it felt like it may have been too much for 2 days
- Unfortunately, the cost of some of the programs and devices would not be covered by my school/division.
- More room for table and group discussions.
- A lot of what we heard was meant for students with cognitive disabilities significantly lower than those we work with. We would have liked to hear examples/ activities for mild/moderate cognitive disabilities.

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

- Literacy and language learning for complex students
- More information on how to adapt the curriculum for children with autism.
- Time to go through the resources that were shared with us.
- More specifics on how to create schedules and visuals and other strategies to help them be successful in the classroom.
- Tools, like alternative pencils and sensory toys. Communication solutions, what to do when child is nonverbal.
- One day follow up in 4-6 weeks would be beneficial to see how plans are working, answer questions and make modifications.
- Being connected with educators who are currently using UDL in their professional practice.
- The opportunity to observe additional assessments
- Would like to learn more about supports in the community for families with a child with FASD diagnosis
- More about the youth success coach model. Perhaps hear from coaches and school learning teams using the model.
- Higher level PECS
- Please continue to offer these sessions focused on our students with complex needs. It was such an awesome opportunity to attend...I'd love for more of our staff to have this opportunity next year.

## Inclusive Education

### Post-30 Day Session Participant Quotes

**Describe what you did or tried:**

- Introduced step 1 of PECS training with a student
- I incorporated more of the behaviour tracking in an effort to be identify trigger activities
- I used the information that I worked on during the session to create a needed Behavior plan - my new educational Assistant who came offered her input and it we had the time to discuss the information to consolidate our ideas

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

- Extreme behaviours from the student have decreased
- How much more you can learn from students. My assistant understood the purpose for her documentation in a checklist format opposed to note taking that none reads
- Was able to reduce the frequencies of some behaviours by catching kids at "9" before they exploded at "10".
- Removal of judgement of the students and situation, shifted to focus on resolution and reinforcement for future behaviours

## Learning Commons

### Post Session Participant Quotes

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

- Deeper understanding of the Learning Commons as well as resources.
- Opportunity to discuss with other schools the strategies for the Learning Common
- Time to work as a team. Opportunities to discuss pros and cons openly.
- Reading the documentation/ministerial order
- It was great hearing from school staff about the process. I like that they were upfront about the process. They made it seem really achievable.
- Seeing a Learning Commons in action (and in the process of being worked on....love hearing the journey other schools are going through.

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

- Seeing a video of a school in edmonton with a recent learning commons.
- More materials provided, including details of the legislation.
- It would have been nice to witness students actively using the learning commons to build and create things

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

- I would like to see an functioning learning commons
- More exposure to other schools that have learning commons
- Time to follow-up with Learning Commons team and other stakeholders
- Will be attending the future sessions being offered
- Info on Makerspaces
- I would like to see how learning commons function at the secondary level as well in lower socioeconomic areas.

## Learning Commons

### Post-30 Day Session Participant Quotes

#### Describe what you did or tried:

- Great to meet others and share different ideas around the idea of the learning commons.
- I shared some of the ideas with staff. We are moving forward with our Makerspace.
- At our 1st staff mtg we discussed how our vision for the LC would continue to grow this year. I shared a lot of what I heard with my leadership team.
- Meeting with my learning group this week to discuss my thoughts from this inservice. I think the main idea was to make sure the learning commons can benefit different ages, learning styles and be open to possibilities so get started
- Passed on new direction the library is taking.
- Plan for next year - concentrate on tasks that promote inquiry.
- People are more engaged in use the space
- Library is in steady use with independent supervised student work, clubs meeting, small/large pull-out working groups and larger group area practice
- We have since ordered furniture and various items to add to our Learning Commons (Makey Makey, Ozobots, Osmos, etc.) We have surveyed our staff and students to get a feel for what they would like to see in the collaborative space. We have also held different meetings after school to educate our parent community about what a Learning Commons space is, and what ours will look like. We are still in the process of setting our space up "physically", but have begun the process of transformation with students, staff, parents, and community. We are a very excited staff about our Learning Commons!

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

- Excitement of students to be in the library and be able to work and collaborate! the learning commons should be somewhere students want to go
- I have observed students already using the different language in our school (ex. Learning Commons vs. Library), and staff is already making use of the space to collaborate with each other and other classes!
- That developing a library commons, will take some time; however will be exciting space for teachers and students to learn
- Changed scheduling and the way the library works. Still not completely successful, but a work in progress.

## Literacy

### Post Session Participant Quotes

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

- Time to collaborate with other participants
- Speaking and learning from other Educational Assistants about how they help their students read. Also, receiving the handouts with different strategies to help children read.
- The different strategies one can use to access and facilitate reading.
- I came away with so many things to try and share with my colleagues.
- Lots of meaningful, real examples. Quick activity ideas
- Useful literacy tools to implement in an inclusive or site based classroom.
- The assessment tools, the app examples (fun, practical and engaging), easy to implement strategies.
- It directly applied to my teaching and I received suggestions of things that I could implement on Monday
- Practical use of materials - got to try them out in a practice lesson seeing a video of a typical lesson
- The structure of the program to support the reading and writing of students having challenges in these areas
- We got to try out the strategies that were suggested in the session. We also brought student work to apply the concepts learned.
- Giving teachers things that they can use the next day in their classrooms.
- Having time to talk and discuss
- How applicable it is to my practice now, and the amount of help and resources provided

- It gave me practices I can bring into my classroom right away.
- The many opportunities to turn and talk to colleagues to solidify understandings.
- Video examples of real applications
- It was very relevant to my teaching practices and ties in with other PD recently completed pertaining to assessment.
- That it meets the individual needs of the students.

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

- I loved all the material presented but it was so condensed and content heavy that processing everything is going to take a long time
- Perhaps more ideas/suggestions on how to get content area teachers "on board" with teaching language/literacy.
- Practice time - it's always necessary to have time to reflect after and then have time to prepare the lessons using the new ideas and then practice using the new ideas and get better at it.
- This experience allowed me to share some of my learning strategies with other people and to learn more different strategies to use with my students.

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

- Early Reading Behaviors
- Choosing one or two new strategies to try with students from the many offered.
- Finding time to train my educational assistants.
- Time to plan lesson plans and ideas for modeling to other teachers.
- I need to do more reading. I really appreciate the resources that the presenters brought and their advice as to which ones would be best for a teacher beginning this journey.
- Time to prepare and follow this material.
- More experience with the concepts
- More ideas on how to implement more writing in my classroom that is simple and fun.
- French immersion resources for guided reading and strategy groups.
- Perhaps a coach that could observe me implementing the program and advise me on ways to improve.
- A coach that can come in and teach with me the way they coach one another in their videos.

## Literacy

### Post-30 Day Session Participant Quotes

**Describe what you did or tried:**

- More mindful in how I prompt struggling readers
- Listened to the students, and changed the way I was reading with the student. Made a personal plan specifically for the student.
- I am using guided reading in my classroom now.
- I slightly changed how to question students about their reading.
- Using new vocabulary with my ESL students.
- I took a step back from my original style of guided reading and have applied more of what was discussed at the session, checking in one-on-one, allowing them time to discuss as readers, and responding in a notebook.
- We are now running the LLI program in one of the schools I support.
- I use Mini lessons to start my writing block. I have made connections with other curricular areas to engage students
- I have begun conferencing individually and with groups regarding writing
- Ongoing professional development has happened between me and my colleagues because of this session

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

- Staff was positive about the new information and liked how it could be flexible and differentiated to fit the needs of the students.
- Students have more accountability and focus more on the task at hand.
- The strategies I used helped with developing a better dialogue with my student
- My students are excited about what they are writing and their ideas are flowing.
- Students seem more engaged with writing.
- Increase in reading success!
- Increased independence and on-task behaviour.
- By allowing students to take ownership of their learning, they are more motivated and engaged
- The students were happier to spend one-on-one or small group time with me, and they really are interested in growing as readers and writers. I am better able to plan for individual students because this program allows for the opportunity for greater individual assessment and work
- Students are better engaged and after seeing that I am going to be expecting them to show me their learning, they are starting to work harder at the strategies we are working on.
- It helped staff to use a common language when discussing students and strategies they use while reading.

## Mathematics/Numeracy

### Post Session Participant Quotes

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

- The practical activities we can easily use in our classroom with our students.
- Lots of great, hands-on, practical ideas and strategies. Very valuable and easy to implement right away.
- Time to work with other using materials and practical games.
- Lots of good sharing of ideas and resources.
- The specific examples of activities that were demonstrated. These activities were new to me and seemed flexible for a variety of outcomes and grade levels.
- Hands on. As well it tied in to the 7 processes of math and how to assess.
- I have gained a deeper understanding and a new way to present mathematics
- I can share some of these ideas in a variety of ways in sessions I will be presenting as well as with individual teachers I will be coaching. Thanks!
- This was a FANTASTIC workshop. I walked away with so many excellent strategies to use the very next day and my students LOVE them all. So many interactive, engaging and comprehensive lessons! I wish it was offered again so that my colleagues could have the same opportunity to learn so many awesome math instructional ideas.

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

- This PD would only be better by making it two days long with two days learning and two days of material.
- I liked the time we have to discuss ideas and resources and collaborate. I would like to see more time for this and less time on the "how and why" part in the morning. This discussion would be better for earlier in the day before we are started to "check out".
- A guide to implementation. One of the things we talked about is that it is necessary to encourage Numeracy talks and respectful listeners. I would like to learn more about how you build up student's ability to present their mathematical thinking.

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

- Anytime we can add new activities and strategies to add to our practice it is helpful. Further support could simply be adding more practical suggestions for use in the classroom
- More in-services of this caliber

- A follow-up session on intervention based on assessments
- Our district will be contacting ERLC to build on the learning
- To put these suggestions into practice.
- A follow up session to this material.
- More time to practice using the assessment tool
- On-going quality PD in numeracy. A lot has changed and for teachers to deepen their understanding their will need multiple opportunities for PD.
- Every Math teacher should be required/encouraged to take this workshop. Loved the combination of learning with words, music, games and fun!!! Vital information. Critical for student success in their lifelong learning.

## Mathematics/Numeracy

### Post-30 Day Session Participant Quotes

#### Describe what you did or tried:

- I presented resources at staff meeting to familiarize staff with them.
- Some of the games we learned to develop number sense and awareness
- Prepared kits with resources for the classes in our school.
- I went back and retaught the three basic mental math strategies to my kids and have been practicing them using the activities shared with our class. I will be making reknreks for my class next year
- The theory of foundational skills, as well as some practical activities that I've implemented.
- I have been using more small groups in math.
- I taught (modeled for teachers) Math games to teach concepts in grades 1-6
- Incorporated making numeracy books with our predictable chart writing. Made it experience based and movement based (went for a walk) incorporated the child (took pictures with student in it). Made a book.
- My colleagues and I have committed to developing numeracy lessons and centres based on the teachings (big ideas) and related student activities presented at the workshop.
- I am a learning coach and prepared resources for teachers to use in classrooms for daily 3 and guided math.
- I found this workshop very inspiring and I have used many of the ideas in my classroom. I shared many things with colleagues and parents

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

- I should have done this a long time - very useful and effective.
- The students are engaged and motivated by the games and assessment results are high and seem effortless
- Kids looked forward to drills. They commented on the changes in the classroom. They stated that they were feeling more confident in number facts.
- It sparked my love and interest in teaching math again in my class. I would recommend this to any elementary math teacher! It was fun, productive, helpful and resourceful.
- The students are starting to subitize much better and are beginning to add and subtract faster.
- The students love it and are very engaged.
- They do not even consider it "math"; the students were having lots of fun. The games are easy to teach to the parents as well.
- The students' engagement in my Math lessons increased.
- They can go at their own rate when they are working at their level in a small group.
- Students were engaged and motivated. We noticed areas of strength and weaknesses in students. It was easy to assess and group for differentiated instruction!
- To highlight numeracy concepts in everyday activities, not just "math" blocks.
- I learned how I can easily extend many of the activities that I am already doing in order to incorporate, practice and expand numeracy skills on a more meaningful level.

## Student Learner Assessments

### Post Session Participant Quotes

<b>An aspect of this learning opportunity that made it meaningful is:</b>
<ul style="list-style-type: none"><li>• Being able to discuss the topic and collaborate with other teachers.</li><li>• Understanding of meaning of Literacy. Rubrics provided for marking. General awareness of requirements and guidance for implementing the assessments.</li><li>• There was supports there to help us through the process which was great.</li><li>• Peer marking. For two reasons: to compare how I assessed a student and how another teacher assessed the same student. Secondly, to view other grade 3 student work to compare to my own</li><li>• Able to collaborate with other colleagues to standardize the marking.</li></ul>
<b>An aspect of this learning opportunity that might be improved is:</b>
<ul style="list-style-type: none"><li>• Need more information regarding Implementation</li><li>• Having someone from the SLA team involved in the day as many questions could not be answered</li></ul>
<b>One thing I require to further support my professional learning in this area:</b>
<ul style="list-style-type: none"><li>• What to do with the results or a way to analyse the results to help with future planning</li><li>• Continued support from a teacher who can support collaborative marking and standard setting.</li><li>• Continue with collaborative marking if SLAs continue.</li></ul>

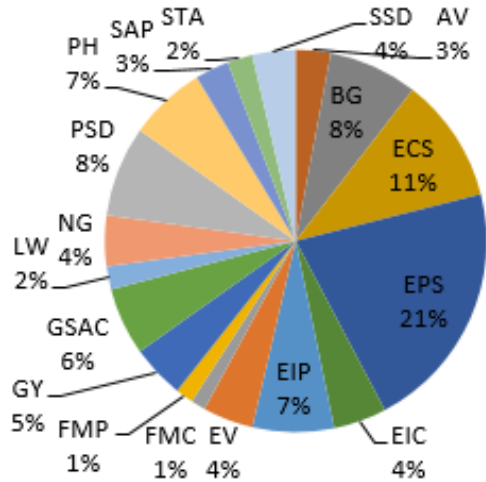
## Student Learner Assessments

### Post-30 Day Session Participant Quotes

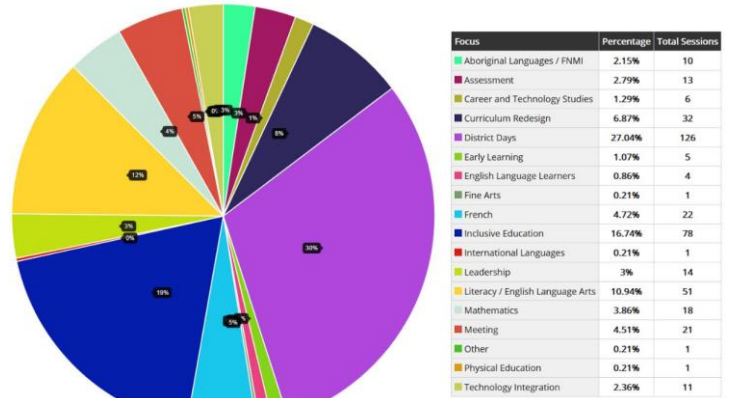
<b>Describe what you did or tried:</b>
<ul style="list-style-type: none"><li>• I shared my notes with Administration and PD tips and tricks with a new colleague. He has shared with me this it has helped him and his students be prepared and less stressed in the SLA process.</li><li>• As a new teacher it helped me mark with other teachers who have more experience.</li><li>• Used the data to find areas to assist students in literacy and numeracy based on the SLA results</li><li>• Collaborative marking for the grade 3 SLAs. It was great to get feedback and other teacher perspectives on marking. The collaboration helped me as a new teacher deepen my understanding of proper grading and assessing.</li></ul>
<b>One thing I observed after applying the new learning with staff and/or students:</b>
<ul style="list-style-type: none"><li>• Staff had more confidence in using assessment results for planning for students</li><li>• General discussion with staff after the session helped me to understand the SLA process</li></ul>



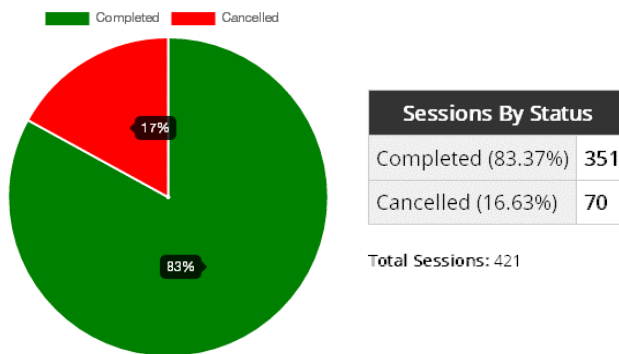
## DISTRICT PARTICIPATION



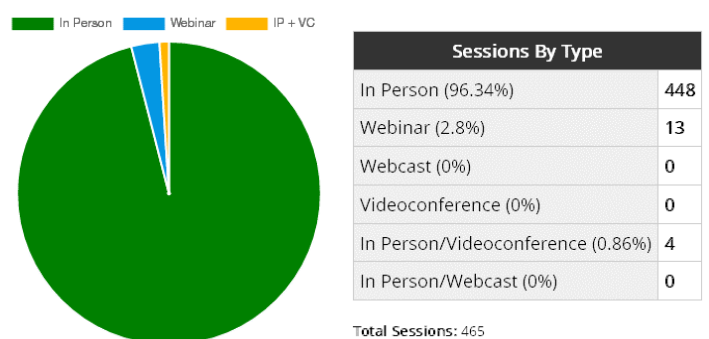
## PARTICIPATION BY FOCUS AREAS



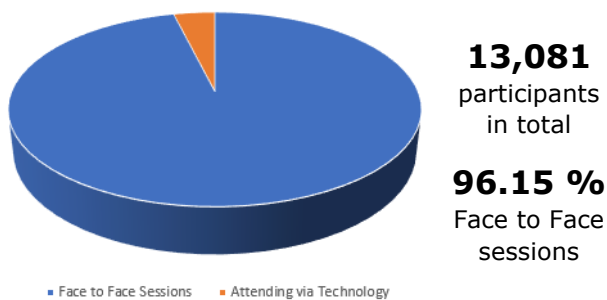
## SESSIONS BY STATUS



## SESSIONS BY TYPE



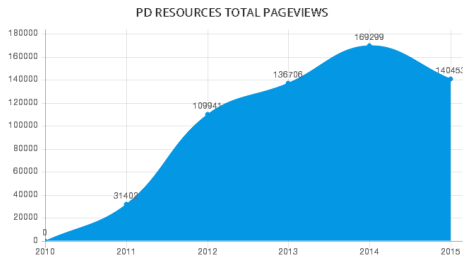
## SESSION PARTICIPANTS



## DISTRICT DAYS



## PD RESOURCES PAGE VIEWS



Total Pageviews	
2010-2011	0
2011-2012	31,402
2012-2013	109,941
2013-2014	136,706
2014-2015	169,299
2015-2016	140,453

**TOTAL PAGE VIEWS = 140,453**

## PD RESOURCES UNIQUE VISITORS



Total Unique Visitors	
2010-2011	0
2011-2012	8,426
2012-2013	34,302
2013-2014	49,138
2014-2015	74,587
2015-2016	59,679

**TOTAL UNIQUE VISITORS = 59,679**

## PARTNERSHIP FEE FOR SERVICE

Learning Opportunity	Participants
Listening, Understanding and Moving Forward Together (CASS)	379
Literacy/Numeracy Summer Institute (EPSB)	328
<b>Total</b>	<b>707</b>

## ERLC MEETINGS

Meetings	Number of Meetings	Participants
Advisory Committee Meetings	19	745
ARPDC Meetings	18	178
<b>Total</b>	<b>37</b>	<b>923</b>

