



Edmonton Regional Learning Consortium Annual Report and Curriculum Implementation Final Report 2016-2017



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Message from the Board Chair



“We are proud of the excellent professional development opportunities that are provided in a supportive collaborative manner amongst all key educational organizations within our jurisdiction.”

The Edmonton Regional Learning Consortium (ERLC) is Alberta’s largest consortium acting as a leader in 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 excellent professional development opportunities that are provided in a supportive collaborative manner amongst all key educational organizations within our jurisdiction. This collaboration has been instrumental in strengthening and builds leadership capacity within Zone 2/3 and the province. With the unprecedented amount of curriculum change expected from Alberta Education’s curriculum redesign, the supports provided by ERLC are invaluable.

Our professional learning opportunities continue to be provided by staff from our member jurisdictions as well as by national and international experts in education and leadership roles. The breadth and depth of our professional development 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 all members within the community we serve.

We fully support the important role of the learning consortium and continue to be committed to providing quality professional development. We will continue to advocate for professional development that effectively supports your local professional learning needs.

On behalf of the Board, I want to take this opportunity to thank and commend our Executive Director Thérèse deChamplain-Good for her outstanding collaborative work in leading ERLC. She did an excellent job as the key lead for the Edmonton Regional Learning Consortium ensuring the highest of standards in the delivery of quality professional development for all stakeholders. She effectively worked with ERLC’s partner organizations to ensure the many voices of education are not only heard, but also represented at the Board table and beyond.

ERLC is proud to share that Lisa Blackstock is the new Executive Director for ERLC, her experience and talent will be a real asset for the consortium. The Board is excited to work with her in providing quality professional development.

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.

Shawn Haggarty
Board Chair
College of Alberta School Superintendents

Message from the Executive Director

It has been a true pleasure to have worked with the dedicated team of individuals at ERLC this past year. Their commitment to supporting a culture of learning throughout Zone 3 has been amazing and helped to engage over 17,000 participants in meaningful professional learning opportunities. I am often reminded that one of the best traits in leadership can be to know when to support, and when to trust the team to do their best work. This past year, I am proud to say that I *'trusted'* my team as they worked together to imagine and create innovative professional learning and looked at challenges through the lens of opportunities yet to be discovered. They are truly phenomenal, and I believe this is evidenced in the pages of this report. I feel blessed to be the leader of such great people! Complementing our fabulous ERLC team is our wonderful stakeholder representatives that make up the ERLC Board of Directors and our ERLC District Leaders. Through actions and words, they are a tremendous support to ERLC as we strive to be *"Partners in adult learning for students' sake"* in our region.



As you will also see in the review of our past year, collaboration is alive and well within our zone! In supporting the core work of learning, it our belief that conversations help us to actualize our outcomes and achieve great things. Much of this is noted in our satisfaction ratings and our goal analysis. We are intentional in our creation of opportunities to support curriculum implementation priority areas related to Alberta Education's Business Plan, and the emerging needs of our school authorities as identified in conversations and in their Three-Year Education Plans. The team was always mindful and thoughtful seeking to work with others through relationship to make great learning happen for all.

While 2015-2016 has seen many successes, we know that we must continue to strive for creative solutions to evolving challenges that may present themselves in the future. Knowing this, I remain confident in the ERLC team and their abilities to create meaningful relevant learning for all.

I believe that the regional consortium model, through the ongoing leadership of Executive Director Lisa Blackstock, will continue to create collective synergy, effective professional learning designs resulting in building educator capacity and provide for effective implementation.

To continued success working together as *"Partners in Adult Learning for Students' Sake."*

Thérèse de Champlain-Good

Thérèse de Champlain-Good
Executive Director

"I am often reminded that one of the best traits in leadership can be to know when to support, and when to trust the team to do their best work. This past year, I am proud to say that I 'trusted' my team as they worked together to imagine and create innovative professional learning and looked at challenges through the lens of opportunities yet to be discovered."

Accountability Statement

The Edmonton Regional Learning Consortium Annual Report for the 2016-2017 school year and the Plan to Support Curriculum Implementation 2016-2017 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

2016-2017 Board Member Representation

College of Alberta School Superintendents	Shawn Haggarty
Faculty of Education University of Alberta	Carla Peck
Association of School Business Officials of Alberta	Jackie Carroll
Alberta Teachers' Association – Staff Representative	Monique Gravel
Alberta Teachers' Association – Teacher Representative	Melissa Bruins
Alberta Teachers' Association – Principal Representative	Les Kirchner
Alberta Education	David Harvey
Alberta School Councils' Association	Dawn Miller
Alberta School Boards Association	Justine Wright

ERLC Regional Context:

The Edmonton Regional Learning Consortium provides services and learning opportunities for 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 2016-2017 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
- Secondary Literacy
- Technology Integration
- Zone 3 Leadership (District Contacts)



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



Highlights and Accomplishments

Overall Celebrations

- ERLC continued to evolve the concept of advisory committees through **Communities of Practice (CoP)** in the priority areas namely: CTS/CTF, Early Learning, English Language Learners, First Nations, Métis and Inuit, French, Inclusive Education, Mathematics/Numeracy – Assessments, Mathematics/Numeracy – Environments, Secondary Literacy and Technology Integration. These CoPs met several times during the year facilitating networking opportunities and collaborative inquiry to support the needs of their school districts. Each CoP has a Google + Community page to share resources and materials relative to the advisory focus priorities.
- The ERLC's Leaders Learning Symposium in January 2017 offered **sixteen sessions** designed around many of our current initiatives and provincial priorities: Creating a Culture to Build Innovation, English Language Learners, Mental Health, Moving Forward with HS Redesign, Literacy, Learning and Technology Framework (LTPF), Leadership, Education for Reconciliation, Planning for Diversity to name a few. Each of the 75-minute sessions during the two-day symposium included a formal presentation, opportunities for dialogue and time to provide feedback to ERLC for follow up strategies and future supports required. The facilitators have been asked to **highlight big ideas, strategies and community resources** that will be helpful to the district leaders to bring back to their districts.
- ERLC planned with district leads **174** 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 Comprehensive Literacy Guides K-6 PD resource with eleven learning guides meant to provide a foundational understanding of the key components of elementary literacy instruction. Each guide includes a snapshot of the identified literacy component, connections to the Alberta English Language Arts Programs of Study K-6, planning and assessment guidelines, insights from consultants and literacy experts, photos and videos of the strategies in action, and recommended resources, as well as options for modifications, technology integration and considerations for inclusion.
- ERLC continued to build and improve the <http://empoweringthespirit.ca/> website to provide effective support for all levels within school jurisdictions to increase awareness, understanding and application of First Nations, Métis and Inuit histories, perspectives and ways of knowing for implementing treaty and residential schools' education and Truth and Reconciliation Commission Calls to Action for education.



Highlights and Accomplishments

Supporting Competencies in Current Curriculum

Competencies, Inquiry-Based Learning and Project Based Learning

- 56 sessions planned with 45 completed and attended by 1434 total participants.
- A Community of Practice supporting educators of inquiry and Project Based Learning was created with 37 participants. The goals of the CoP were to deepen their understanding of and observe how inquiry is “lived” in today’s schools. The group visited three Edmonton area schools and learned how to use an inquiry/PBL approach to support for the development of Alberta’s competencies.
- The ERLC partnered with A. Blair McPherson again to host a Project Based Learning **Share Fair**. Through this Share Fair, the participants had the opportunity to see 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 and First Nations, Métis and Inuit perspectives**, the ERLC offered two 2-day workshops with a First Nations, Métis and Inuit focus.
- Sandra Herbst, CEO for connect2learning, who is a noted system leader and educator with extensive experience in assessment, leadership, and adult learning offered **Competency Focused Instruction and Assessment** 3-day series for both elementary and high school educators. These sessions explored the opportunities and challenges that competency-based education presents to educators and how best to support student learning.
- Sandra Herbst offered a session on Leading for Competency Focused Instruction and Assessment, which targeted School and System Leaders, Learning Coaches and District Leads. This session explored practical ways to assist teachers to deepen their own understanding and practice in competency-based pedagogy and assessment and strategies to model competency-based instructional principles in their own leadership practice.
- We created [Student-Friendly Competency Cards](#) and a customizable template to support a variety of learning contexts. The cards can be used for formative assessment, self-reflection, and goal setting. Cards can also be used to deepen understanding of competencies themselves, including an awareness of definitions, indicators and action verbs through activities such as discussions, stations and games such as Charades or Taboo.

Curriculum Development

- 21 engagement sessions planned with 20 completed and attended by 257 total participants.
- ERLC regional team members offered 13 engagement sessions in the districts.

Highlights and Accomplishments

Literacy

- 38 sessions planned for the year with 33 completed and attended by 998 total participants.
- Pernille Ripp, an world-renowned expert in literacy and technology integration, offered a session on Creating a Passionate Literacy Classroom where participants left with a plethora of new strategies, tips and tricks to **infuse more passion into their literacy classroom**.
- Peter Bowers, the founder of WordWorks Literacy Centre and a passionate educator/researcher, offered his **Structured Word Inquiry** approach, where participants learned about classroom instruction activities that can be used to investigate any word and be leveraged to **deepen understanding of key ideas** in any subject area.
- As part of a 2-day Secondary Literacy Symposium, Douglas Fisher, a Professor of Educational Leadership and author, shared his wisdom and expertise about reaching the 'hard to teach', strategies for helping students handle more complex texts and **guiding principles for intentional teaching**.
- We offered the [Literacy 101, 5-day Series](#) with the intent of deepening participants' **understanding of foundational literacy practices**.
- We offered the Supporting Adolescent Readers for Grades 7-9, 3-day Series, where participants explored methods that help teenage readers engage with diverse texts, become more self-aware of how they approach reading and expand their toolbox of reading strategies.

Numeracy / Mathematics

- 28 sessions planned for the year with 24 completed and attended by 698 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 focused on how to take short amounts of time in the teaching day to establish routines with math activities that build strength in number sense including areas like place value, number properties, proportional reasoning, fact fluency and mental math.
- Marian Small, a best seller author and well-known speaker, offered a session on Making a Difference in Elementary Math Instruction, which focused on how to **ask richer questions** that work for a broader range of students leading to **deeper mathematical conversations**.
- Nicki Newton, the Guided Math guru, offered an engaging, educational and resource-filled learning opportunity on **how to implement the Guided Math approach**. This learning opportunity was offered in partnership with Black Gold Regional Division and Evergreen Catholic Separate Regional Division.

Highlights and Accomplishments

Student Learning Assessments

- ERLC supported jurisdictions by providing **collaborative marking sessions** and analysis of the SLA digital component in Literacy and Numeracy.

First Nations, Métis, and Inuit

- 11 sessions planned and completed for the year and attended by 345 total participants.
- We partnered with KAIROS Canada to offer the KAIROS Blanket Exercise, where the participants learned the various steps of facilitating the Blanket Exercise activity. The Blanket Exercise **builds relationships, breaks down stereotypes and generates meaningful dialogue and action toward decolonization.**
- 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 **a deeper appreciation of First Nations, Métis and Inuit ways of knowing, histories and perspectives** and will explore educational resources and lessons that they can use in their classrooms and schools.
- We coordinated a **Sharing Session for RHSWs and Cultural Support Teams and Members of the Joint Commitment to Action**, hosted at the Edmonton Islamic Academy and facilitated by Charlene Bearhead.
- A session on the Diversity of Dance was led by Shirley Hill, a fancy shawl dancer and a member of the Blackfoot tribe. The session brought the **aboriginal heritage of dance to focus** and was very well received.
- A Day with Inuvialuit Residential School Survivor Margaret Pokiak-Fenton and author Christy Jordan-Fenton was offered where the participants got **into great depth concerning decolonized perspectives and why they are important to understand** before teaching Indian Residential School (IRS), as well as the intergenerational effects and what is meant by “it takes seven generations to heal.”
- A Historical Look Back - A Visit to Maskwacis facilitated by Jo-Ann and Jerry Saddleback was offered in the summer to give participants the opportunity to spend the day with an elder in order **to extend their knowledge of First Nations and Métis culture and histories** and learn rich new understandings and experiences to bring back to their classroom.

Diploma Assessments

- ERLC supported jurisdictions by providing **diploma assessment sessions.**

Highlights and Accomplishments

Career and Technology Foundations

- 14 sessions planned with 7 completed for the year and attended by 285 total participants.
- The ERLC on its sixth year, partnered with Edmonton Catholic and Public Schools to offer the CTF/CTS Day with the theme **student centred = student success**. CTF sessions were offered that engaged the participants in exploring CTF course creation and projects.
- A session on how Project Based Learning can support the designing of CTF challenges and tasks was offered to give the participants the opportunity to apply the **design thinking process to develop high interest, challenge based CTF courses**.
- We partnered with 3 Junior High Schools in the region – St. Pius X, St. Mark Jr. High and Leduc Jr. High 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

- 104 sessions planned with 92 completed for the year and attended by 3,030 total participants.
- We partnered with the Renfrew Educational Services in Calgary and offered 4 sessions on using TouchChat on communication devices. **TouchChat is a full-featured communication solution for individuals who have difficulty using their natural voice**.
- Shelley Moore, an active advocate of effective practices of inclusion, special education, curriculum and technology, offered a session on **Transforming Inclusive Education and Changing the Paradigm in Education**. The session focused on how we can **strive to become more inclusive by looking at frameworks to help us question who our students are**, both within a context of a class as well as individuals.
- Caroline Musselwhite, an assistive technology specialist, offered a session on communication circles. These circles of peers **support communicative competence for augmentative and alternative communication users**. These circles work with students on a weekly basis, keeping data and anecdotal notes.
- The importance of the role of **Educational Assistants in Inclusive Classrooms** was highlighted in a session on collaborative teaming facilitated by Vicky Cooke. Vicky deeply delved into the roles and responsibilities of Educational Assistants and how to build a highly functioning classroom team.
- We partnered with Edmonton Public Schools to bring the **Brain-Fitness Connection** expert and best-selling author, Dr. John Ratey. The day provided participants with practical examples/activities and ways they could incorporate his theories into practice the next day.

Highlights and Accomplishments

- A session on the **Identification and Response to Stress and Anxiety Concerns in Early Learners in School Settings** was offered by Dr. Lynn Miller, a licensed Psychologist where she helped participants understand the efficacy of a group intervention approach in schools and become aware of techniques that are useful to implement immediately with an anxious child.
- We partnered with Rocky View Schools through John Burger and Brianne Link to share the practical approaches they use to **address socio-emotional needs of disengaged students**. In this session, current research on the relationships between student's socio-emotional orientation to school and academic achievement and how to re-engage students were highlighted.
- Mike McKay, the author of a national self-regulation initiative, offered a session on **understanding and applying a Self-Regulation Framework to the classroom**. In this session, the participants had opportunities to hear and see examples of self-regulation concepts and strategies that enhance students' ability to **put the self in self-regulation and develop resilience and capacity to cope with the multiple stressors** that are part of daily life.
- A session focusing on the impact of trauma on the developmental trajectory was offered by Mardi Bernard, a school mental health nurse with a background in child and adolescent psychiatry. The session offered a **specific trauma sensitive flexible framework** that can be applied in several settings.
- Dr. Stan Kutcher, an internationally-renowned expert in adolescent mental health and a national and international leader in mental health research facilitated a session focusing on **Mental Health in Young People**. The session addressed key concepts in mental health literacy for educators.
- We partnered with Alberta Health Services to offer a session exploring the **brain and emotion, mindfulness, emotion self-regulation, empathy and self-care** through interactive activities.
- Chris Bugaj, a founding member of the Assistive Technology Team for Loudoun County Public Schools, facilitated a session on implementing core vocabulary. The participants left with practical and fun ideas on how to **successfully implement an expressive language system based on core vocabulary**.
- We offered a session specifically targeting psychologists on the **Gifted Index and Supporting Twice-Exceptional Children**, presented by the giftedness guru, Dr. Linda Silverman. Consequently, we partnered with Edmonton Public Schools to offer an evening session with parents to help support their gifted children. A session for teachers, administrators, district leads and other school-based support staff was also offered meant to address key concepts in **supporting gifted students in the school context**.
- We offered a 3-day series on **Designing a Classroom Accessible to All Learners based on the Three Block Model of UDL for Grades 7-12**, facilitated by Colleen Teske who is a Lead Teacher/Coordinator of Counselling for Pembina Hills Public Schools. Through one teacher's experience, participants saw what inclusion can look like at the junior high and high school level, learning about differentiated instruction and assessment in both academic and interdisciplinary courses using Jennifer Katz' Three Block Model.

Highlights and Accomplishments

- Other sessions were offered throughout the year, which explored key concepts on positive mental health, addiction prevention, mental and emotional wellness, intentional and purposeful breaks, executive functioning, fidgets and calming centres, educator burn out, supporting literacy learning for students with significant disabilities and supporting positive behaviour.

Learning Commons Policy

- 8 sessions were planned with 5 completed and attended by 194 total participants.
- We offered **Learning Commons: Create, Transform and Nurture the Possibilities** symposium, 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**. Participants learned about Tinkerlab, MakerSpaces and other inclusive innovative learning spaces.
- We partnered with 3 schools in the region – Keheewin Elementary, St. John Bosco Elementary and Prescott Learning Centre 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**.
- A leadership session was offered to help create a Learning Commons design team. This interactive planning session explored **strategies to transform existing school libraries to a learning commons environment that enrich student learning**.

Other – Early Learning

- 11 sessions planned and completed for the year and attended by 465 total participants.
- We partnered with Roberta MacAdams school to offer two Reggio-inspired sessions where the group spent dedicated time in dialogue and practice with three educators who recently travelled to Reggio Emilia, Italy, to learn how to inspire evolving and authentic curriculum for early learners.
- Faculty members from the MacEwan University Early Learning and Child Care Program, **Lee Makovichuk and Nancy Thomas**, offered a session on the **Play, Participation and Possibilities: An Early Learning and Child Care Curriculum Framework for Alberta**. In this interactive session, Nancy and Lee engages the participants with real stories of curriculum-in-action and explored opportunities to experience how children's care, play and learning is curriculum, and how Play, Participation, and Possibilities can support educators to reflect on and expand on children's experiences.
- Wendy Lee, a passionate advocate of early childhood education based in New Zealand, offered a session on learning stories. In this session, participants explored the **dynamic aspects of writing Learning Stories and how they provide an opportunity to build the child's identity as a mighty and powerful learner**.
- We offered a one-day mini conference on **Loose Parts – Enhancing Play in Early Childhood Environments**, facilitated by Motivation presenters Krista Carter and Nicole Homick. The session explored the importance of loose parts play basics of play and how it supports imagination, creativity, exploration and risk taking in early learners.

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"> • Overall percentage of stakeholders that are satisfied that the consortium effectively addresses provincial and regional needs related to the deliverables. (DC#1) 	100%
<ul style="list-style-type: none"> • Overall percentage of stakeholders that were satisfied with the consortium’s response to emerging PD needs. (DC#4) 	98%
<ul style="list-style-type: none"> • Host formal/informal conversations with key Alberta Education personnel. 	Yes
<ul style="list-style-type: none"> • Number of collaborative meetings for ARPDC in development of the provincial plan that meets the identified provincial and local needs. 	18 Meetings 153 Participants 106 Guests (see Appendix A)
<ul style="list-style-type: none"> • Host regional jurisdictional district contact and advisory committee meetings to provide direction for planning learning opportunities and impact on district leadership and teacher practice. 	1 Combined District Contact & Advisory Committee Meetings 33 days of collaborative networking/meeting through focus area Communities of Practice 2 days of Leaders Learning Symposium 1 meeting with Zone 3 ATA PD Chairs
<ul style="list-style-type: none"> • Administer multiple surveys to gather data to inform future planning. 	32% response rate for post session survey (sent to 6082 participants with 1946 responses) 29% response rate for post 30-day survey (sent to 5996 participants with 1778 responses)
	1 District Contact/Advisory Committee Survey and over 500 Comprehensive Participant Feedback (See Appendix B)

STRATEGIES USED TO ACHIEVE GOAL ONE

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



Analysis:

Applying the definition of learning used by Dr. Steven Katz (author of *Intentional Interruptions*) “*Professional learning is the process through which experience causes a permanent change in knowledge or behavior*”, then we know that new learning is very hard work to do, both for staff and students. The characteristic of permanence raises the bar for our planning and for sustaining ongoing professional learning with our staff. With this in mind, the ERLC team plays an important role in planning successful professional learning sessions, series, and communities of practice in the region and in sustaining promising practices well beyond professional learning days.

The success in our work as consortia is achieved through ongoing collaboration with all our education stakeholders, who hold representation on the ERLC Board of Directors, along with Alberta Education, and most importantly, with the school authorities that are a part of Zone 3. Through ongoing conversations with these groups and a careful analysis of the Three-Year Education Plans, we are able to understand emerging priorities in their respective areas and how ERLC might align its work to support their directions. Being ambassadors in our region to help develop awareness and deeper understanding of the provincial priorities related to curriculum implementation, ERLC continued to enhance support through multi-faceted professional learning opportunities integrated meaningfully into school authority professional learning plans.

Our continued collaboration with Alberta Education allows us to reflect upon our plan and make appropriate changes. Refer to Appendix D for the Mid-Year report submission to Alberta Education.

To complement the many conversations with our valuable advisory committee members, ERLC has also provided opportunities for learning and sharing together through focused communities of practices in each of the priority areas. The district leads interested in a common area came together over the year to share and learn from one another and build capacity building resources. This new way of learning was a resounding success.

Important for us at ERLC has simply been to establish multiple pathways for connectedness to our education partners to help inform our work and to be able to support their learning. We recognize the limitations that any avenue has in truly being effective given personal and professional time and monetary constraints. For this reason, we have created diversity in the opportunities we present to stay engaged with our stakeholders and to provide meaningful professional learning for them.



CONSORTIUM GOAL TWO

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

OUTCOME 2.1

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

OUTCOME 2.2

Provide scheduled professional learning sessions in the following areas:

First Nations, Métis and Inuit	Support for all levels of school authorities that results in an increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools' education and Truth and Reconciliation Commission calls to act on for education, and commitments related to the United Nations Declaration on the Rights of Indigenous Peoples.
Mathematics	Support for Kindergarten to Grade 12 teachers in helping students develop higher- order thinking skills, (i.e.: reasoning and problem solving). <ul style="list-style-type: none"> • Support for building awareness and understanding of revised learning outcomes and achievement indicators for grades 19 for September 2016 implementation. • Support for Grade 6 teachers to build awareness and understanding of the Grade 6 Mathematics • PAT Part A that is being added starting the 2016-17 school year on number operations that students will complete without the assistance of calculators. Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the assessment standards for Math 301 and for Math 302. • Support for Grade 6 teachers to build awareness and understanding of the Grade 6 Mathematics PAT Part A that is being added starting the 2016-2017 school year on number operations that students will complete without the assistance of calculators.
Supporting Competencies in Current Curriculum	Support for all levels of school authorities for the implementation of the competencies and revised draft competency indicators in current programs of study by developing an awareness and understanding of how competencies and competency indicators support learning outcomes for student-centred, competency-focused learning.
Supporting Literacy and Numeracy in Current Curriculum	<ul style="list-style-type: none"> • Support for all levels of school authorities in continuing to build awareness and understanding of literacy and numeracy. • Support for all levels of school authorities in building their awareness of literacy and numeracy in existing programs of study. • When the Literacy and Numeracy Progressions are released, build understanding of the Progressions and the ways that they support teachers and students.
Provincial Assessments – Student Learning Assessments	Support for 20 school authorities participating in Year 3 pilot sample in: <ul style="list-style-type: none"> - building their awareness and understanding for the implementation of Student Learning Assessments - building their awareness and understanding of ways to effectively train teachers to locally assess the SLA Performance Tasks <ul style="list-style-type: none"> o providing training and support materials o supporting the planning of collaborative marking sessions

	<ul style="list-style-type: none"> - building their awareness and understanding for: <ul style="list-style-type: none"> o interpreting and sharing information in the reports (individual student report and class report) that are based on the Student Learning Assessment digital interactive questions interpreting and sharing the results from the locally assessed Student Learning Assessment Performance Tasks - assisting with the development of supports, based on information from the SLAs, that can be used to enhance classroom instruction. Help teachers build their understanding of student learning through the use of interpreting the results of provincial assessments.
Provincial Assessments – Diploma Programs	<ul style="list-style-type: none"> • Support for all levels of school authorities in professional learning supports for interpreting results • Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the related assessment standards for subject-specific diploma exams
Inclusive Education	<ul style="list-style-type: none"> • Support all levels of school authorities to build capacity for facilitating and implementing best practices in inclusive education to ensure success for all students. • Support for all levels of school authorities in developing increased awareness and understanding needed to implement flexible and responsive learning experiences that acknowledge every students' individual learning needs.
Career and Technology Foundations	<ul style="list-style-type: none"> • Support the September 2016 implementation of the Career and Technology Foundations Program of Studies by: <ul style="list-style-type: none"> - working with school authorities to provide the support, understanding and awareness required for successful implementation. - supporting the agile development of a CTF digital curriculum. • Sharing success stories across the province, such as school visits to see CTF in action.
Learning Commons Policy	<ul style="list-style-type: none"> • Support for all levels of school authorities that results in an increased awareness and understanding of the Learning Commons Policy. • Support at all levels of school jurisdictions for the implementation of the Learning Commons Policy.
Curriculum Development	<ul style="list-style-type: none"> • Support curriculum development within the ministry's priority of curriculum renewal by: <ul style="list-style-type: none"> - organizing and leading sessions with education stake-holders to support them in responding to Alberta Education's online surveys about provincial curriculum that will inform the development of future curriculum - organizing and leading sessions with education stakeholders to support the validation of draft kindergarten to grade 12 subject introductions and scope and sequences in six subjects
Other Priorities related to Provincial Curriculum Implementation	Provide professional learning support identified as a need by regional consortia or Alberta Education in topics or subjects that are not explicitly stated above, provided that this support strengthens the application of the priorities identified in previous years' grants.

MEASURES

RESULTS

<ul style="list-style-type: none"> Overall percentage of school authorities that have access to online materials created by ARPDC and/or ERLC 	100%
<ul style="list-style-type: none"> Number of sessions and participants attending learning opportunities in the following priority areas: <ul style="list-style-type: none"> First Nations, Métis and Inuit Mathematics/Numeracy Supporting Competencies in Current Curriculum Supporting Literacy in Current Curriculum Provincial Assessments – Student Learning Assessments Provincial Assessments – Diploma Programs Inclusive Education Career and Technology Foundations Learning Commons Policy Curriculum Development 	<p># sessions, # of participants</p> <ul style="list-style-type: none"> 11 sessions planned, 345 participants 28 planned sessions, 698 participants 56 planned sessions, 1434 participants 38 sessions planned, 998 participants Offered as district days Offered as district days 104 sessions planned, 3030 participants 14 planned sessions, 285 participants 8 sessions planned, 194 participants 21 sessions planned, 257 participants
<ul style="list-style-type: none"> Overall percentage of participants satisfied that they were provided opportunities to be actively involved in the learning. (P#3) 	95%
<ul style="list-style-type: none"> Overall percentage of stakeholders satisfied that the consortium PD opportunities influenced leadership and/or teacher practice within my organization. (DC#5) 	98%
<ul style="list-style-type: none"> Overall percentage of stakeholders satisfied that the PD offered by the consortium supported effective curriculum implementation. (DC#2) 	98%



STRATEGIES USED TO ACHIEVE GOAL TWO

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

Analysis:

ERLC continued this year to make substantial changes to professional learning models. First and foremost, would be the integration of session offerings within school authorities and schools. Through ongoing collaboration, ERLC staff connected at many levels with jurisdiction leaders to identify together their greatest needs which resulted in a myriad of invitations to come and do series of sessions with teachers in the District where they could contextualize the learning to their respective district, school and classrooms environments.

Overall, we increased our District Day Support offerings by 41 additional sessions over 2015-2016. This 'in district' support was invaluable. Our support for provincial directions in district resulted in having a real impact on teacher professional growth.

Second, we intentionally focused on design and delivery of professional learning with our session presenters. Our qualitative data supported that teachers are looking for meaningful integration of the learning from the presenter with embedded time for personal reflection on the new learning, a chance to have conversations with others to build on the ideas, and then the opportunity to create something or develop new strategies that they could take and implement quickly in their classrooms. Professional learning needs to be authentic and meaningful for teachers to create deeper understanding. Joellen Killion, in her article, *Knowledge and Skills Are Not Enough for Deep Change (2014)*, shared that the informative sessions that simply build baseline knowledge and skills are not enough to create changes in practice for teachers, nor is it what they are looking for. Her research supports the need for learning to move to application of the learning to truly generate deeper understanding, meaning and create value for the learner. This supports the core purpose of ERLC - to advance teacher knowledge and skills in ways that directly tie to enhancing their teaching practice for the benefit of student learning.

Finally, we continued to move more to meeting the needs of educators through 'any time, any place, any pace' learning. This year, we continued to develop capacity building resources to support district leads and teachers to access a myriad of professional learning supports. To name only a few, a partnership with Edmonton Catholic Schools developed a guided math series.

Our district contacts shared with us:

"These are an amazing collation of resources to support our learning "on the go", and we really appreciate having a learning guide for each resource to help make sharing this learning with others very simple. We have already engaged in sessions with administrators and teachers these invaluable resources"

"These resources are tremendous in how they will support teachers in an easy, sophisticated way to support student learning."

Moving forward, ERLC will continue to enhance our capacity building professional learning resources to bring learning to the learner in ways that support meaningful professional development.

Within the ministry priorities is support for curriculum development in our 18 school jurisdictions.

Through conversations with these districts, it was determined we could best support them through hosting face to face sessions, for all six subject areas. Lead teachers from districts attended these sessions and were given instructions on how to facilitate the meetings in their own buildings. To this end, non-ARPDC staff reported hosting a curriculum engagement conversation with 199 teachers and 53 non-teachers.

In the fall round, we facilitated 16 parent/community and teacher sessions. The districts of Fort McMurray Public, Fort McMurray Catholic and Parkland hosted sessions for their teachers. Alberta Education hosted a Private School Administrators meeting.

For the most part, sessions at ERLC intended specifically for subject area teachers were poorly attended. However, the “train the facilitator” piece of the sessions was quite valuable since the teachers then went on to host similar meetings in their own buildings. ERLC hosted parent sessions as well.

The feedback from the sessions was generally positive, people agreed that responding to the survey was indeed important. All in all, the curriculum engagement sessions with teachers were interesting and full of rich conversations about the current curriculum. Teachers were generally found to have a good working knowledge of the current/past process of curriculum development, as well as an excellent working knowledge of literacy, numeracy, competencies and the current curriculum. Parents tended to focus on the process part, wondering about the lack of previous engagement and passed policies like the guiding framework. This is completely understandable, as most parents would not have a working knowledge of literacy, numeracy, competencies and the current curriculum.

ERLC will continue to work closely with Alberta Education and ARPDC partners to best support curriculum development in the coming year.

Refer to Appendix B for comprehensive participant feedback in each of the priority areas. Refer to Appendix D for the Mid-Year Report to Alberta Education.



CONSORTIUM GOAL THREE

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

OUTCOME 3.1

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

MEASURES	RESULTS
<ul style="list-style-type: none"> Overall number of network meetings/sessions/learning symposiums provided through shared partnerships. 	13 collaborative sessions were offered
<ul style="list-style-type: none"> Host meetings with potential partners/jurisdiction contacts. 	Yes
<ul style="list-style-type: none"> 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) 	98%

STRATEGIES USED TO ACHIEVE GOAL THREE

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

Analysis:

The Edmonton Regional Learning Consortium staff bring great expertise to supporting professional learning across Zone 3, however, we do realize that there are limitations to the breadth and depth of our knowledge and expertise in all areas that may be required to meet emerging regional learning needs. To meet the specific needs, we nurture partnerships within our region and beyond. When a need is identified by a jurisdiction that we recognize is beyond our scope, it is in working through our regional partnerships, other partner consortia or service providers that we are able to broker connections to help meet the learning needs.

With a 98% satisfaction rating, our school authorities are very appreciative of our coordination services. In essence, our abilities to harness connections is a win for us all in that a richer professional development experience for teachers often creates enhanced learning opportunities for students.

This past year, ERLC partnered and offered 13 collaborative sessions with some of our stakeholders to create symposiums and conferences that would support learning for their organizations on a provincial level. We look forward in 2017-2018 to continuing this support to further ourselves in this area. Overall, our efforts are always appreciated by our partners.

“ERLC staff are absolutely wonderful to work with to maximize our learning efforts.”



CONSORTIUM GOAL FOUR

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

OUTCOME 4.1

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

OUTCOME 4.2

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

OUTCOME 4.3

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

MEASURES	RESULTS
<ul style="list-style-type: none"> Number of learning opportunities (*all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders. 	568 sessions
<ul style="list-style-type: none"> Number of learning opportunities (all formats) that were planned and cancelled. 	53 cancelled sessions
<ul style="list-style-type: none"> Overall percentage of participants satisfied that they were provided strategies for integrating new practices in their current context. (P#3) 	95%
<ul style="list-style-type: none"> Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic. (P#2) 	97%
<ul style="list-style-type: none"> Overall percentage of stakeholders satisfied that the consortium was effective in helping to meet emerging needs. (DC#4) 	98%
<ul style="list-style-type: none"> Overall percentage of participants satisfied that they were provided opportunities to reflect on their knowledge, skills and attributes about the topic. (P#4) 	95%

STRATEGIES USED TO ACHIEVE GOAL FOUR

ERLC	ARPDC	Partners
Develop professional learning opportunities based on identified jurisdictional needs through various advisory committees.	Work collaboratively with Alberta Education staff to understand provincial emerging needs.	Work collaboratively with partners to understand regional emerging needs.
Plan and develop a wide range of professional learning opportunities based on identified needs using emerging technologies for adults to learn synchronously and asynchronously. (face to face, online, ...)	Work collaboratively with ARPDC to develop professional learning opportunities based on provincial emerging needs.	Work collaboratively with partners to develop professional learning opportunities based on regional emerging needs.
Identify feedback mechanisms to determine needs and impact of professional learning opportunities.	Use a common post survey for administration to session participants to determine needs and impact of professional learning opportunities.	Collaborate with partners to deliver accurate information in professional learning opportunities around the priority areas.
Attend train the trainer meetings with Alberta Education staff to deliver accurate information in professional learning opportunities around the grant deliverables and Alberta Education priority areas.	Attend train the trainer meetings with Alberta Education staff to deliver accurate information in professional learning opportunities around the grant deliverables and Alberta Education priority areas.	

Analysis:

To develop successful professional learning opportunities, it is important to have coherence between the Alberta Education Business Plan, the provincial priorities created from the business plan in our funding deliverables, and the needs identified in our school authorities' Three-Year Education Plans, where their own emerging priorities are outlined. Alongside are the ongoing conversations created through district contact and advisory member conversations. In triangulating these data sources, ERLC was able to plan and deliver 618 sessions with over 17,000 participants in 2016-2017.

Our session roster increased slightly over 2015-2016 in the area of District Day Support. This past year, we offered 174 District Days. This is a huge success as the learning offered during the District Days are timely and relevant to the specific professional learning needs of the district. This is reflected with a 98% satisfaction rate by our District leaders.

We are pleased as well with the increase in respondents to our 30-Day Post Session Survey. This year we had over 1,800 respondents, who shared with us that 95% of them were satisfied that they had been provided with strategies to integrate the new learning into their practice.

ERLC increased the number of Communities of Practice. These sessions were open to various groups of educators, such as beginning teachers, instructional coaches and administrators. In the COPs, session participants, through the use of collaborative inquiry, worked to build capacity by leveraging the collective experience of the group. Collaborative research and modelling provided rich learning experiences for all. The professional learning was relevant, just in time and needs based. (Steven Katz, 2017)

ERLC works collaboratively with member districts to support professional learning that aligns with jurisdictions 3-year education plans and the priority areas in the curriculum implementation grant deliverables outlined by Alberta Education. These positive partnerships allow ERLC to design professional learning opportunities that build coherence and develop and advance a shared vision by being responsive to the emerging needs of educational stakeholders.

District Day Session Impact Statements	Quotes
<ul style="list-style-type: none"> • Responsive to the needs and goals of districts, schools, teachers and other educational staff • Hands-on, engaging and applicable learning opportunities • Specific and personalized learning opportunities to address particular needs identified by districts and schools • Multiple opportunities for collaboration and sharing to support the professional learning and impact student learning 	<ul style="list-style-type: none"> • <i>Great to get new insights into how to analyze student reading and move forward with next steps.</i> • <i>Great job identifying how literacy fits into all core subjects.</i> • <i>There are 3-4 ideas that I will use this week in class. It also made me think about how I would set up my classroom next year.</i> • <i>Very helpful in giving me an understanding of how to use the data submitted by Alberta Learning for analysis. It helped me to understand how the SLAs relate to the Outcomes of the Program of Studies.</i> • <i>I plan on collaborating with staff about the idea/creation of Project Based Learning assignments and I plan on using Project Based Learning in my classroom.</i> • <i>As a learning coach for our district I plan to be able to work with teachers to help support their ELL students within their classroom environment</i>

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.

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

Post Session Survey Themes	Post Session Survey Quotes
<ul style="list-style-type: none"> • Importance of seeing instructional practices and learning plans in the context of a school environment • Practical, hands-on learning that allowed for time to reflect on current teaching practices • Meaningful collaboration and learning from peers to increase capacity to support teacher growth 	<ul style="list-style-type: none"> • <i>It was my first opportunity to walk through and see firsthand what a learning commons library can look like and feel like.</i> • <i>The amount of strategies I learned was amazing! So many different ways to help a child learn how to read and be proud of themselves was felt in each comment, each statement. Bravo on the entire session. I am anxious to try out some of those on my students</i> • <i>Conversation with colleagues, integration of material directly related to classroom practice, ideas for me to use in leadership back at my school to share the knowledge.</i>

Post-30 Session Survey Themes	Post-30 Session Survey Quotes
<ul style="list-style-type: none"> • The growth and impact the learning opportunities have had on teacher growth and student learning • Transfer of learning back to the classroom and the positive impact it had on teacher practice and student learning • Opportunities to share learning and resources, engage in professional conversations and build capacity to positively impact student learning 	<ul style="list-style-type: none"> • Majority of our staff were amazed at what their students were able to achieve, and/or how the level of engagement and stamina increased for their students. Our team was thrilled to see growth in teacher understanding and ultimately their teaching practices • Lots of 'a-ha' moments with the students. Also increased engagement of students. Sharing with other staff members keeps me committed to take the time to incorporate the new learning ideas. Excitement in the air!! • We have had several conversations and are sending two more staff members to the December training. We will be forming a team and be facilitating sessions with our staff and then grade 5 and 6 students. Having four people certified will help us work as a team to build capacity and educational awareness. •

CONSORTIUM GOAL FIVE

Promote and support the development of professional development leadership capacity.

OUTCOME 5.1

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

- First Nations, Métis and Inuit
- Mathematics
- Supporting Competencies in Current Curriculum
- Supporting Literacy and Numeracy in Current Curriculum
- Provincial Assessments – Student Learning Assessments
- Provincial Assessments – Diploma Programs
- Inclusive Education
- Career and Technology Foundations
- Learning Commons Policy
- Curriculum Development

OUTCOME 5.2

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

MEASURES

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

RESULTS

4 sessions with 15 days of leadership capacity building; 1 Community of Practice for Instructional Coaches x 5 half days

98%



STRATEGIES USED TO ACHIEVE GOAL FIVE

ERLC	ARPDC	Partners
Identify jurisdictional needs through various advisory committees.	Work collaboratively with Alberta Education staff to understand provincial emerging needs.	Work collaboratively with partners to understand regional emerging needs.
Plan, develop and facilitate a wide range of professional learning opportunities and/or resources based on identified needs.	Work collaboratively with ARPDC to plan and develop professional learning opportunities and/or resources based on provincial emerging needs.	Work collaboratively with partners to develop professional learning opportunities and/or resources based on regional emerging needs.
Work collaboratively with Alberta Education, CASS Zone 3, and school authorities to understand and address leadership needs in conjunction with priority areas	Work collaboratively with ARPDC to understand and address leadership needs in conjunction with priority areas	Work collaboratively with partners to understand and address leadership needs in conjunction with priority areas
Align leadership learning with the School Leadership Standard (SLS)		

Analysis:

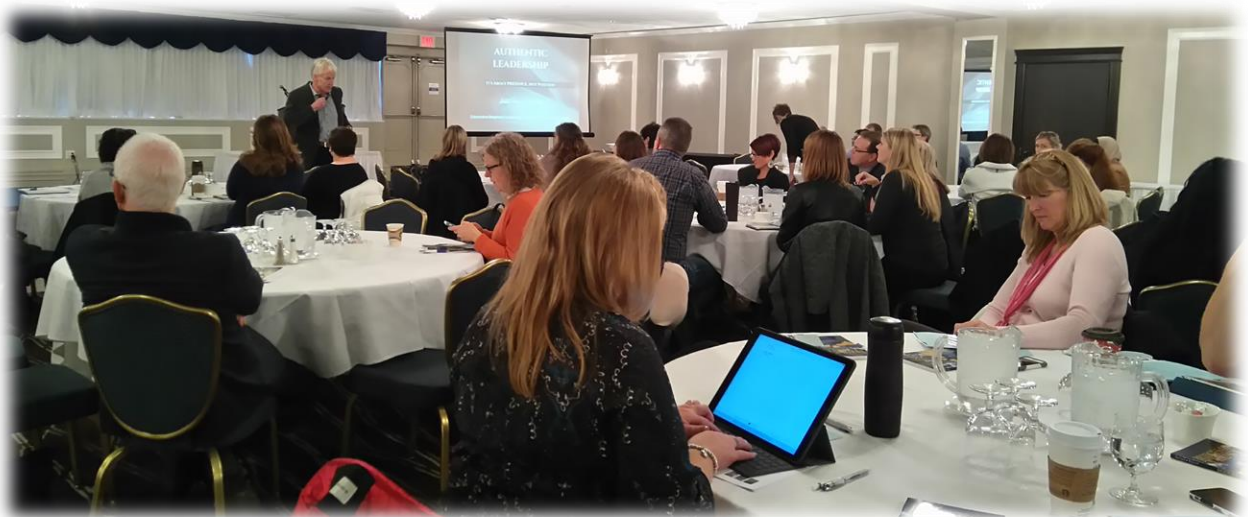
ERLC continues to support the ongoing development of leadership related to the provincial priorities and the draft School Leadership Standards. Communities of Practice were offered in each of the focus areas to discuss district initiatives and share information, experiences and challenges within the group. ERLC hosted a number of Communities of Practice (COP) in 2016-17. Groups members found this collaboration to be invaluable. Each group collaboratively determined their targeted focus for the COP. Some groups engaged in collaborative projects while others shared resources, promising practices and some groups accessed outside expertise to address the current trends in their focus area. We know that professional learning opportunities must be relevant and engaging, challenge current thinking and practice, extend over a period, and involve outside expertise as needed. Regardless of the design and nature of each COP, the end goal was to align regional efforts and maximize expertise.

Districts were invited to participate in any or all the COP's that best fit with district priorities. These members had district-level perspective of teaching and learning, were aware of current practices in the district, and were knowledgeable about district goals and identified areas of need and also had expertise in the targeted focus area. In turn, districts benefited when group members had sufficient authority and avenues to pass along any new knowledge, resources and tools identified and/or developed by these communities of practice.

The goals achieved were:

- The district leaders were able to collaboratively build the leadership capacity of group members.
- Opportunities for the community to leverage expertise in our regional network
- The creation of resources and tools that benefitted all districts.

Most communities of practice met 3 or more times during the school year. Members attended as their schedules allowed. The COPs developed key resources to support one another in their respective roles. One example of outstanding collaboration is the English Language Learners group. They initially met to share expertise and ESL resources and it was determined that the co-creation of a centralized website would be the best way to highlight effective practices, build leadership capacity and provide support as ESL expertise varies year to year in districts and is a growing need across our region. The site was launched in September 2017. It is designed to support teachers, administrators and school/district ESL leads from the moment a new ELL student arrives to programming to best meet their needs. This group will continue to meet in 2017-18 to develop more resources for the website. The Educational Technology Integration group began working on a Digital Literacies Scope and Sequence. This will continue during the 2017-2018 school year. This is a tool that will benefit all Alberta educators.



Analysis:

Participants in the Administrator community of practice expressed the following:

Community of Practice Themes	Quotes:
<ul style="list-style-type: none"> • Provided opportunities to network, share and build relationships with other administrators from similar and diverse environments • Applicable professional learning connected to research, thus providing opportunities to engage in reflective practice, gain new insights and engage in purposeful dialogue • Modified school practices based on walkthroughs • Timely and applicable professional learning appropriate to the role of administrators • The school tours provided high quality, job embedded professional learning 	<ul style="list-style-type: none"> • <i>Collaborative learning on the leadership dimensions/competencies has impacted my practice. Sharing/gathering ideas and exploring other schools has been an excellent opportunity. Self-reflection on leadership practice has improved my practice by making it more focused and intentional.</i> • <i>During the 2016-17 school year, I have been in a new position. As such, the support that I have received through the ERLC Community of Practice has been invaluable. This Community of Practice has allowed me to meet and connect with others in the same role in other districts. It has provided me with an entire team of resources to help me learn, and support teachers in the facilitation of programming across the Early Learning classroom in our District.</i> • <i>The research articles were a critical part of the learning and in my opinion necessary to use research to back up educational ideas/changes/innovations</i> • <i>I have developed more confidence through attending this series. It has made a huge difference for me in terms of giving me a boost to the beginning of my career as a leader.</i> • <i>This series has reinforced that I am on the right track with my practice and my school. Visiting the different schools and districts has opened my eyes to the possibilities out there.</i> • <i>I have really appreciated the opportunity to learn and connect with other leaders outside of our district. I have taken ideas back to my school and have incorporated new practices as a result.</i>

How has your practice changed as a result of this series?

- I have really appreciated the opportunity to learn and connect with other leaders outside of our district. I have taken ideas back to my school and have incorporated new practices as a result.
- I have learned that it's important to continue learning best leadership/teaching practices. My leadership will change in that I will focus collaboration time on improving teaching practices. I need to be specific in what collaboration time will look like.
- This series has reinforced that I am on the right track with my practice and my school. Visiting the different schools and districts has opened my eyes to the possibilities out there.
- Collaborative learning on the leadership dimensions/competencies has impacted my practice. Sharing/gathering ideas and exploring other schools has been an excellent opportunity. Self-reflection on leadership practice has improved my practice by making it more focused and intentional.
- I found I was able to take at least one idea back from each session. Examples: creating a WAG goal, flexible learning spaces, interview techniques.
- I am quite simply more mindful of the (all) dimensions of the PLQS document.
- How has my practice changed? Reminder of listening for understanding first! Be myself, not who my staff want me to be - honestly answer and show that I am emotional too!
- I have developed more confidence through attending this series. It has made a huge difference for me in terms of giving me a boost to the beginning of my career as a 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:

- *ERLC is flexible in meeting requested needs.*
- *Thank you for the services you provide*
- *Thank you for your work!*
- *Very response to local needs.*
- *We appreciate the willingness from ERLC to create and implement new ideas to support educators. We would really value learning from other across the province/area on promising practices or strategies (opportunity to share and learn from each other).*
- *Wonderful that ERLC is offering quality French immersion sessions. Need to rethink marketing of these events... Maybe adding a poster for the French PD offerings for the year to post in staff rooms?*
- *ELRC is a great support to Divisions to help us 'move the needle' with our staff to best support student learning.*
- *I appreciate the support, flexibility, and knowledge shared by the ERLC staff. I appreciate the variety of sessions and support offered. I also have learned so much from the chance to share and collaborate with other school divisions, especially in CoPs.*
- *There were many initiatives from AB Learning in addition to our district, so it is difficult to address all of them effectively. I know you are trying, but there were not a lot of opportunities for div3/4 teachers to learn how to truly differentiate for ESL students.*
- *Thank you for all your hard work! You listen and respond to what educators require for professional learning!*
- *ERLC has always been supportive, whether it be to address a question, offer a resource, or facilitate an event.*
- *ERLC is an integral part of the comprehensive Professional Development Scope, Sequence and Schedule in our jurisdiction. We rely on the resources, expertise, and networks.*

CONSORTIUM GOAL SIX

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

OUTCOME 6.1

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

MEASURES	RESULTS
<ul style="list-style-type: none"> Overall percentage of participants satisfied that the Consortium services are provided at a reasonable cost. (DC#7) 	100%
<ul style="list-style-type: none"> Overall percentage of stakeholders that were satisfied with the overall services provided by the Consortium. (DC#8) 	98%

STRATEGIES USED TO ACHIEVE GOAL FIVE

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

Analysis:

ERLC is pleased to continue to work in partnership with Alberta Education in the support of curriculum implementation priorities in Zone 3. We continue to strive to provide professional learning related to the provincial directions at a reasonable cost for our jurisdictions and partners. That said, planning for professional learning in our region is not inexpensive when the costs of expertise in session facilitation, venue costs, food costs and technology related costs in the Edmonton area are continually increasing. To offset this, ERLC continued to offer the majority of the sessions onsite at ERLC.

As well, ERLC provided an increased number of District Days at very little expense to our systems and our grant dollars. This also allowed the districts to maximize their professional learning with little to no need of substitute teachers.

It would seem that our endeavors to minimize participant costs have been appreciated as 100% of our participants are satisfied with the cost charged for their participation in learning. When a program does not meet eligibility for use of grant funding, ERLC will continue to provide these opportunities on a cost recovery basis. Moving forward, we will continue to balance the costs of doing the work with a reasonable cost for our participants. We will also continue to look at offering professional learning through a variety of technology mediated ways, which would significantly reduce expenses related to learning for all.



Financial Summary



**Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2017 (in dollars)**

CONSORTIUM NAME:		Edmonton Regional Learning		
	Budget 2016/2017	Actual 2016/2017	Actual 2015/2016	
REVENUES				
Alberta Education:				
Management & Infrastructure (Note 1)*	191,987	191,987	191,987	
Net Conditional Grant Revenues:				
Provincial Programs (Schedule 1)	172,972	307,294	185,240	
Regional Programs (Schedule 1)	878,175	943,933	645,805	
Fee For Service Contracts (Note 2)		50,000		
Other Alberta Education		6,000		
Total Alberta Education	1,243,134	1,499,214	1,023,032	
Other Revenue:				
Conditional Program Registration Fees:				
Provincial Programs (Schedule 1)	23,000	43,737	64,460	
Regional Programs (Schedule 1)	480,000	332,725	318,212	
Grants - Non government sources (Note 3)				
Cost Recovery Programs: (Note 5)				
Registration Fees (Schedule 4)	375,000	588,033	527,228	
Other fees (Schedule 4)		-		
Other (Note 4):				
GIC Interest	5,000	5,114	9,739	
General Account Interest (Specify)	1,500	1,103		
TOTAL REVENUES	2,127,634	2,469,926	1,942,671	
EXPENSES				
Management & Infrastructure (Note 6):				
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	957,919	917,354	525,275	
Board expenses (Note 8)	5,000	3,919	3,824	
Less: Program Cost Allocations (Note 9)	657,000	729,287	335,064	
Net Management & Infrastructure expenses (Note 9)	305,919	191,986	194,035	
Program Delivery Costs (Note 10):				
Conditional programs:				
Provincial Programs (Schedule 1)	107,500	351,031	249,700	
Regional Programs (Schedule 1)	1,155,092	1,276,657	964,017	
Cost Recovery Programs (Schedule 4)	325,000	469,681	439,572	
Other:				
Fee for Service Contracts		56,000		
Accounting and Audit Fees	3,500	764	4,035	
Legal	2,500		4,024	
Administration Expense	89,500	36,457	52,691	
Professional Services		1,150		
TOTAL EXPENSES	1,989,011	2,383,727	1,908,074	
ANNUAL SURPLUS (DEFICIT)	138,623	86,199	34,597	
Accumulated Surplus at beginning of year	256,035	290,631	256,035	
Accumulated Surplus at end of year	394,658	376,830	290,632	

* 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, 2017

Financial Summary



**Regional Consortium
Statement of Financial Position
As at August 31, 2017 (in dollars)**

CONSORTIUM NAME:	Edmonton Regional Learning Consortium	
	August 31, 2017	August 31, 2016
ASSETS		
Cash in Bank and Temporary Investments	669,199	851,472
Accounts Receivable (Note 11):		
Province of Alberta		1,417
Alberta school jurisdictions	32,836	18,827
Other	49,789	115,762
Prepaid Expenses (e.g. deposits for future programming)	12,946	40,480
Other assets	1,129	625
TOTAL ASSETS	765,899	1,028,583
LIABILITIES		
Accounts payable (Note 12)	187,875	81,326
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	53,736	434,710
Regional Programs (Schedule 3)	97,900	170,758
Prepaid registration (Note 13)	49,558	51,157
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	201,194	656,625
TOTAL LIABILITIES	389,069	737,951
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)	290,631	256,035
Operating Reserves (Note 15)	86,200	34,595
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	376,831	290,630
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	765,900	1,028,581

Financial Summary



Schedule 1 (Note 5, Note 10)
 Conditional Grant Program Costs and Net Grants Revenue
 For the Year Ended August 31, 2017 (In dollars)

CONSORTIUM NAME:

Education Regional Learning Consortium

	2016/2017								
	Cost of Delivering Programs (Note 7)	+	Cost of Delivering Programs (Note 7)	=	Total Cost of Delivering Programs	-	DEDUCT: Program Registration Fees Note (a)	=	Net Conditional Grant Revenue
	Allocated (Note 18)		Incremental (Note 19)						
Conditional Grant Programs:									
Provincial Programs									
Responsive & Flexible Learning # 2014-0271	6,500				6,500		-		6,500
Literacy for All # 2011-0354	24,083				24,083		-		24,083
Support to Students with Disability # 2013-0220	10,000				10,000		-		10,000
Fetal Alcohol Syndrome Disorder # 2014-006	14,860				14,860		-		14,860
Low Incidence # 2015-0178	90,415				90,415		43,737		46,678
Elementary Math Professional Learning Op	41,594				41,594		-		41,594
Education for Reconciliation Year 1	163,580				163,580		-		163,580
High School Completion	-				-		-		-
MPWHSRD	-				-		-		-
Mental Health & Wellness	-				-		-		-
FMMI Project (MRLC)	-				-		-		-
(Specify)	-				-		-		-
(Specify)	-				-		-		-
(Specify)	-				-		-		-
(Specify)	-				-		-		-
(Specify)	-				-		-		-
(Specify)	-				-		-		-
Total:	351,031		-		351,031		43,737		307,294
Regional Programs									
Curriculum Implementation	1,060,741				1,060,741		287,315		773,426
Official Languages (OLEP)	51,702				51,702		4,452		47,250
First Nations Métis & Inuit #2012-0067 extension	73,257				73,257		-		73,257
Blend Ed Symposium Year 1	90,958				90,958		40,958		50,000
Blend Ed Symposium Year 2	-				-		-		-
Education for Reconciliation Regional Funding	-				-		-		-
(Specify)	-				-		-		-
(Specify)	-				-		-		-
Total:	1,276,657		-		1,276,657		332,725		943,933

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, 2017 (in dollars)

CONSORTIUM NAME: Edmonton Regional Learning

	Amount Transferred 2016/2017 Note (b)
Education for Reconciliation & Flexible Learning	
Calgary Regional Consortium	180,000
Calgary Regional Consortium (Specify Consortium)	47,900
(Specify Consortium)	
Flexible Learning # 2014-0271 -Returned to Alberta Education (Specify Consortium)	328,496
(Specify Consortium)	
Program Total Education for Reconciliation & Flexible Learning	556,396
High School Completion	
Calgary Regional Consortium	6,386
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total High School Completion	6,386
MFWHSRD	
Central Alberta Regional Professional Development (Specify Consortium)	6,575
(Specify Consortium)	
(Specify Consortium)	
Program Total MFWHSRD	6,575
Mental Health & Wellness	
Calgary Regional Consortium	16,464
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total Mental Health & Wellness	16,464
FNMI Project	
Northwest Regional Learning Consortium (Specify Consortium)	7,890
(Specify Consortium)	
Program Total FNMI Project	7,890
Total transfers to Other Consortia	593,711

Notes to Schedule 2:

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

Financial Summary



Schedule 3 Conditional Grant Program Deferred Revenue For the Year Ended August 31, 2017 (In dollars)

CONSORTIUM NAME: Edmonton Regional Learning

	2016/2017					Deferred Revenue: Conditional Grants Note (d) (Page 2)
	Deferred Revenue from Previous Year Note (a)	ADD: Conditional funds invoiced to other Consortia	ADD: Current Year Receipts and Transfers-in Note (b)	DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	DEDUCT: Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	
Conditional Grant Programs: Note (a)						
Provincial Programs						
Responsive & Flexible Learning # 2014-02	334,986			328,486	6,500	0
Literacy for All # 2011-0154	24,083				24,083	0
Support to Students with Disability # 2013-1	10,000				10,000	-
Fetal Alcohol Syndrome Disorder # 2014-0	14,880				14,880	0
Low Incidence # 2015-0178	9,178		37,500		46,678	0
Elementary Math Professional Learning Op	41,584				41,584	-
Education for Reconciliation Year 1			180,000		183,588	18,420
High School Completion			8,388		-	8,388
MPWHSD			6,575		-	6,575
Mental Health & Wellness			18,484		-	18,484
PHMI Project (NRLC)			7,890		-	7,890
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
Total:	434,711	-	254,815	328,496	307,294	53,736
Regional Programs						
Curriculum Implementation	47,501		725,925		773,426	0
Official Languages (OLEP)			47,250		47,250	-
First Nations Métis & Inuit #2012-0087 and c	73,257				73,257	-
Blind Ed Symposium Year 1	50,000		50,000		50,000	50,000
					-	-
					-	-
Education for Reconciliation Regional Funding			47,900		-	47,900
(Specify)					-	-
(Specify)					-	-
Total:	170,758	-	871,075	-	943,933	97,900

Notes to Schedule 3:

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

Financial Summary



**Schedule 4
Cost Recovery Programs - Revenues and Costs: Note 3
For the Year Ended August 31, 2017 (In dollars)**

CONSORTIUM NAME: Edmonton Regional Learning

	Registration Fees		Other Fees	Costs	Annual Surplus
	2016/2017	+	2016/2017	(Note 18, Note 19) 2016/2017	= 2016/2017
<i>Program:</i>					
Collaborative Partnerships	183,726			153,862	29,865
Educational Technology Conference	141,840			110,138	31,502
					-
					-
Non priority regional needs	262,887			205,681	56,986
					-
					-
					-
					-
					-
					-
					-
					-
					-
					-
					-
					-
					-
					-
Program Total	588,033		-	469,681	118,352

Notes to Schedule 4:

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


Financial Summary



Certification of Regional Consortium Financial Statements For the Year Ended August 31, 2017 (in dollars)


CONSORTIUM NAME: Edmonton Regional Learning

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)
Oct 31 / 17

Date



Financial Officer (Signature)
October 31 / 17

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.



Alberta **Regional** Consortia

Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

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

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

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

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

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

Supporting Professional Learning through Technology

Online Learning Opportunities

Through 2016-2017, Alberta educators continued to access learning opportunities as a result of technology tools that facilitated the distribution of learning. Online learning opportunities were provided via a variety of platforms, principally: Adobe Connect Webinars, Google Hangouts, and Skype.

NEW

A new addition to this year’s professional learning opportunities through technology was a series of **eCourses!** Two modules were offered: Module one - **What are Literacy & Numeracy?** Module 2 - **Literacy & Numeracy Progressions.** Stakeholders in education were invited to explore the meaning of literacy and numeracy, and, equally as important, engage in collaborative conversations about how to effectively integrate them into their respective Program of Studies. Participants were offered the option to earn a Certificate of Completion or to simply browse the content and materials provided at their leisure. The feedback was unanimous that this form of e-learning, open 24 hours a day/ 7 days a week, meets the need of our educators’ busy lifestyles.

Synchronous		
Webinars	134 online learning opportunities	3585 synchronous participants 424 views of archived webinars
eCourses	2 learning modules	304 participants

Meetings

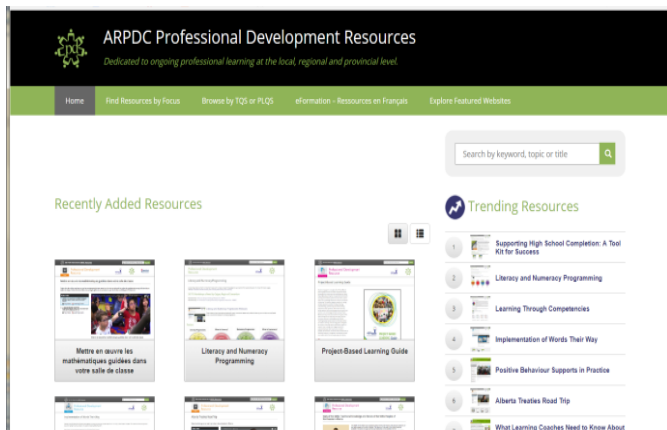
Technology support for meetings is essential to Consortia members. Adobe Connect, Skype and Google Hangouts are ways we connect and support district contacts, Alberta Education staff and our many partners.

Access to Resources

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



for
and



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

ARPDC Resources

Over 55,000 page views for online resources

Collectively over 500 free online professional resources in the form of videos and accompanying learning guides exist through the ARPDC resource page.

Provincial Projects

Elementary Mathematics Professional Learning

The second year of this project focused on continued updates to resources, links to research and curriculum clarifications. A presentation section was added in order to support presenters when speaking about these topics. The activities provided within these presentations were also added to the resource section of the applicable topics.

French translations for all resources and activities occurred concurrently with the development of all documents.

The Elementary Mathematics Professional Learning project, the Learning Portal and all of its resources were shared throughout the province during sessions, conversations and social media. Throughout 2016-17 a total of:

Elementary Math Professional Learning

Regional Follow-up and support was offered to 3810 participants.

Access to the resources on the learning portal saw a 49% increase over 2015-16 with 33,725 participants accessing the site.

Official Languages in Education Programs Grant

ARPDC is in its fourth year of a five year grant. Each year, \$210,000 is divided through a distribution formula to each individual consortia to provide support for French Instruction. The six* regional consortia throughout the province planned and implemented professional learning opportunities in collaboration with their school stakeholders representing the “French” communities in each geographic region of Alberta. While each consortia offered specific opportunities to meet the needs of their individual communities, there were many similarities throughout the province. While specific professional learning opportunities are offered and sponsored by one consortium, they are also advertised and open to all interested teachers throughout the province. Certain geographic regions have limited numbers of French Immersion programs and FSL teachers; placing those individual teachers at a disadvantage if they were not provided the opportunity to attend and become involved in professional learning offered by all provincial consortia. Throughout the 2016 – 2017 school year, 104 learning opportunities were sponsored with 2,413 participants registered. 10 professional learning opportunities were cancelled in 2016 - 2017 due to limited registered participants.

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

Mental Health Matters Grant

This project is to support the implementation of the Government of Alberta resource, Working Together To Support Mental Health in Alberta Schools. Under the leadership of CRC and ERLC, the focus of the work in 2016-17 was the conception and design of professional learning opportunities and resources in partnership with stakeholders to effect systemic change. The emphasis is on mental health practices to support learners at all levels of a tiered intervention system and collaborative procedures for collective impact. A Train-The-Trainer model will be initiated through ARPDC and across all regions in 2017-18.

High School Completion Tool Kit Grant

This project is to create and provide professional learning related to the implementation of a Tool Kit to support high school completion for youth who have left school or are at risk of leaving school. Under the leadership of the CRC, Learning Guides, exemplar PowerPoints, and a Quick Reference Guide highlighting the sections and contents of the Tool Kit have been developed and will be shared out for local use. This resource is currently available on the ARPDC website offering schools the opportunity to explore the resource together. A Train-The-Trainer model will be initiated in 2017-18 through ARPDC to support key contacts in delivering professional learning about the resource regionally. Provincial opportunities to raise awareness of the resource, including webinars and learning opportunities at events like the MFWHSR Fall Collaborative will occur as well.

Education for Reconciliation Grant

As members of the Joint Commitment to Action in Alberta, the Calgary Regional Consortium (CRC) and the Edmonton Regional Learning Consortium (ERLC), received a grant from Alberta Education to support Albertans working in school communities in implementing ‘Education for Reconciliation’. Through the term of the grant, the CRC and ERLC Education for Reconciliation team will be responsible for providing professional learning within school communities that lead to an increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools’ education and the Truth and Reconciliation Commission’s *Calls to Action* for education. The Education

for Reconciliation team will also move forward with developing and creating resources and professional learning opportunities that strengthen instructional leadership to lead learning related to foundational knowledge and its application in relation to the draft *Principal Leadership Quality Standard*. At the same time, the team will be delving deeper into the learning to support teachers' in the achievement of competencies related to First Nations, Métis and Inuit as well as curriculum implementation of Education for Reconciliation.

Through 2016-2017, the Education for Reconciliation team has created a robust menu for learning related to awareness and understanding of Foundational Knowledge. Conversation Guides, downloadable PowerPoint presentations, and other usable resources have been mobilized to the [Empowering the Spirit](#) website for ease of access by any member of a school community. In 2017-18 the emphasis of the work will move from the development of resources to support learning with Foundational Knowledge, to implementation throughout all regions in the province with the support of our ARPDC colleagues.

Moving Forward with High School Redesign Grant

CONSULTANTS

During the 2016-2017 school year, funding was provided for two consultants supporting schools in the implementation of Moving Forward with High School Redesign (MFWHSR) strategies to approximately 235 schools. (An increase from 61 schools the previous year) Primary focus was on supporting the Phase Five schools across the province in their first year of implementing more student-centered approaches with information and resources, and continuing to offer support and guidance as needed to schools further along in their implementation. All schools received on-site consultations, monthly updates, and access to online professional learning, with ongoing networking and collaborative opportunities.

COLLABORATION

During the 2016-2017 school year collaboration opportunities were provided in three areas. The MFWHSR Fall Collaborative had 669 attendees, with the keynote provided by the PALIX Foundation and breakout sessions focusing on the foundational principles. Four Spring Network Meetings were held continuing with the focus on the foundational principles and having the Palix Foundation provide follow up presentations. These events were planned by area planning committees from feedback and data from MFWHSR participants in the area. Finally funding was provided to each consortium to offer MFWHSR Collaborative learning opportunities based on jurisdiction needs participating in the program.

Challenges, Celebrations and Trends in Professional Learning

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

We strive to support/prepare all education stakeholders in Alberta by providing adult learning opportunities and capacity building resources designed to impact professional practice and enhance student learning.

Consortia accept and celebrate these changes and challenges and have responded by:

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

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



Assessment

Post Session Participant Quotes

An aspect of this learning opportunity that made it meaningful is:
<ul style="list-style-type: none"> • <i>Provided lots of valuable information on the Math 30 DIPs written-response questions</i> • <i>Time to collaborate with colleagues to standardize the marking.</i> • <i>Being able to discuss the topic with colleagues and collaborate with other teachers.</i>
An aspect of this learning opportunity that might be improved is:
<ul style="list-style-type: none"> • <i>More direction on where the SLAs are headed (ie. mandatory, moving to Grade 6)</i>
One thing I require to further support my professional learning in this area:
<ul style="list-style-type: none"> • <i>Continue with the collaborative marking process for SLAs</i> • <i>Continue to provide more info sessions on the Math 30 DIP written response</i>

Post-30 Day Session Participant Quotes

Describe what you did or tried:
<ul style="list-style-type: none"> • <i>Shared my learning with colleague and admin</i> • <i>As a first-year teacher, it helped me to understand how to mark the SLAs</i>
One thing I observed after applying the new learning with staff and/or students:
<ul style="list-style-type: none"> • <i>Staff has more confidence in using these results to plan</i> • <i>I became more confident in scoring the SLAs</i>

Career & Technology Foundations

Post Session Participant Quotes

An aspect of this learning opportunity that made it meaningful is:
<ul style="list-style-type: none"> • <i>The resources given, time spent to collaborate, and layout of what CTF is</i> • <i>The accountability piece, getting the teachers to discuss with one another.</i> • <i>Time to create and time for feedback. So essential.</i> • <i>Opportunity to apply learning. Time to work on constructing and planning PBL that I will utilize in the classroom</i> • <i>Bringing together planning, implementation, criteria building and assessment in relation to how the program is meant to be implemented was very meaningful and gave me a connection to the course that I didn't have before the session</i> • <i>Talking with a representative from Alberta Education about the new CTF programming.</i> • <i>I get to take information and techniques back to put into practice what was learned today</i> • <i>Connecting with industry suppliers and connecting with other CTF instructors in the city.</i> • <i>Sharing of resources and networking with people from other districts</i>

- *The hands-on learning session I attended was great. It provided me the opportunity to learn about and work with some technology I had always wanted to try but didn't have the time or means.*
- *The opportunity to hear school stories really allowed me to further my knowledge of implementing CTF. Hearing from students who have made careers in their areas of interest was wonderful*
- *I was able to reflect on my own experiences and practices and then plan for the future*

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

- *I found myself wishing for more time to build with the experts around to help me. I don't know how that might be worked into the 2-day format or if admin would support making it 3 days. There was really nothing that could be taken out as far as information as it was all valuable to build an understanding of where we were headed.*
- *Having three sessions at 1.5 hours each would be great and also allow more opportunities to see different things*
- *More hands-on time.*
- *Move the school tour to the middle of the session to allow for more feedback/discussion afterwards.*
- *I would love to see a whole class of CTF teachers working through these activities.*
- *I would have liked to hear from more of the participants and what they are trying at their schools.*

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

- *Maybe a few exemplar projects and unit plans to see how the project was developed before implementation*
- *Facebook or another group I can use for ideas and problems that occur and I can get immediate feedback as I go*
- *More PD days*
- *A walk-through at a school with a solid program*
- *Would love to network with other teachers and see what they are doing.*
- *More sessions on assessment for CTF. Guidelines for assessment. MORE direction in the length Challenges should be ie; FULL term projects or shorter ones. Better guidelines for teachers in how a challenge should be planned and carried out.*
- *More access to sessions such as these. There were sessions I wish I could have attended but I could only fit in 2*
- *Know more about what is required from the government*
- *I now need to put what I have learned into practice.*
- *How it relates to the program of study, and where to incorporate the outcomes being reached*

Post-30 Day Session Participant Quotes

Describe what you did or tried:

- *I have introduced more challenges to the students with examples rather than options in CTF. This put the projects and design in the students hands for research and creativity.*
- *I created two versions of a Google classroom to test for the rest of the semester.*
- *I was able to visit the school of one of the presenters to see what they are doing in action. I was then able to apply this learning to my conversations with colleagues from other schools, and to incorporate some of the content into our Implementation Guide.*

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

- *Able to easily connect other programs of study with CTF to do cross curricular learning.*
- *Other teachers have shown an interest in Google classroom after seeing what I've done with it.*
- *Teachers responded so well to real examples of how CTF can work in a school, and these examples have been a great access point to further conversations.*

Competencies, Inquiry-Based Learning and Project Based Learning

Post Session Participant Quotes

An aspect of this learning opportunity that made it meaningful is:
<ul style="list-style-type: none">• <i>We were able to experiment and really spend time with the tools that we were looking at including in our classrooms.</i>• <i>The presenter shared compelling justification for teachers to delve into the competencies as best practice for assessment. She provided multiple exemplars across subject areas and levels of engagement.</i>• <i>The various ways to implement the competencies into high school classrooms and classrooms at all levels.</i>• <i>Conversation with colleagues, integration of material directly related to classroom practice, ideas for me to use in leadership back at my school to share the knowledge.</i>• <i>Learning about co-constructing criteria around the competencies. I took away helpful examples specific to my content area that I can share with my department.</i>• <i>Learning more about the competencies and how they are integrated with PBL.</i>• <i>Examples were two-fold. Good examples of quality teaching and instruction that were easy to do. They also followed best researched practices. Plus, they demonstrated how the competencies are woven into the instruction.</i>• <i>The opportunity to connect with fellow leaders to reflect on our practice.</i>
An aspect of this learning opportunity that might be improved is:
<ul style="list-style-type: none">• <i>More time looking at the cultural component of FNMI when creating FNMI focused PBL projects.</i>• <i>How to give feedback to students about their competency development.</i>• <i>A schedule that highlights how one may set up their classroom for project based learning at the beginning of the year.</i>
One thing I require to further support my professional learning in this area:
<ul style="list-style-type: none">• <i>Other resources for ideas to implement PBL in curriculum specific areas.</i>• <i>Time to work with colleagues to co-create criteria and implement feedback loops.</i>• <i>Time to digest and compile the information for myself. Then time within my district to share this information with the intention of developing a framework to utilize this practice.</i>

Post-30 Day Session Participant Quotes

Describe what you did or tried:
<ul style="list-style-type: none">• <i>I have worked with my students in setting criteria for sentence structure and aligned it with ELA 9.</i>• <i>Discussed feedback loops and the need to provide personalize meaningful feedback and create multiple opportunities to co-construct meaning with students in discussions with several teachers, mainly in discussions about supporting our growing ELL population. We are looking at ways to incorporate several aspects from the workshop into our school of plan for next year.</i>• <i>I worked with teachers and had them develop criteria about what counts, is important in a differentiated guided lesson as we watched a video of a teacher implementing it in her class- they were noticing what she did. We then developed criteria. As the teachers were working in groups the administrator was looking to see what competencies teachers were using to accomplish this.</i>• <i>As a staff, we created hands on activities that used a variety of competencies. Teachers were asked to identify the competencies used after the activity and provide evidence as they shared.</i>
One thing I observed after applying the new learning with staff and/or students:
<ul style="list-style-type: none">• <i>Seeing how students respond positively to meaningful feedback and their willingness to engage in peer and self-assessment.</i>

- *Students are learning so much more, and they are really appreciating the opportunities to go back and change / edit their work. It is translating into higher marks on future assignments and better understanding on the part of the students! It's amazing how much of a difference it is making!*
- *Helping teachers to co-construct competency criteria (what does it look like and sound like) really helps teachers to understand how to support students in developing competencies.*
- *Students are more engaged during inquiry lessons. Deeper learning. Less behaviour.*

Curriculum Development

Post Session Participant Quotes

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

- *Unpacking the draft curriculum scope and sequence prior to the taking the survey was extremely beneficial.*
- *Training teachers in each of our schools with ways and means to ensure that their colleagues were confident in the information being presented assisted us as a jurisdiction.*
- *Without the support of ERLC and the session setup the way it was, we would not have had the ability to reach and inform as many of our teachers as we did.*
- *The train the trainer session was perfect! I presented the exact same thing at our administrator's meeting and told them to send their teachers to your ERLC sessions. It was so easy!*
- *All in all, the curriculum engagement sessions with teachers were interesting and full of rich conversations about the current curriculum.*

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

- *The on-line survey was not the greatest as you needed to review large sums of data to be able to accurately respond to the survey. (Parent, Edmonton Alberta)*
- *Not enough time for schools/districts to plan and engage parents in a session*
- *No opportunities left in the year for a staff to come together to discuss the scope and sequence and do the survey*
- *Notice of survey was so short--so pre-existing agendas for important end of the year messaging took precedence.*

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

- *More time to look at the scope and sequence with colleagues*
- *Difficult to make a judgement call on the scope and sequence without seeing the learning outcomes.*

First Nations, Métis and Inuit

Post Session Participant Quotes

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

- *The hands-on examples and the movement activities, the openness of the presenters to answer so many questions and discussions.*
- *It was very powerful information combined with an activity that was interactive and time was provided for reflection and debriefing.*
- *Smudging ceremony to open the activity - Sharing circle at end of activity Hands-on experience*
- *I enjoyed the hands-on activities such as the games, art and the blanket exercise. The opportunity to network with others was also hugely beneficial*
- *Provided resources to make teaching about this easier and ability to be confident you are using appropriate accurate resources.*
- *It challenged my current beliefs and it helped me find what I have been searching for... I knew there had to be another way - just didn't know what it was.*

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

- *Focus needed for schools with small to no FNMI population and how they make this meaningful. The session was great if I had a large population. Still, it was a great session*
- *Media elements of First Nations for first experience of new learners*

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

- *To have a session on building the Edukits would be great*
- *Time to plan with others to implement the learning*
- *Perhaps information regarding contacting an Elder in my community. I would like to continue to learn how to incorporate first nation's history in a variety of ways within my class.*
- *Please continue to invite experts from aboriginal communities to present on aboriginal topics.*

Post-30 Day Session Participant Quotes

Describe what you did or tried:

- *Blanket exercise, staff discussions around classroom lessons and bringing in FNMI culture, when appropriate - tree exercise.*
- *My learnings from this workshop are feeding into our institution's approach to future programming with FNMI content.*
- *We have had several conversations and are sending two more staff members to the December training. We will be forming a team and be facilitating sessions with our staff and then grade 5 and 6 students. Having four people certified will help us work as a team to build capacity and educational awareness.*
- *The other teacher and I have arranged to do the Blanket Exercise with our staff. I am reading more books with my students that have a First Nations theme. I am in the process of making the equipment so that my students can play the Snow Snake game that we learned.*
- *I scaled a fish, tried a new art technique, participated in the Blanket Activity and went through the changes in the TQS.*

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

- *The conversations regarding Indigenous students and how we can support them in being successful is changing. Staff especially are recognizing the significance of the history of Canada's Indigenous people and the lasting impact it has left behind.*
- *I observed that people (including myself) were not aware of the "true history" of our aboriginal heritage.*
- *Colleagues showed an increased interest in learning more about the FNMI perspective and how to integrate it in their teaching*

Inclusive Education

Post Session Participant Quotes

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

- *Having the opportunity to practice the structures introduced and thereby feeling more confident about implementing them in my own practice*
- *All learning is transferable to other grades, subjects and strategies can be used during staff meetings to increase participation*
- *Passionate, reality based and inspirational. I left feeling empowered to make a change and believe there is rooted hope for inclusion to be accepted on a universal scale*
- *Sitting with colleagues allowed us to talk about how we might start to bring this information forward to the whole district*
- *Introduced me to a whole new way to teach communication skills for people who are non-verbal.*
- *Creating an opportunity to reflect on our current practices by shaking up our current conceptions about identifying student's needs, classroom assessments, and teamwork.*
- *All information presented was usable immediately. Just a terrific PD - the best I've been to in years.*
- *It was wonderful to have this specific PD. It is not easy to access this type of PD due to our small population. THANK-YOU!*

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

- *Much more opportunity for discussion and reflection should be included in the day*
- *Meaningful examples and discussion on how to accommodate varied levels of learner: mild-moderate cognitive delay in a higher level academic setting. E.g. Math 9*
- *More opportunity to discuss about the realities within schools.*

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

- *I need to use the strategies and gain confidence in using them.*
- *Going through the information and learning how to apply it to each child's individual needs.*
- *The opportunity to plan and practice with my colleague who attended the workshop with me.*

Post-30 Day Session Participant Quotes

Describe what you did or tried:

- *I have applied this learning to writing more appropriate and attainable IPP goals.*
- *I have included more Kagan structures. I have also implemented some of the key information I learned about brain nourishment and quiet time within my classroom. Use of new terminology, syn-naps, for 3-5 min breaks. Linking information back to use of Zones of Regulation.*
- *We are using the new learning to shift mindsets about inclusion - it needs to be flexible. I also really liked the concept of designing the learning from an access perspective - have been trying to do this with all of my lessons since the session.*
- *I had professional conversations with colleagues and administration. We are slowly trying to change the culture of our school to get more teachers to become comfortable with inclusion. This is a slow process, changing culture, but it is always worth it!*
- *Began a 'Go Club'. Physical activity club from 8:00-8:30 in the mornings for all students grade 1-6. Chance for students to get into the gym before they begin their day and get moving! I have used some of the strategies with the students I am working with. For example: I created a social story.*
- *Shared the websites (Learning for All; Writing for all); shared the writing continuum with teachers; shared and modelled "alternative pencil" ideas for writing.*

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

- *Using the Kagan structures has helped build community in my classroom and helped my students become better communicators with each other.*
- *Being able to communicate principles of inclusion in a new way and looking at situations through this inclusive lens has been helpful. The metaphors described helped to make things concrete and easily transferable to staff through discussions and sharing. Improved enthusiasm and open-mindedness for inclusion. Awareness that inclusion is an option for all students, but does not look the same for everyone.*
- *I am doing a movement exercise group with some of the children before the school day starts and have noticed behavioural and emotional changes.*
- *Uniformity of practices and professional discussions based around student need.*
- *I was in the habit of using the terms depressed and anxiety as regular verbs!! Now I am retraining myself to use real terms like stress, worry, etc.*
- *We have more work to do in developing appropriate criteria for fairly identifying gifted students in our schools. We also need to work on providing staff with appropriate programming ideas and excellent resources. Teacher's need a way to share their programming ideas and connect as these students have highly specialized needs.*

Learning Commons

Post Session Participant Quotes

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

- *This workshop provided an opportunity for me to reflect on my knowledge, skills and attributes about Learning Commons. I was provided with insight into new and emerging trends. I had snippets of ideas and challenges that I will be able to implement into my work space.*
- *Being able to actually see and interact with students in the learning commons*
- *The opportunity to network with a range of professionals.*
- *It was great to see the three different spaces at 3 different schools to compare and contrast.*
- *It was my first opportunity to walk through and see firsthand what a learning commons library can look like and feel like.*

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

- *I would have loved to have had more time with the students (only because there was so much to see!)*
- *Have classroom teachers explaining what it's like for them*
- *More time to interact with others between sessions to further develop the ideas/relationships presented*

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

- *Time to explore resources and develop projects/ideas for the learning commons*
- *Suggestions for getting teaching staff on board with learning commons*
- *More opportunities to talk and visit learning common spaces in a variety of school situations (economic, age of building,...)*

Post-30 Day Session Participant Quotes

Describe what you did or tried:

- *I am presently developing a new learning commons for a brand new school. I am trying many new ideas particularly in developing the makerspace.*

- I shared my new learning with my colleagues and I have been using the information to determine ways to implement the Learning Commons Policy and Guidelines more effectively. I've also used the information I gained when answering questions from the field regarding the Learning Commons
- Different Makerspace activities. Extended the classroom learning into the Learning Commons.
- Created a Learning Commons Committee - had our first meeting to discuss goals
- We took many ideas from what we saw at this session to our team and plan on implementing some of what we saw. Thank you
- We did a presentation to all staff and Admin

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

- The collaboration centre is heavily used by everyone in the school community
- Still in the planning stages, but lots of enthusiasm, and project planning is happening at our school
- Upon presenting our Learning Commons goals to the staff, everyone was in support of the goals and look forward to the presentation that our Learning Commons facilitator will give us at our next PD day.
- The students and staff are increasingly using the library for more than just exchanging books.
- The library is more inviting, encourage to use. A real excitement for the students.

Literacy

Post Session Participant Quotes

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

- *Discussion of various strategies and use of common language from everyone involved in a child's literacy support.*
- *The amount of strategies I learned was amazing! So many different ways to help a child learn how to read and be proud of themselves was felt in each comment, each statement. Bravo on the entire session. I am anxious to try out some of those on my students*
- *The strategies and tools presented will be very useful to integrate in my current position.*
- *There were many specific examples of how to apply the knowledge with a variety of ages and levels*
- *Presented a new way to look at the English language - one that I had never thought of before. This is definitely going to help my teaching*
- *It gave ideas to provide ways to increase the passion of reading/writing school wide*
- *I got to network with other teachers who we talked about practical things for our class*
- *Practical tools that could be integrated quickly into my practice.*
- *The practical hands on ideas and variety in which we can teach writing. Lots of resources were provided*

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

- *Having it for a longer period of time. I just wish that I could have had a two-day session to go over everything with the presenter*
- *Have the presenter return in 2-3 months so we can confer again about what is working, what we need clarification on, what our progression should look like*
- *Would love to have this be a 2 day where you learn about the test, go back and administer it, and then meet again to diagnose the scores your student attained*

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

- *A Part 2 of this session after having a couple of months to implement some of the ideas in the classroom - a chance to discuss and receive feedback in an effort to improve best practices for assessment and share successes, as well as challenges.*
- *Time...time to work on implementing some of the excellent suggestions.*
- *Reflecting on where my school and community of practice is in regard to literacy*
- *Opportunities to practice what I have learned.*

Post-30 Day Session Participant Quotes

Describe what you did or tried:

- *I took all the strategies I learnt and tried them on certain children who were at a low reading level*
- *Having a writing block EVERYDAY!*
- *Began a second round of assessment on the students to better determine what specific aspect of their reading comprehension needed to be targeted. Created some anchor charts to be even more explicit about reading strategies.*
- *I've tried to implement the writers workshop/individual writing coaching time with them.*
- *I tracked down and used a number of the resources presented during the session for some more in-depth assessment. It also gave me some new ideas of ways to inspire students to produce quality writing.*
- *We have incorporated word inquiry into our weekly schedule and kids have become "Word Scientists" using magnifying glasses to "investigate their words."*
- *Did a demonstration lesson with teachers at several schools*
- *We put together a school wide "Just Read" bulletin board for staff to begin a review board. We also have a reading caterpillar in our upper elementary, where students take a circle and add a 'section' to the caterpillar with a five-star review of books they have read. I have begun ordering picture books for our upper elementary and Jr. High classes, and have a budget now to purchase more books for each class to supplement/create a class library.*

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

- *I have a more detailed picture of what specific skills students need help with. I've also been able to get more descriptive and extensive writing out of my students.*
- *People's minds are literally BLOWN. That's such a colloquial way to put it, but it's true. They want more. They want me to intensely help them in class. They want to learn it for their own interest because it's amazing. EVERYONE is now asking if our curriculum redesign is going to have suggestions for morphological awareness.*
- *The love of reading in my classroom has increased tenfold! Thank you!*
- *Majority of our staff were amazed at what their students were able to achieve, and/or how the level of engagement and stamina increased for their students. Our team was thrilled to see growth in teacher understanding and ultimately their teaching practices.*
- *These tools contribute to a diverse, upbeat learning environment.*
- *My students are MUCH more excited about reading! They're reading for longer periods of time than they were previously and they're telling me about the books they're enjoying (either in class or at home). Even after 25 minutes of Silent Reading, I still have kids asking for more time.*

Mathematics / Numeracy

Post Session Participant Quotes

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

- *Practical ideas that support the curricular outcomes and the research based philosophy of the Alberta Program of Studies were modeled.*
- *Looking at the INTENT of outcomes and the big ideas in them rather than just doing things*
- *I was provided with different ways to approach basic facts that I haven't tried with students and teachers.*
- *We had the opportunity to learn about this great resource, use it in our classrooms, and bring back our findings to share with the group.*
- *Lots of reflection on my way of doing formative assessment and I intend to change a few things around. I already have different strategies that I want to use in my classroom and that I want to share with colleagues.*
- *Real world application. Relevance for students.*
- *I have so much to bring back to my classroom and start using right away!*
- *Lots of hands on materials and we were able to build and keep*
- *Experienced classroom teachers are the best resource I know.*

- *Actually looking at the assessments we did, analyzing them and looking at what the next steps would be*
- *Going home with immediate strategies and ideas that can be implemented right away into my classroom*
- *I loved how the presentation was centered around giving examples of rich math questions. It helped me understand how to create them better*
- *Having my pedagogy reinforced by an expert in this field helps me to focus my teaching on understanding*
- *The opportunity to have conversations with other teachers - The opportunity to explore various games and literature associated with math*

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

- *I found the session to short would like it better if it had been longer....lots of information given in a short amount of time.*
- *More time to discuss mathematical ideas with people around the table*

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

- *I will need time to work through the activities more to see how to incorporate them with students who struggle with mathematics.*
- *Continue to provide opportunities with a variety of presenters*
- *Time to reflect and incorporate into my professional practice. Looking at each learning goal in my grade and see how I can apply this knowledge and skills.*
- *More of these sessions need to happen for Educational Assistants*
- *How to assist ESL students with the incredible amount of vocabulary needed to make sense of math.*
- *Inservicing on a common math assessment that has all teachers speaking the same language about math. We have this in literacy and need it in numeracy!*

Post-30 Day Session Participant Quotes

Describe what you did or tried:

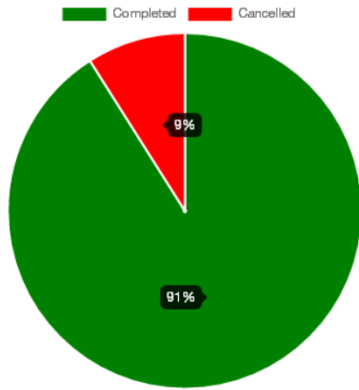
- *I have been trying to implement new "real world" problems to my classroom. Students are loving this, they are also thinking critically about math problems!*
- *I facilitated a PD session for junior high teachers in my division in which we looked at 3-act math, and planned units and lessons around it.*
- *I used Knowledge Hook with my students as well as three act math and both were extremely successful. I will continue to use these resources with my students.*
- *I used some of the diagnostics tests and followed up with activities to teach the skill.*
- *I used some of the basic facts fluency strategies with students when I went out to work with students in a school. I am also working on plans to incorporate some of the diagnostic ideas into sessions I will offer later in the year.*
- *I have used 2-3 of the math games introduced, and have started using math songs as part of our math routine.*
- *I've tried problem solving strategies, math fact games and activities, place value activities, estimation and rounding activities using adding machine tape. I've demonstrated some of the activities at parent-teacher interviews so parents could use the strategies with their kids at home.*
- *I have been using more vocabulary and posting math concepts around the classroom.*

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

- *The assessment gave us a quick way to get a general idea of their understanding of number up to and beyond 100. It gave a great starting point and I will use it again to see their progress. My grade partners also saw the value in it.*
- *Students are excited about math! They are truly learning!*
- *Half way through the place value unit, I tried the diagnostic test and found a common weakness amongst many students in my class, then targeted instruction to help them overcome the difficulty.*
- *Lots of 'a-ha' moments with the students. Also increased engagement of students. Sharing with other staff members keeps me committed to take the time to incorporate the new learning ideas. Excitement in the air!!*

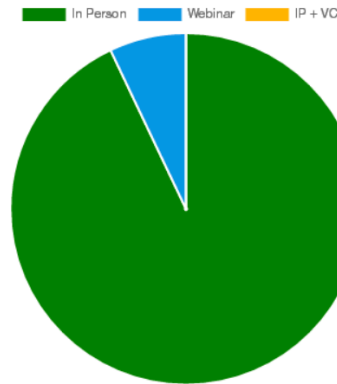
- *Both staff and students are really playing these games without even realizing that they are practicing math skills. How great is that!*
- *Students vocab is increasing and they are remembering it. Multiplication fact speed is increasing. My students understanding of place value is way better.*
- *My math block flows better and the class is more engaged. I feel I am getting helpful information on their learning during the entire lesson, not just at the end when I mark their work.*

SESSIONS BY STATUS



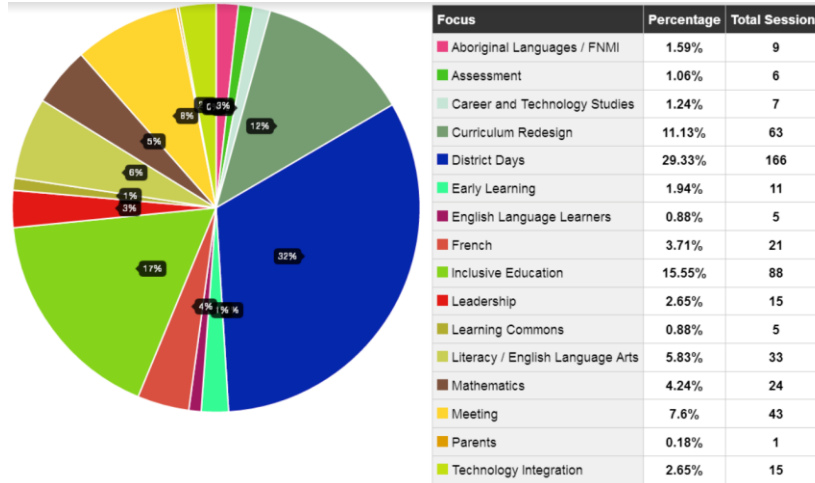
174 district days
 31 Collaborative Partnerships
 413 ERLC sessions = **618 total**
 With 54 cancelled sessions

SESSIONS BY TYPE

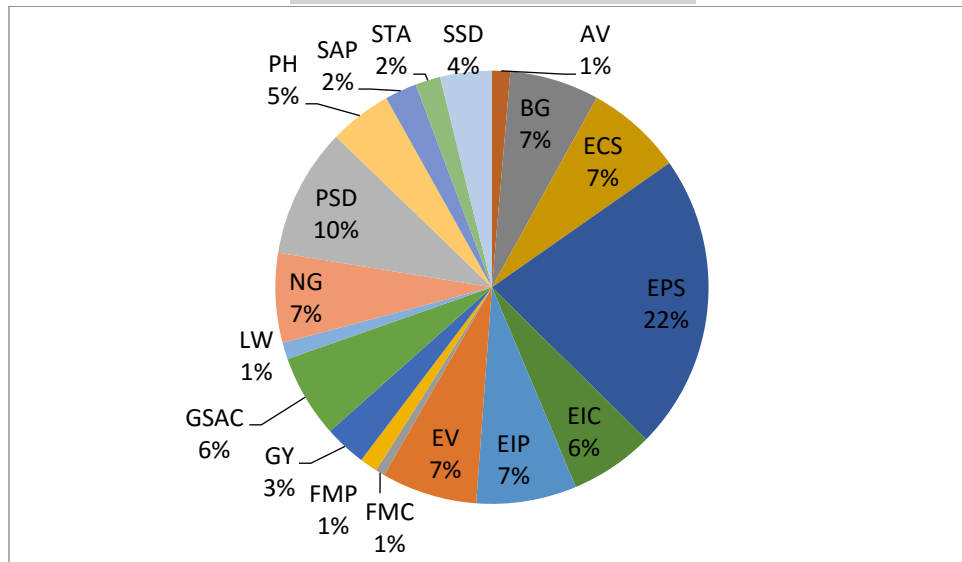


Sessions By Type	
In Person (92.25%)	536
Webinar (7.4%)	43
Webcast (0%)	0
Videoconference (0.17%)	1
In Person/Videoconference (0.17%)	1
In Person/Webcast (0%)	0

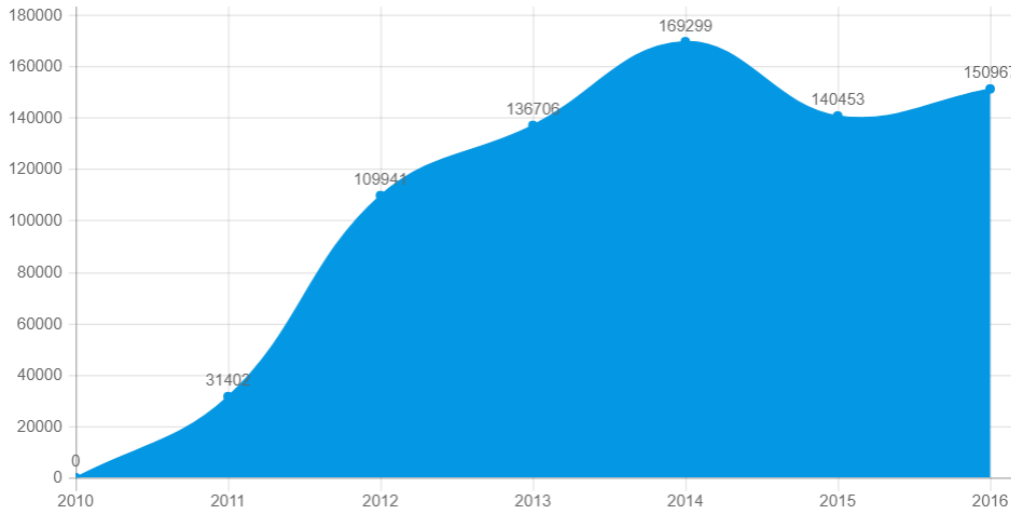
PARTICIPATION BY FOCUS AREA



DISTRICT PARTICIPATION

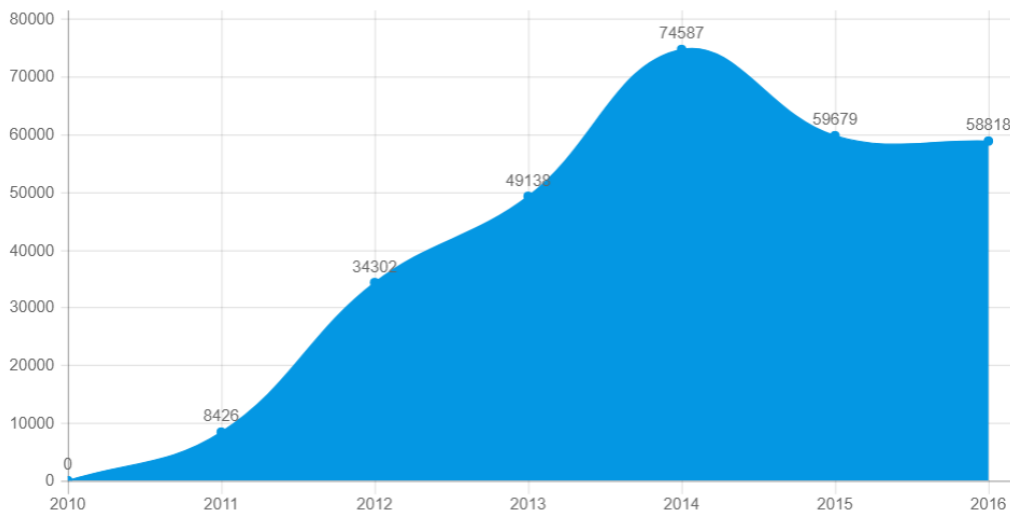


PD RESOURCES TOTAL PAGE VIEWS



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
2016-2017	150,967

PD RESOURCES TOTAL 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
2016-2017	58,818

Edmonton Regional Learning Consortium
Curriculum Implementation
Interim Report 2016 – 2017
January 2017

Alberta Education provided funding to the ERLC to support Curriculum Implementation and identified priorities of the Department. ERLC, in consideration of the ARPDC goals, regional and provincial priorities, and the needs of Zone 3 school authorities based on the Three-Year Education plans, worked collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate), Alberta Education staff and other Consortia to develop plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.

This mid-year report provides an update of the measures addressing the curriculum implementation goals and strategies and highlights the consortium work relative to the goals and strategies up to December 31, 2017.

Attachments included in this report:

Curriculum Implementation 2016-2017 Plan and corresponding mid-year data
Alberta Education Priority Areas-2016-2017-ERLC Planning Document
Zone 3 District Priorities as per 2016-2019 Three Year Education plan
District Priorities - FNMI Sort
Leaders Learning Symposium Session Overview
Zone 3 Jurisdictional Statistics

A. What has the consortium done in each of the priorities identified in the grant?

Refer to Alberta Education Priority Areas-2016-2017-ERLC Planning Document in which Actions, Resources and Sessions are identified.

B. What is of particular interest in the way the work is unfolding this year, in terms of evolving regional needs, and the consortium's approaches for providing professional learning support?

The need for professional learning isn't in question: rigorous student expectations, changing student demographics, and multiple priorities all require highly skilled teachers and leaders in every school. The ERLC, one of seven provincial learning consortia, is positioned to provide multiple professional learning supports to address the diverse needs. The following provides an overview of how the work is unfolding this year in zone 3.

First Nations, Métis and Inuit

As this continues to have presence on the political 'agendas' it is taking root within our jurisdictions. The idea that this isn't an option but something we need to do is bringing more conversations our way for future session planning and providing adequate supports in our zone.

Mathematics

We continue to plan sessions linked with links to Numeracy and EMPLO. Stand alone Mathematics or EMPLO sessions do not draw participants.

Supporting competencies in current curriculum

With the release of the streamlined competencies, sessions continue to be well subscribed. Also supported ASCA with webinars.

Supporting literacy and numeracy in current curriculum

The work with literacy and numeracy exists in ongoing literacy and math sessions. There is a continued focus on intervention to support struggling learners in both Literacy and Numeracy. This continues to be an area of greatest need.

Provincial Assessments – Student Learning Assessments

ERLC supported the greatest number of jurisdictions during the fall 2016 pilot with collaborative marking sessions.

Provincial Assessments – Diploma Programs

In partnership with Alberta Education, a number of request have been made for support.

Inclusive Education

This continues to be a high priority area in our region at all levels.

Career and Technology Foundations

ERLC, in partnership with Edmonton Public School and Edmonton Catholic Schools will continue with a CTF/CTS: Professional Development Day at the end of January. There has been a noted decline in interest since the optional implementation announcement.

Learning Commons Policy

ERLC offered a Learning Commons Symposium in the fall and plan to offer another in the spring.

Curriculum Development

Data already provided

Working in our school jurisdictions – Supporting the Leaders:

Providing professional learning opportunities for leaders is a critical component to ensuring success in priorities identified in the grant. ERLC is currently facilitating again this year two Communities of Practice (COP) for leaders - one for principals and one for assistant principals.

As well, ERLC offered for the third year the Leaders Learning Symposium for district leaders aligned to the priority areas in the grant and emerging trends in their three-year education plans.

In addition to networking with colleagues across the region, the sessions inform the leaders of what others are doing, expose them to multiple perspectives and inspire to take the ideas and make them fit their context.

Deliverable Priority Order:

This year the implementation funding provided the deliverables in priority order – for government. As we continue to work in our zone, we are seeing that what government has deemed the priority order for the deliverables may not be reflective of what our systems would identify in the deliverables as their priorities. An example of this is the area of Inclusive Education – this is a high priority still in our jurisdictions – along with the continued focus on Literacy.

English Language Learners is and continues to be a high priority in the Edmonton area. ELL is not independently defined as a key deliverable in the grant, but can be seen as meeting the needs of all learners with Inclusive Education and also ties to our Literacy priority. To accommodate work in this area, this is how we have defined the work.

Perhaps moving forward in future years, consideration and thought might be given to not having the deliverables in any specific order of importance, but the work around the key areas would be more aligned to fit with the needs of our own jurisdictions in our zones and aligned to the three-year education plans.

Regional Collaborative Service Delivery:

ERLC developed a strong working relationship with the Edmonton and area RCSD. I meet regularly with the RCSD Learning Committee where we seek opportunities for combining our efforts to support all learners and families.

Other—requests, concerns, recommendations, advice, reflections

Reporting Deadlines – End of year reporting should reflect the budget year used in education: September 1 – August 31. Reporting prior to the end of the budget year is not helpful and would result in reporting complications or additional reporting necessary to fully report on work completed and budget. If we are looking for synchronicity in our reporting, then all work should align with the fiscal year to August 31.

Technology Funding – whether this be an increase to the infrastructure funding, or an increase to the implementation grant funding, it needs to happen. Education and the work within education is all reliant on technology and technology expertise. The increase in costs for both the technology hardware and software to do our work combined with the cost of technology expertise to help run our network and to help us infuse and use technology to support professional learning are significant.

2016-19 - Zone 3 - Three Year Education Plans Analysis

BACKGROUND

Edmonton Regional Learning Consortium (ERLC) develops yearly a summary of the highlights of Three Year Education Plans as drafted by the 18 jurisdictions served under the ERLC. The summary provides a highlight of the proposed 2016-2019 plans to provide guidance to the planning of professional learning opportunities for the 2016-2017 school year.

SUMMARY

Education plans are written in a common format. When building the Three-Year Education Plan, the jurisdictions continue to incorporate Alberta Education's four outcomes, as outlined below:

Outcome One: Alberta's students are successful

Outcome Two: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

Outcome Three: Alberta's education system is inclusive

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Outcome Five: The education system is well governed and managed

The following summary document paints a general picture of ERLC's jurisdictional proposed plans & focus for the term 2016-2019 to help shape the professional learning during the 2016-2018 school years. It is general in nature and its sole purpose is to provide a starting point for further discussion in planning professional development to best meet jurisdictional needs as specified within each of their plan.

A number of provincial priority areas were barely mentioned in the District Three Year Education plans: Mathematics, Competencies, Learning Commons, Technology, and English Language Learners. This is not to imply that no work is happening in these areas, but the majority of districts did not identify any concrete initiatives that they are working on. In some instances, these priorities were simply identified in generalities, e.g. the district would be focusing on offering ELL supports, implementing CTF or developing literacy.

There continues to be ongoing attention paid to priorities such as inclusive education, parent and community engagement, high school redesign, dual credits, transition planning, and analyzing data from Provincial Assessments. Elementary literacy is clearly a priority in most districts with a fair number of districts branching out into Secondary literacy. Numeracy is mentioned, but it would appear that districts are just beginning on that journey.

Mental health and wellness is a clear priority in all 18 districts. Identified wellness initiatives include character education, anti-bullying, nutrition and citizenship with an added focus on social-emotional supports such as resiliency, self-regulation, suicide awareness, positive behaviour response models, non-violent interventions, trauma supports and addressing gender and identity issues.

Another key priority is supporting First Nations, Métis and Inuit learners. Key themes identified include:

- providing welcoming spaces
- addressing recommendations from the Truth and Reconciliation Commission
- increasing cultural awareness and hosting cultural events
- building relationships and creating a broader circle of support for First Nations, Métis and Inuit learners including staff, parents, elders, knowledge keepers, Family Liaison Workers, Graduation Coaches, Mentors, and Lead Teachers.
- looking at best practices in literacy and numeracy; enriching resource collections available in schools; creating learning profiles, tracking students, providing early "head-start" supports, offering counselling, closing achievement gap, and helping students complete high school and transition to post-secondary/careers
- the need for extensive professional learning for all staff including educational assistants, teachers, mentors, liaisons and leaders
- offering flexible programming to best meet needs of learners
- the creation or continuation of district FNMI committees in order to craft solutions and provide supports specific to their context

Please refer to the Zone 3 District Priorities as per 2016-2019 Three Year Education plan for more specifics in each of the other priority areas.

Lastly, there is a wide range of reporting among the districts. Some reports were one page and others were 100 pages long. Furthermore, it is difficult to draw broad generalizations about areas of focus and possible professional learning needs when reports vary from extremely detailed down to the exact speaker they will be bringing in, to extremely general comments with no clear action plans. Also, some of our districts made no mention of priorities such as Mathematics and ELL when in fact they have teams dedicated to those areas of need. Thus, the importance of continued district contacts and advisory committee meetings to draw upon district leads input in planning with intention.