

Edmonton Regional Learning Consortium

Website: www.erlc.ca

CURRICULUM IMPLEMENTATION ANNUAL REPORT 2018-2019





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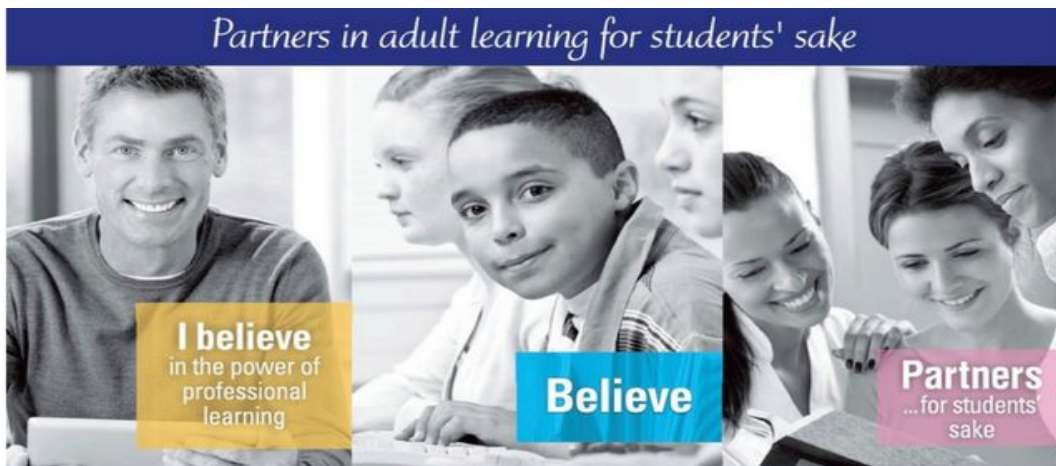


CURRICULUM IMPLEMENTATION

Alberta Education provided funding to the Edmonton Regional Learning Consortium (ERLC) for Curriculum Implementation Support of identified priorities.

For the 2018– 2019 school year, the amount of \$725,925.00 was provided for this work.

ERLC, in consideration of the Alberta Regional Professional Development Consortium (ARPDC) goals, provincial and regional priorities, and the needs of Zone 3 school authorities, worked collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate), Alberta Education staff and other Consortia members and developed plans, strategies and opportunities to meet provincial and locally identified professional learning needs in congruence with provincial direction.



"Partners in adult learning for students' sake"



MESSAGE FROM BOARD CHAIR

On behalf of the 2018-2019 Board of Directors of the Edmonton Regional Learning Consortium, I would like to acknowledge the leadership and ongoing commitment to the ERLC's mission, vision, and goals by the staff of ERLC. Their dedication to the mission "Partners in adult learning for students' sake" continues to be innovative and responsive to division, school and teacher context.

The Edmonton Regional Learning Consortium continues to create and maintain a strong network among educators, administrators, and provincial consortia across the province. Through the ERLC team's leadership and dedication, they have implemented various learning opportunities and learning resources providing valuable professional development to teachers, administrators, district leaders, educational assistants, pre-service teachers and parents. This multi-modal approach to professional learning is responding to continual need to meet educators "anytime, anyplace, anywhere." As the staff of ERLC responds to requests from Alberta Education and school jurisdictions, they do so in a financially responsible manner. As evident in the annual report, the ERLC team continues to meet the professional learning needs of educators in Zone 3.

We commend the ERLC for navigating difficult waters as they received instruction to cancel a good number of scheduled professional learning opportunities under the Government of Alberta Election Communication Policy.

We fully support the important role of the learning consortium and continue to be committed and advocate for quality professional learning that effectively supports the regional needs of Zone 3.

Thank you to John Waterhouse and the ERLC team for their ongoing commitment to professional learning in Zone 3.

Respectfully submitted

Thérèse deChamplain-Good



MESSAGE FROM THE EXECUTIVE DIRECTOR

It has been a genuine pleasure to have worked with the Alberta Regional Learning Consortium staff, stakeholders, contacts and leaders together in providing high quality professional learning opportunities for the adults engaged in the teaching and learning of our students in this province. This last year has been one with great successes, significant change and accompanying challenges. The optimism, passion and professionalism of all those we work with and serve is a constant affirmation of the focus we all have on young lives and their individual futures. The manifest commitment to continuous improvement and ongoing excellence are two significant pillars in our collective culture of “Adult Learning for Students’ Sake”.

Through this year we were able to engage with and serve over 17,000 adults who all share the deeply held passion for excellence in their various roles. Their satisfaction with the level of impact these learning opportunities contributed to their depth of understanding, active involvement in the learning and application to their personal and professional capacity provided overwhelming affirmation of the continued ability of ERLC to support and meet their learning needs.

Research in professional learning clearly identifies both the need for, and return on investment of, Professional Learning in education. ERLC provides a broad spectrum of high-quality learning opportunities through multiple modalities that are evidence based and results oriented. These collaboratively identified, needs-based opportunities that are met through current professional learning designs are the foundation to the continued success of the Edmonton Regional Learning Consortium.

I look forward to working with our staff and our many stakeholder partners at multiple levels to successfully navigate the challenges we face in an ever changing context. I am confident that our individual and collective ability to adapt, to innovate, to envision and then to create the path ahead will be achieved - together. The lives, experiences and futures of our children and students need our passion, purpose and professionalism now more than ever.

John Waterhouse
Executive Director

Learning is not attained by chance, it must be sought for with ardor and attended to with diligence



ACCOUNTABILITY STATEMENT

The Edmonton Regional Learning Consortium Annual Report for the 2018-2019 school year was 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:
 - 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.



ERLC Regional Context and Governance

2018-2019 Board Member Representation

College of Alberta School Superintendents	Therese deChamplain-Good
Faculty of Education University of Alberta	Carla Peck
Association of School Business Officials of Alberta	Ceilidh Osland
Alberta School Councils' Association	Brandi Rai
Alberta School Boards Association	Linda Wigton
Alberta Education Ex Officio	Kim Brokoff and Johanna Pagonis

ERLC Regional Context:

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



This 2018-2019 regional plan includes support for quality professional learning opportunities for all educators related to the provincial priorities in the areas of:

Current Curriculum

- First Nations, Métis and Inuit
- Mathematics
- Supporting Literacy and Numeracy in Current Curriculum
- Provincial Assessments
- Inclusive Education

Future Curriculum

- Curriculum “Shifts”
- Literacy and Numeracy
- Competencies
- Validation/Implementation
- LearnAlberta.ca

Other regional and provincial priorities

- Early Learning
- CTF/CTS
- Learning Commons
- Technology Integration
- Leadership
- French Immersion/FSL
- Parents
- Educational Assistants

The funding facilitated the delivery of professional learning supports for curriculum implementation that aligned with the priorities determined by Alberta Education. The high quality professional learning supports provided by ERLC included a wide variety of research-informed approaches and opportunities for educators, and built capacity within schools and school jurisdictions, regionally and provincially. Although the year was paused under the direction of the Alberta Government in alignment with the Election Communications Protocols with the advent of the provincial election in April, this report will provide both quantitative and qualitative evidence that the work of the consortia across the region has had a positive, contextualized and job-embedded impact on staff and student learning.

The pause in our work also had a direct impact on ERLC’s revenue and expenditures as noted in the financial summary information of this report.



ERLC Committees (District Contact and Collaborative Leadership Communities):

To ensure the needs of school districts, charter, private and band schools are met, ERLC collaborated with district representatives at District Contact and Collaborative Leadership Community Committee meetings, which represented specific priority areas outlined in the implementation grant and regional priorities. ERLC 2018-2019 Collaborative Leadership Communities included:

- Supporting New Curriculum
- Early Learning
- English Language Learners
- First Nation, Métis and Inuit
- Inclusive Education
- Mathematics/Numeracy
- Mental Health and Inclusive Education
- Literacy (elementary and secondary combined)
- Technology Integration
- Zone 3 Leadership (District Contacts)



BELIEFS

<p>Beliefs About the Role of Edmonton Regional Learning Consortium</p>	<p>Beliefs about Curriculum Implementation</p>
<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 planned 192 district days** (10, 741 participants) with district leads, where a member of the ERLC regional team offered session/s in a district with a focus on supporting schools or the school system with the implementation of Alberta Education's priority areas.
- **ERLC partnered with IBM K-12 Education** for the first time to offer a series for the 2018/2019 school year: Leadership for Effective Change. This series will pilot a new professional learning model that is designed to contextualize learning through individualized coaching support as leaders work through strategic planning for their selected change initiative. It provided system and school leaders with strategies, processes and approaches to plan for the successful implementation of any change initiative. Leaders enhanced their skills with proven, powerful, and practical strategies to support their school systems with the implementation of new curricula, the new professional practice standards and other district specific change initiatives.
- ERLC created two comprehensive websites to support school districts' regional needs as well as Alberta Education's priority areas:
 - **Curriculum Implementation for Alberta Educators:** The purpose of this website is:
 - To provide support for implementation of current and future Alberta curriculum
 - To provide information on the architecture of the new Alberta curriculum
 - To provide information and support understanding of how Alberta teaching and learning will shift from a two dimensional "content-based" curriculum, to a three dimensional "concept-based" curriculum
 - To provide access to on-demand learning activities designed to assist teachers in gaining the skills, knowledge and understanding needed to teach conceptual understandings.
 - To respond to the needs of all educational partners once the curriculum is released by continuously ever-greening this site.
 - **Thinking Strategies:** The purpose of this website is:
 - To provide a resource that was written with the principles of quality instruction and formative assessment in mind as well as intentionally



- incorporating language tied to literacy, numeracy and competency development as required by Alberta Education.
- A cohort of teachers and literacy leaders across the province met a number of times to discuss how to support Disciplinary Literacy in Grades 5-12, how to foster student engagement and how to choose the right strategy at the right time. The cohort developed a list of 40 engaging and effective thinking strategies that are designed to have students do more of the processing, thinking and learning which means less emphasis on the teacher doing most of the 'heavy lifting' in any given day or lesson.
 - ERLC district leads were offered a day of professional learning on concept-based curriculum, at no cost. The purpose of this workshop was to develop the following understandings:
 - Concepts are integral to the inquiry process and the enhanced Alberta Program Of Studies.
 - A concept-driven curriculum promotes meaning and understanding while challenging students to engage authentically with significant ideas.
 - A conceptual lens on the design of learning experiences supports depth of understanding and trans-disciplinary connections rather than isolation of memorized facts and the development of skills out of context.
 - Concept-based curriculum and instruction differs from traditional approaches to pedagogy and the language of written curriculum.
 - The exploration of concepts leads students toward an appreciation of ideas that transcend disciplinary boundaries as well as toward the essence of each subject area.
 - ERLC hosted its own, one-day, Educational Technology Summit with a total of 127 participants in attendance. Keynote speakers A.J. Juliani and Brian Aspinall spoke on topics including: Intentional Innovation: Empowering Students With Choice and Technology, Hacking the Classroom and LAUNCH into Design Thinking: How to Bring Out the Maker in Every Student.

Current Curriculum

First Nations, Métis and Inuit

- **48 sessions were planned with 32 completed and attended by 1,236 total participants.**
- A **First Nations, Métis and Inuit Collaborative Leadership Community (CLC)** met twice during the 2018-19 year.

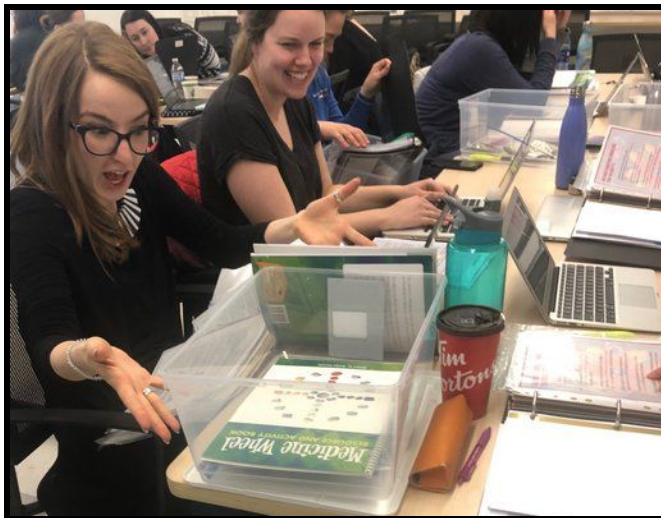


- The **Project-Based Learning Two-day Workshop with a First Nations, Métis and Inuit Focus** was offered again this past year. Participants had the opportunity to plan and design an engaging and rigorous project with a focus on one or more aspects of First Nations, Métis and Inuit foundational knowledge.
- In November 2018, **Sandra Herbst and Etienna Moostoos-Lafferty** led a session for **Exploring Quality Assessment Practices to Demonstrate the Development and Application of Indigenous Foundational Knowledge** to address the new TQS and LQS Competency 5, to come into effect in September 2019.
- In October, the ERLC partnered once again with Grande Yellowhead Public School Division to help organize the **First Nations, Métis and Inuit two-day Culture Camp** at the Palisades Centre, Jasper National Park. This camp has been running for 9 consecutive years and is consistently well received. The cultural camp was led by knowledgeable and experienced facilitators who walked the participants through history, contemporary issues, and a deeper understanding of culture and Indigenous knowledge systems.
- In January 2019, ERLC hosted **Learning Through Story: Celebrating Indigenous Voices** featuring Canadian author and former principal David Bouchard. This full-to-capacity event featured various Indigenous speakers who highlighted topics such as traditional storytelling, including Indigenous perspectives in literature for classrooms, and using a Sharing Circle to facilitate learning and reflection. An Indigenous Book Fair provided opportunities for participants to preview and purchase Indigenous literature from Pearson Publishers, Audrey's Books and Edmonton Public Library. Kitaskinaw School (Enoch reserve) and Highlands School (Edmonton Public Schools) showcased school-wide initiatives to support Indigenous students. ERLC also facilitated the booking of David Bouchard to speak at 12 schools in partnership with Edmonton Public Schools, Elk Island Catholic Schools and Greater St. Albert Catholic Schools.
- In May, 2019 the Edmonton Regional Learning Consortium, on behalf of Alberta Regional Professional Development Consortia's Education for Reconciliation grant work, created a dynamic learning opportunity entitled **Assembling Strength**, that allowed for regional sharing of the region's collective journey towards reconciliation. Dr. Dustin Louie opened the morning with a keynote session focussed on the practice of witnessing, and an Elders Circle Discussion launched off the afternoon program. The day included 8 breakout sessions, as well as an Indigenous book fair.
- Educators had the opportunity to examine and take home a grade specific Indigenous Kits (kindergarten to grade 4) to support Education for Reconciliation. The kits supported teachers in building their students' Indigenous foundational knowledge by providing teachers with a range of both hard copy and digital resources across various disciplines in the current Programs of Study. An Indigenous consultant, Jessica Daniels,



was able to guide participants' understanding of how to look at the resources using a Reconciliation critical lens to explore the resources. Teachers discussed the purpose/scope of the kits, connected to the Teaching Quality Standard, and Indigenous ways of knowing and learning. The sessions were so well received, and the series was repeated in the spring.

- District day requests highlighted a need to support high schools with how to implement Competency 5 including high schools from St. Albert Public Schools, Edmonton Public, Pembina Hills Regional Division, Evergreen Catholic Schools, and the North Central Teachers' Convention.
- The **John Humphrey Centre for Peace and Human Rights (JHC)** led a 3-day series called **Advancing Reconciliation in Education**. This professional learning featured a resource toolkit created as a collaborative effort between JHC, Edmonton Public Schools and Edmonton Catholic Schools. A framework was shared with participants through the lens of social justice.
- **Infusing Indigenous Texts in Grades K-12 Classrooms**, an interactive session increased awareness of Indigenous texts, both fiction and nonfiction, that support curricula. This session built teacher confidence in using Indigenous texts meaningfully in classrooms.



Mathematics

- **23 sessions were planned with 14 completed and attended by 329 total participants.**
- The Math/Numeracy Collaborative Leadership Community participated in a conceptual understandings book study. The group split into three groups to explore three books, Tools for teaching Conceptual Understanding Elementary (Julie Stern), Tools for



teaching Conceptual Understanding Secondary (Julie Stern) and Concept-Based Mathematics (Jennifer Wathall).

- Ulana Soletsky facilitated several district days in the area of how children learn mathematics, based on the “**First Steps in Mathematics**” resource. This resource focuses on phases of student thinking and key understandings that students must master by the end of each phase. Students complete diagnostic tasks to determine the key understandings they have mastered and support for intervention is provided for the teacher, based on student results and grade level.
- A number of **Guided Math sessions** were provided by **Christine Mychalshyn**. Increasingly, teachers are indicating that Guided Math is a very successful practice for supporting all students.
- **Karen Karp** presented 1 day institute on **Improving Mathematics Instruction for Students Who Struggle: Multi-Tiered Systems of Support**, Grades 1-5. Using evidence-based strategies such as concrete/semi-concrete/abstract (CSA), participants learned how to help students develop a balanced understanding of mathematics concepts and skills that focus on number and operations and algebraic thinking.
- **Dave Martin** provided a number of sessions on developing conceptual understanding and differentiation of assessments in mathematics. Participants walked away with many strategies for teaching through problem solving and for changing assessment practices.
- **Keith Van De Keere** modelled lessons and worked with classroom teachers to develop the Big Ideas in all levels of math.

Supporting Literacy the in Current Curriculum

- **59 literacy sessions were planned with 43 completed and attended by 1,262 total participants.**
- 9 sessions were offered by Lana Lane for Supporting the Implementation of Words Their Way, a literacy program that offers an interactive approach to phonics, spelling and vocabulary. This was a popular and practical session for elementary teachers.
- The **Literacy Collaborative Leadership Community (CLC)** hosted 3 meetings throughout the year. In addition to being open to designated literacy leaders, post-secondary representatives from the University of Alberta and Concordia University participated as well. The focus for this group’s professional learning was to build a better understanding of what conceptual understanding means in a literacy context. There was also dialogue throughout the year regarding how to support preservice teachers and beginning teachers with how to implement literacy instruction.
- A series of 3 professional learning sessions focused on the **Structured Word Inquiry (SWI)** pedagogy. In October, Gina Cooke, an American linguist provided two webinars to



provide a foundational understanding of the SWI process. In January, **Peter Bowers**, the founder of WordWorks Literacy Centre, returned to ERLC once again to share his expertise around Structured Word Inquiry for an introductory and advanced session. On day 1, Peter used a classroom-embedded model by modeling live demonstrations of a SWI lesson for students and their teacher (divisions 1 and 2) while session participants observed and participated in the debrief following each lesson. Later in April, a local teacher facilitated a half-day workshop at her school demonstrating how to build word matrices as an extension to Peter Bowers' sessions.

- Two sessions for **Sound Assessment Practice in Secondary ELA** was offered at ERLC. This session was also requested and delivered through the Calgary Regional Consortium.
- A cohort of teachers participated in the **Comprehensive Literacy 3-day Series**. The goal of this series was to support Grade 1-6 teachers with foundational literacy practices. This session aligned with ERLC's Comprehensive Literacy Guides.
- ERLC once again offered **Supporting Adolescent Readers for Grades 7-9, 3-day series**. Participants explored how to create rich reading environments and help students engage with texts in meaningful ways.
- **Using Critical Lenses to Deepen Reading Comprehension** was a popular session for secondary ELA teachers as it highlights a reading approach that guides students to explore different perspectives using critical lenses as an annotation strategy. Due to the positive survey feedback from this session, it will be offered as a 3-day series in 2019-20.
- A **cohort for a Disciplinary Literacy Professional Learning Community** explored ways to help students become more proficient readers and writers while navigating content-area texts.



- BC author and literacy consultant **Adrienne Gear** led a workshop for **Writing Power - Effective Writing Instruction and Assessment** which was full-capacity. Adrienne is returning in 2019-20 for a 3-day professional learning series, the Literacy Power Workout for reading, writing and thinking.



- Multiple sessions were offered to support the **implementation of the Fountas and Pinnell Benchmark Assessment System** (2 district days, 1 open session) and the Leveled Literacy Intervention (2 open sessions).
- Using the Literacy Continuum to Support K-9 Readers and Writers was a session for K to 9 teachers to build understanding of the reading and writing process and how students' learning changes over time. Understanding the Literacy Continuum informs gaps in student learning, supports writing IEP's and shares student's development with parents.

Supporting Numeracy in the Current Curriculum



- **3 numeracy sessions were planned with 3 completed and attended by 42 total participants.**
- ERLC posted the **Creating Numeracy Rich Environments in Schools website** that provides indicators of students' understanding of numeracy. This resource is designed to provide ways to bring numeracy alive in schools. The goal for all teachers is to make explicit connections to numeracy throughout the day, across subject areas, inside and outside of the classroom.
- ERLC provided district day sessions on the numeracy progressions across curricula, with teachers from all 4 divisions and all subject areas.
- **Exploring Spatial Reasoning in Grades K-3** was offered as an important predictor of school achievement. This session was strongly connected to the element of Spatial Information in the Numeracy Progressions
- A one-day session, **Developing Essential Numeracy Skills in Grades K-2: What Educators of Young Students Need to Know**, highlighted tools teachers can use to develop students' number sense and additive thinking. The session looked at children's misconceptions and hurdles, and introduced games, investigations, Ten-Frames,



Rekenrek, Dot cards and instructional approaches to build children's foundational understandings for numeracy.

Provincial Assessments

- **8 sessions were planned with 6 completed and attended by 98 total participants.**
- An **SLA collaborative marking session** was offered. This session was designed to support Grade 3 teachers following the administration of the SLA Literacy and Numeracy Performance Tasks in their classrooms.
- Support for the **Mathematics 30-1 and Mathematics 30-2 Diploma Exams with Written Response** was provided through **Alberta Education**. This session provided teachers and administrators with an overview of the Mathematics 30-1 and Mathematics 30-2 Diploma Examination Programs. Provincial Assessment Sector Staff provided information about the upcoming diploma exams written-response questions, field-testing and marking processes, assessment standards, and opportunities for involvement.
- Several **district days** were coordinated to provide support for **provincial achievement tests and diploma exams**.

Inclusive Education

- **84 sessions planned with 69 completed and attended by 3,468 participants**
- There were **4 Inclusive Education sessions for parents** planned; 2 of these sessions were completed and 76 participants were supported.
- The ERLC continues to be involved with the **Zone 2/3 Inclusive Education Directors meetings**. The group meetings continue to help inform future programming related to inclusive education for ERLC.
- A **Mental Health Collaborative Leadership Community (CLC)** met at various times throughout the year to advise ERLC on programming needs in school districts, and to network with other Mental Health district leaders.
- A range of sessions were hosted for parents, educational assistants, teachers, school health team members, administrators and district leaders on a variety of topics such as strength based approaches like social and emotional learning, self regulation and resiliency. ERLC provided training sessions on a variety of models for example go-to-educator, Psychological First Aid, TES Model of Trauma Response training and the S.I.V.A. (Supporting Individuals through Valued Attachments) Orientation course.
- The website **Mental Health: Understanding for Educators** was launched as a featured website on the ARPDC resources tab.



- In **partnership with Elk Island Catholic Schools**, ERLC was able to post onto the ARPDC resources website 4 Learning Guides and **Videos of Dr. Jody Carrington's** work in Elk Island Catholic Schools. Topics included "Disconnect is the Problem, Circle of Security, Lid Flip, and What's your Why?"
- ERLC partnered with **Chris Bugaj** to deliver two 2-day sessions on **Augmentative and Alternative Communication for Kids with Complex Communication Needs**. These sessions supported teachers of students with complex communication needs, speech language pathologists and occupational therapists working with students with complex communication needs.
- ERLC partnered with **Kurtis Hewson, of Jigsaw Learning** to support school-based administrators, learning coaches, inclusive learning teachers, district leaders/consultants, teachers, support staff and educational/instructional assistants in the essential work of establishing **Collaborative Response Models**, a framework that values collaborative, action-focused responses, data-informed discussions, and timely intervention to ensure all students can experience success.
- ERLC brokered professional learning to be delivered by the **Shanker Self-Reg® trained facilitator Julie Smith**. Shanker Self Reg® is a method for understanding stress and managing tension and energy. Sessions supported teachers (K-12), school-based administrators, instructional coaches, learning coaches, inclusive learning teachers, district leaders/consultants, educational/instructional assistants.
- ERLC facilitated a number of district days and open sessions supporting of **English Language Learners and English as a Second Language learners**. Many of these sessions were offered by the ERLC contractor Ciara Smith. Sessions supported educational assistants, support staff, K-12 teachers, school-based administrators, inclusive education coaches, inclusive learning teachers and district leaders. Topics included English as a Second Language Support for Educational Assistants, Supporting English Language Learners in the Mainstream Division 3 & 4 Classrooms, ESL Benchmarks 101: Deepening your Understanding of the ESL Benchmarks to guide teaching practice.
- ERLC hosted an **ELL Collaborative Leadership Community** facilitated by Susan Woo. This group met 3 times throughout the 2018-19 school year and prioritized working on creating an ELL starter pack for secondary classrooms.
- Two sessions for **Understanding and Differentiating the Needs of English Language Learners** was offered, as a webinar and a live session.
- A **SELLELA Community of Practice: Supporting English Language Learners in High School English Language Arts** - Resource & Strategy Collaboration was offered as an opportunity for high school English teachers to collaborate and share ideas and resources to address English Language Learner needs.



- **Shelley Moore**, an active advocate of effective practices of inclusion, special education, curriculum and technology, offered an **Inclusion in the Elementary Classroom 3-Day Series**. The sessions were very well received, and focused on getting to know learners, designing inclusive goals and inclusive assessment for diverse classrooms. The ERLC is excited about plans to pilot a new innovative model of professional learning with Shelley during the 2019/2020 school year which will provide participants with the opportunity to observe Shelley as she models her planning process and instruction within an actual classroom.
- In **partnership with Black Gold School Division**, ERLC offered a **Traumatic Event Systems (TES) Training**. This session filled quickly and ERLC offered 2 more sessions in the fall of 2019.
- Sandra Gluth offered **8 sessions to support literacy and numeracy learning for students with significant disabilities**.
- ERLC partnered with Renfrew Educational Services in Calgary to offer 2 sessions on using **TouchChat on Communication Devices**. TouchChat is a full-featured communication solution for individuals who have difficulty using their natural voices.
- In **partnership with Alberta Education**, ERLC offered **17 low incidence sessions** with 1,532 participants.

Supporting Future Curriculum Priorities: New Curriculum and Competencies (Does not include Literacy and Numeracy sessions)

- **31 sessions were planned with 21 completed and attended by 1,295 total participants**
- ERLC supported all levels of school authorities in developing awareness and understanding of the future curriculum. Topics included:
 - the architecture of the new curriculum;
 - the newlearnalberta.ca website;
 - 3D curriculum focussed on understanding, knowing and doing;



- fostering conceptual understanding;
 - the role of numeracy, literacy and student learner competencies in future curriculum;
 - ways to adapt popular styles of unit planners, and learning process frameworks like project-based learning and design thinking to reflect conceptual understanding and language of future curriculum;
 - developing awareness of high-impact instructional strategies that support conceptual understanding and deep thinking; and
 - modelling units, lessons and instructional strategies focussed on developing conceptual understanding.
- ERLC consultants worked with a number of school districts in designing and delivering initial professional learning opportunities related to **future curriculum**, that engaged educators at all levels.
 - ERLC launched and continued to refine and update a **Curriculum Implementation Website** designed to support for current and new curriculum. The website includes high-impact strategies and thinking routines, unit and lesson planning, curated resources, as well as several recommended books, articles and videos to view. The new curriculum architecture is explained and defined, based on ABED Curriculum 101 Slide Deck and speaker notes, as well as the guiding framework.
 - ERLC hosted **Lynn Erickson, Lois Lanning and Tiffanee Brown and Julie Stern**, who facilitated sessions on how to intentionally **design unit and lesson plans with a curriculum focussed on concepts**. These sessions provided insights on what many well known educational researchers and authors cite as key attributes for teaching for conceptual understanding. ERLC plans to follow-up this year of learning about the foundations of conceptual understanding to developing cultures of thinking (Dr Ron Ritchhart) and instructional strategies (Rachel French) that support deep and transferable understanding.
 - ERLC continued to support building awareness and understanding of the **Guiding Framework** for the **Design and Development of Kindergarten to Grade 12 Provincial Curriculum (2016) through Curriculum 101 sessions**.
 - ERLC consultant Michele Jones along with Cathy Coers from the Central Alberta Regional Consortium led ARPDC staff in 2 full days of literary research on conceptual understanding. These days were designed by an ARPDC guiding coalition representatives from SAPDC, CARC, NRLC and ERLC.
 - ERLC supported a Collaborative Learning Community made up of Alberta consortia staff, zones 2 and 3 district leaders. In the beginning, this CLC worked closely with Tiffanee Brown on what conceptual understanding instruction and planning can look like in Alberta. Ongoing, job-embedded support was provided through continued online



follow-up conversations with the whole group, and certain small groups. At times Tiffanee Brown volunteered her time to join in the conversations to provide her perspective as an instructional leader in her own district.

- 5 district/school leaders from the CLC (above) and ERLC consultant Michele Jones, completed a **Concept-Based Instruction training course** during the second week of July, 2019, in the Netherlands, facilitated by Lynn Ericson. This week-long training provided foundational understanding of building conceptual understanding through intentional planning and instruction. Cohort individuals will continue to support the districts and schools they work in, as well as ERLC's 18 school divisions, and numerous private, charter and band schools.
- In mid-August, ERLC hosted Canadian researcher **Garfield Gini-Newman** and various district leaders in a full day workshop, focussed on **concept-based curriculum and assessment of conceptual, deeper and transferable understanding**. This group will continue to work together in the upcoming school year to collaborate on a vision for the direction of professional learning needed in this work.

Competencies

- **17 sessions were planned with 8 completed and attended by 219 total participants.**
- ERLC supported all levels of school authorities in the work of developing **student learner competencies** and how competencies support learning outcomes of current curriculum and student centered learning. Session content ranged from the management of information (eg. Digital Citizenship: An Ongoing Conversation), to sessions on creativity and innovation to sessions on Creating Opportunities to Engage in and Assess Critical Thinking with K-12 Students.
- ERLC offered several sessions focussed on a variety of teaching methods that support the development of student competencies. Sessions ranged from **project-based learning**, eg. GET OUTSIDE! with PBL, and the importance of connecting with nature, to design thinking sessions, eg. Design Thinking: A strategy to Encourage Innovation in our Classrooms.
- A **Community of Practice Supporting Educators of Inquiry and Project-based Learning** was offered again this year. Participants deepened their understanding and observed how inquiry is "lived" in classrooms. The group planned to visit three Edmonton area schools (the last session was cancelled due to the provincial election) and observed how students use Alberta's competencies when engaged in an inquiry/project-based approach to teaching and learning.
- Three **Webinars for Parents** - Supporting Student Competencies through Positive Mental Health, were hosted in partnership with the Alberta Health Services Education



Team and ERLC. These webinars focused on student learner competencies and the Comprehensive School Health approach.

- ERLC offered a **two-day Project-based Learning Workshop** two times this year as open sessions, as well as to numerous districts, in which the workshop was tailored and contextualized to local needs. This workshop continues to be well received - it is practical, hands on, collaborative and participants walk away with a project that is ready to use, complete with a comprehensive assessment plan and intentional support for student application and reflection on their use of competencies.
- ERLC hosted its own, one-day, **Educational Technology Innovation Summit** with a total of 127 participants in attendance. Keynote speakers **A.J. Juliani** and **Brian Aspinall** spoke on topics including: Intentional Innovation: Empowering Students With Choice and Technology, Hacking the Classroom and LAUNCH into Design Thinking: How to Bring Out the Maker in Every Student.

Other Regional and Provincial Priorities

Early Learning

- **12 sessions planned and completed for the year and attended by 301 total participants.**
- ERLC partnered with Edmonton Public Schools to offer a 4-Day Reggio-inspired Series where the group spent dedicated time in dialogue and practice with each other, to learn how to inspire evolving and authentic curriculum for early learners. Participants had the opportunity to visit Reggio inspired environments at 4 different schools throughout the series.
- **Staci Cooper**, registered speech-language pathologist who works at Meridian Rehabilitation Consulting in Kelowna, BC, offered a session on **Linking Imaginative Play Skills to Language and Social Development**. In this session, participants explored the importance of play in language and social development, the different types of players and the potential risks associated with different types of players, the 6 core skills of imaginative play and their developmental sequence and practice strategies to foster better play skills in preschool, elementary and older students.
- **David Sobolewski**, a consultant with Edmonton Public Schools, offered a **2 day series on Play-Based Learning**. The session was designed to give teachers practical ideas for incorporating play into their planning and teaching. Together, they explored 12 distinct forms of play linking their relevance to a child's early development.



- ERLC hosted two sessions, **Introduction to Emergent Curriculum in the Early Childhood Setting with Kelly Raypold**. Participants had the opportunity to reflect their students and plan for possible provocations to extend their play, ideas, and understandings.

CTF/CTS

- **16 sessions planned with 9 completed and attended by 215 total participants.**
- ERLC, in partnership with Edmonton Catholic and Edmonton Public school boards, hosted the 8th annual CTS/CTF Day. The theme for this year was Designing Futures. The CTF sessions engaged participants in exploring CTF course creation and projects.
- ERLC continued to meet with a CTF/CTS CLC which advised ERLC on a variety of topics including much needed changes to the ARPDC featured CTF website. ERLC contractor Louise Osland was hired by ARPDC to update the website to reflect all suggested changes.

Learning Commons

- **3 sessions were planned with 1 completed and attended by 15 total participants**
- ERLC hosted several Learning Walk/Talk Throughs at schools where staff shared how they were transitioning their school library to a Learning Commons. There was an opportunity to tour the Learning Commons and school, followed by an overview of the school's transition journey. Time was provided for school staff to be available to field questions and facilitate conversations, along with opportunities for networking.
- In 2 districts, ERLC facilitated direct support for Library Technicians with the goal of increasing their confidence to support the implementation of the Learning Commons Policy and to provide

Technology Integration

- **61 sessions were planned with 34 completed and attended by 852 total participants.**
- ERLC hosted its own, one-day, **Educational Technology Innovation Summit** with a total of 127 participants in attendance. Keynote speakers A.J. Juliani and Brian Aspinall spoke on topics including: Intentional Innovation: Empowering Students With Choice and Technology, Hacking the Classroom and LAUNCH into Design Thinking: How to Bring Out the Maker in Every Student.
- ERLC hosted 4 after school sessions on **Parenting in the Digital Age**. One session was delivered via a webinar while three were face-to-face sessions in Edmonton Public Schools, Greater St. Albert Catholic Regional Division and Elks Island Catholics Schools. 188 participants attended these sessions.



- ERLC offered a 4 day **Level Up Your Google Game** (Level 1 Certification Cohort). This series combined 2 full day face-to-face sessions and 2 after school online meetings. The group focused on using Google Apps to support student learning and provide varied examples from classroom teachers at all grade and subject levels.
- A one day summer session was offered on **Getting Ready for Back to School with Google Classroom**. Participants explored ways to use Google Classroom to post assignments, provide timely, effective feedback, encourage collaboration as well as differentiate and guide student learning.
- Scott Hebert offered a 3-day series, **The Gamification of Education: Press Start to Begin**. Participants learned about the gamification process and collaborated on plans to take back to their own classroom on day one. The series included a trip to view Scott's gamified junior high science classroom in action and ended with a group debrief.



Leadership

- **75 sessions were planned with 43 completed and attended by 2,234 total participants**
- Provided a series of three sessions presented by IBM Canada on “Leadership for Effective Change”. Participants came from School System and School Leadership levels and were mentored with ongoing application between sessions.
- A cohort of School Leaders developed needed capacity through the session “Fierce Conversations” led by trained facilitator Carolyn Garke
- Created a cohort of system leaders who will be leading the implementation of the new curriculum in their respective school systems. This cohort will collaborate with each other as well as with other school systems in the ERLC region in building expertise and capacity in leading change and designing implementation system wide.

French Immersion and French as a Second Language



- **22 sessions were planned with 17 completed and attended by 395 total participants**
- **Nathalie Lauriualt**, co-author with Julie Stern of “Tools for Teaching Conceptual Understanding” provided French Immersion teachers with this foundational session for current pedagogy in the French Language.
- Partnered with the Francophone Consortia to offer a two day series on reading and writing in the classroom.
- Provided a session on First Nations, Metis and Inuit Foundational Knowledge for French Immersion Teachers
- Provided the annual French as a Second Language Summer Boot Camp at Level 1 and 2.
- Provided a series of Reading Assessment sessions for CLS and French Immersion Teachers
- Welcomed 88 registrants to a session on supporting reading in a second language

Parents

- **40 sessions were planned with 30 completed and attended by 1,648 total participants.**
- ERLC’s Christine Quong hosted 4 after school sessions on **Parenting in the Digital Age**, attended by 188 participants. One session was delivered via a webinar while three were face-to-face sessions in Edmonton Public Schools, Greater St. Albert Catholic Regional Division and Elks Island Catholics Schools. Tips and advice were shared on how families can help their children navigate our digital reality with a balanced approach.
- In **partnership with Edmonton Public Libraries**, ERLC’s Susan Woo hosted an evening session at the Lois Hole Public Library. The session, **Supporting Literacy at Home: Parent Workshop**, parents learned about how to support their child(ren) at home by reinforcing literacy skills that help build strategic readers.
- **Chris Bugaj** presented a 2 day summer series. The series, **Augmentative and Alternate Communication for Kids with Complex Communication Needs**, had participants explore proven strategies for teaching even the youngest students how to become effective, functional communicators by teaching them language and by engineering the school, home and community environments so that all communicators have opportunities for rich, meaningful practice of language.

Educational Assistants

- **72 sessions were planned with 52 completed and attended by 2,250 total participants.**



- **Sandra Woitas** offer a session on **Behaviour Management**. Participants learned how to build a foundation for a system to decrease the incidences of attention and persistent attention seeking behaviours.
- **Educational Assistants: Supporting the Writing Process, Shared and Guided Reading - Supporting Literacy Learning for Students with Significant Disabilities** was facilitated by Sandra Gluth. Sandra helped participants build their understanding and skills to support emergent and early conventional writers, including the steps of predictable chart writing, the importance of an alternative pencil, and strategies and ideas to support students in their independent writing.
- Barb Pears facilitated the session, **Supporting Educational Assistants: Strategies for Student Success**. The session provided Educational Assistants 18 practical strategies, interventions and resources to support student success with an array of ideas to reach, assist and include students in an inclusive learning environment.
- Bonnie Edgecombe hosted a session, **Meaningful Math for All Students: Practical Strategies for Educational Assistants**. The goal of the session was for educational assistants to gain a better understanding of the philosophy and goals of the Alberta Mathematics Programs of Study. Ideas were shared for effectively assessing the strengths and misconceptions of students, and instructional strategies were demonstrated that can help guide students forward in their math understanding and skills.



Goals and Analysis

CONSORTIUM GOAL ONE

Facilitate professional development, which supports the effective implementation of:

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

OUTCOME 1.1

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

OUTCOME 1.2

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



MEASURES	RESULTS
<ul style="list-style-type: none"> ● Overall percentage of stakeholders that are satisfied that the consortium effectively addresses provincial and regional needs related to the deliverables. (DC#1) ● Overall percentage of stakeholders that were satisfied with the consortium’s response to emerging PD needs. (DC#4) ● Host formal/informal conversations with key Alberta Education personnel. ● Number of collaborative meetings for ARPDC to meet the identified provincial and local priorities/needs. ● Host regional jurisdictional district contact and advisory committee meetings to provide direction for planning learning opportunities and impact on district leadership and teacher practice ● Administer multiple surveys to gather data to inform future planning. <p>Due to the provincial election communication protocol, ERLC was unable to administer the above three surveys for the 2018-2019 year.</p>	<p>Due to the election communications protocols, ERLC was not able to gather this data for the 2018-2019 year</p> <p>Due to the provincial election communication protocol, ERLC was not able to gather this data for the 2018-2019 year</p> <p>Yes</p> <p>38 meetings 254 participants 112 guests (see Appendix A)</p> <p>2 District Contact meetings; 30 Collaborative Leadership Community meetings 23 district contact team meetings 4 District curriculum cohort leadership meetings Attend 4 regular CASS Zone meetings annually and engage in the curriculum lead cohort sessions</p> <p>31 % response rate for post session survey (# 2,116 responses) 28 % response rate for post 30-day survey (1,855 responses)</p> <p>District Contact Survey Collaborative Leadership Community Survey CASS regional member survey</p>



STRATEGIES USED TO ACHIEVE GOAL ONE

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



Analysis

The consortium continued to work collaboratively with Alberta Education, the ERLC Board of Directors, ARPDC Executive Directors, regional District Contacts, Collaborative Leadership Communities, advisory committees, partner meetings and various other stakeholder groups, for the purpose of sharing expertise, building capacity and setting direction. The ongoing collaboration and communication was instrumental in developing meaningful and relevant plans, strategies and opportunities that build coherence amongst provincial plans and priorities, district plans and priorities, and school plans and priorities (through district days). The ERLC connected with its stakeholders through multiple pathways - ranging from one-on-one or small group face-to-face conversations, Google hangouts and other online mediums, surveys, meetings using structured protocols, focus group conversations, and more. These conversations informed our work and ensured that it was responsive to the provincial and locally identified needs in congruence with provincial directions for education. The following comment reflects the importance of these meetings:

- I appreciated the opportunity to listen to what is coming our way and having a chance to discuss this with like minded educators.

The April Provincial Election COmmunication Protocol resulted in a pause in all communications with stakeholders.

Strategy 1

ERLC hosted one district contact meeting in the fall of 2018 and 30 Collaborative Leadership Community meetings. ERLC also presented/participated in Leading Curriculum Learning meetings, working group meetings, and system administration meetings. Participants who were unable to attend the meetings face-to-face due to distance issues, were invited to participate in the meetings via "Zoom". Overall, the meetings were well attended, and were viewed as valuable and much appreciated opportunities for district members to share their learning needs, successes and challenges, and share areas of support needed from ERLC. The meetings also provided an excellent opportunity for ERLC to share Alberta Education plans and direction, initiatives and other provincial information with district contacts. In turn, district contacts shared their feedback/suggestions for further support in relation to the 'new' information that was shared. Another important result of ERLC's ongoing engagement in meetings was the building of strong, trusting relationships between ERLC staff and their stakeholders. This comment from a district leader to an ERLC consultant speaks volumes to the level of trust from stakeholders: "I have great faith in everything that you do."



Strategy 2

The ERLC team conducted an extensive review of District's Three Year Education Plans, engaged in conversations with District Contacts in the fall, gathered input from Collaborative Leadership Community members representing priority areas, and connected with CASS Zone 3 Superintendents and Curriculum and Learning Leads. As a result, several priorities for support from ERLC to districts were identified for the 2018/2019 school year. The top 4, in order of priority included:

- Future Curriculum (Curriculum 101, Concept based instruction- Conceptual Understanding and Transference)
- Inclusive Education
- Supporting Literacy and Numeracy in current curriculum.
- First Nations, Metis and Inuit

Strategy 3

ERLC continued to seek feedback through post session surveys and post 30 day session surveys. The district contact survey, the collaborative leadership community survey and the CASS regional members survey were not administered this year, due to the provincial election communication protocol.. Completion of post session surveys by our participants continued to be a challenge, however, our average response rate of 31% was an increase of 6% over last year and did give some meaningful evidence that was used for reflection, refinement and enhancement of the session or resource, as well as for future planning purposes. Survey responses that were submitted indicated that participants found ERLC professional learning sessions valuable, meaningful, relevant and engaging (see Appendix B: Comprehensive Participant Feedback). Participants especially appreciated sessions that were organized around a two or three part series, in which the content was 'contextualized', collaborative, included time for reflection, as well as support in how to 'apply' their learnings in their classroom or school.

Strategy 4

ERLC provided a range of awareness sessions related to Curriculum Development (eg. Curriculum 101) to stakeholders across the region. The ERLC team participated in Alberta Education training sessions related to Curriculum and new.learnalberta.ca. The consortia also created a working cohort of system leaders, with the intent of building their capacity to lead implementation of the new curriculum on behalf of ERLC and in their respective school



divisions. This cohort deepened their understanding of both isolated subject and integrated subject approaches to planning and explicitly incorporated the new curriculum Guiding Questions, Learning Objectives, Competencies, Literacy and Numeracy Progressions, Procedural and Conceptual knowledge, Macro and Micro Concepts, Transference and a professional understanding of both Inductive and Deductive instructional strategies. Lynn Erickson was brought in to share her expertise related to Concept-Based Curriculum and Instruction. This was followed by the formation of small cohorts who worked with Tiffanee Brown, ERLC staff and each other in a guided process of planning that deepened understanding of Alberta's concept-based curriculum and built capacity in planning and instruction. As the work continued, the cohorts came together to share what they learned and collaboratively plan for implementation of the new curriculum in their respective school systems and to develop regional support from ERLC. The insights, comments, and suggestions that arose through the working group were shared back with Alberta Education, to inform future curriculum planning. This work was paused in April, due to the provincial election, with the exception of Julie Stern's Teaching for Transfer presentation in June, 2019.



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:

Current Curriculum

First Nations, Métis and Inuit

- Support for all levels of provincial and First Nations school authorities that results in an increased awareness of holistic learning (emotional, mental, spiritual, and physical) and understandings of topics such as treaty education, human rights and social justice, residential schools and their legacy, as well as environmental sustainability and learning on the land.

Mathematics

- Support for the maintenance and development of Elementary Mathematics Professional Learning Opportunities including key areas of links to future curriculum and spatial reasoning while continuing support for awareness and understanding of additive and multiplicative thinking, number sense, algebraic reasoning, and the ethical management of data.

Supporting Literacy and Numeracy in Current Curriculum

- Support for all levels of school authorities in continuing to build awareness and understanding of literacy and numeracy.
- Support for all levels of school authorities in building their awareness of literacy and numeracy in existing programs of study.
- Build an understanding of the Literacy and Numeracy Progressions and the ways that they support teachers and students in existing program of study.

Provincial Assessment



- Support for all levels of school authorities in professional learning supports for interpreting results
- Support for Grade 12 teachers to build awareness and understanding of the expectations of the program of studies and the related assessment standards for subject-specific diploma exams.
- Support for Grade 12 teachers to build awareness and understanding of the written response component for the Math 30- 1 and 30-2 diploma exams that will be introduced in the 2018-2019 school year.

Inclusive Education

- Support all levels of school authorities to build capacity for
- facilitating and implementing best practices in inclusive education to ensure success for all students; with particular focus on mental health, ESL, ELL and Francisation
- 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.

Future Curriculum

Curriculum “Shifts”

- Support building awareness and understanding of the shifts in the future K-4 curriculum with a focus on the shift from KSA to Concept Based Curriculum and how the shifts are being addressed in inclusion, assessment, First Nations, Metis and Inuit perspectives, Francophone perspectives and instructional practices.
- Further support building awareness and understanding of the The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) (2016).

Literacy and Numeracy

- Continued support for al levels of school authorities in continuing to build awareness and understanding in literacy and numeracy.

Competencies

- Continued support for all levels of school authorities to build awareness and understanding of competencies.

Validation/Implementation

- Support provincial engagements related to the validation, implementation and development of provincial curriculum.

LearnAlberta.ca

- Support for the beta-release of the new LearnAlberta.ca (CDMA-Curriculum Development and Management Application).

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
Overall percentage of school authorities that have access to online materials created by ARPDC and/or ERLC	100%
<p>Number of sessions and participants attending learning opportunities in the following priority areas:</p> <ul style="list-style-type: none"> o First Nations, Métis and Inuit o Mathematics and Numeracy o Inclusive Education o Provincial Assessments o Curriculum "Shifts" o Literacy and Numeracy o Competencies o LearnAlberta.ca (CDMA) o Early Learning o CTF/CTS o Learning Commons o Technology Integration o Leadership o Educational Assistants o French Immersion/FSL o Parents 	<p>FNMI - 48 sessions; 1,236 participants Math - 14 sessions; 329 participants Numeracy - 3 sessions; 42 participants Inclusive Education - 69 sessions; 3,468 participants Prov Assessment - 6 sessions; 98 participants New Curriculum - 21 sessions; 1,295 participants Literacy - 43 sessions; 1,262 participants Competencies - 8 sessions; 219 participants LearnAlberta.ca - Early Learning - 12 sessions; 301 participants CTF/CTS - 9 sessions; 215 participants Learning Commons - 1 session; 15 participants Technology Integration - 34 sessions; 852 participants Leadership - 43 sessions; 2,234 participants EA's - 52 sessions; 2,250 FI/FSL - 17 sessions; 395 participants Parents - 30 sessions; 1,648 participants</p>
Overall percentage of participants satisfied that they were provided opportunities to be actively involved in the learning. (P#2)	94.75% (91.28% in the previous year)
Overall percentage of stakeholders satisfied that the consortium PD opportunities influenced leadership and/or teacher practice within my organization. (DC#5) due to the provincial election,	Due to the provincial election, ERLC was unable to administer this survey.



<p>Overall percentage of stakeholders satisfied that the PD offered by the consortium supported effective curriculum implementation. (DC#2)</p>	<p>Due to the provincial election, ERLC was unable to administer this survey.</p>
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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/systemic 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>Work collaboratively to provide professional learning opportunities to support curriculum implementation based on provincial, regional, district and school 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</p>	<p>Assist consortia with understanding the</p>	<p>Assist partners with understanding the</p>



<p>components of new curriculum and their roles and responsibilities in implementation.</p>	<p>components of new curriculum and their roles and responsibilities in implementation.</p>	<p>components of new curriculum and their roles and responsibilities in implementation.</p>
<p>Establish collaborative leadership communities based on related research and/or field experts and priority areas including LearnAlberta.ca</p>	<p>Support collaborative leadership communities based on related research and/or field experts.</p>	<p>Communicate with partners the available collaborative leadership communities in the region and province.</p>
<p>Implement a communications strategy including the use of social media (web page, twitter, blogs, Facebook, newsletter), materials, contacts etc to highlight upcoming learning opportunities to support key deliverable areas and increase impact.</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

Overall, we are very satisfied with the high approval ratings from the post session surveys, indicating satisfaction with the supports provided in the areas of instruction, assessment, resources and student learner outcomes. Results indicate that our ongoing work to not only deepen teacher knowledge and skills in both current and future curriculum, but also to support the application of the learning in their teaching practice for the benefit of student learning was well received.

Strategy 1

The documents, “A Guide to Support Implementation: Essential Conditions” and “A Guide to Professional Development”, continued to be foundational for the work of the ERLC team, and have contributed to ERLC’s success in planning and providing meaningful, relevant and



comprehensive professional learning opportunities and planning supports to educators across the region. Both guides have been used extensively by ERLC in creating the overall professional learning plan for the year, as well as in working with district and school leaders, and CLCs, as they provided support in designing comprehensive and well thought out plans for their context. When and where appropriate, ERLC consultants have made direct references to the guides in their face to face professional learning sessions/meetings with district leaders, and have modeled how these guides can support districts and schools in the planning and implementation of initiatives and professional learning opportunities.

Strategy 2

Affecting transformational and systemic change is a highly complex process. Changing what people in the organization value and how they work together to accomplish it includes developing a deep understanding of elements such as moral purpose, understanding the change process, building relationships, knowledge creation and sharing, and coherence making. ERLC brought in several thought leaders (eg. Joellen Killion, Steven Katz, Shelly Moore, Garfield Gini-Neuman) into the region to work with ERLC staff to deepen their understanding of transformational/systemic change and leading professional learning. The team also accessed (through personal readings, webinars and attendance at conferences) other thought leaders' approaches to transformational/systemic change (eg. Fullan, Breakspear, Knight) and incorporated their ideas into the design of their professional learning offerings. Because transformational and systemic change is a long term, job embedded process, ERLC has made the decision to target more district level, contextual and ongoing professional learning support, that includes a series of professional learning sessions over a period of time, with the idea that participants would apply their learning between sessions, and engage in ongoing sharing and discussion, and the building of relationships.

Strategy 3

ERLC gathered input on regional needs with regard to curriculum implementation through feedback from CASS Zone 3 leaders, District Contacts and CLC members via face-to-face meetings and informal conversations. ERLC used this valuable information to plan and offer learning opportunities that aligned curriculum implementation priorities with regional needs. As a result of this feedback, ERLC continued to meet the needs of educators through a variety of professional learning supports - from face to face sessions, to online resources, webinars and Google Hangouts.



Strategy 4

Understanding components of new/future curriculum was a major focus for the majority of the 2018/19 year. ERLC provided sessions to district leaders from across the region that explicitly incorporated the key elements of the new curriculum: guiding questions, learning objectives, competencies, literacy and numeracy progressions, procedural and conceptual knowledge, macro and micro concepts, transference and an overview of both inductive and deductive instructional strategies. In supporting leadership capacity for successful implementation of new curriculum, ERLC facilitated a meeting of system leaders where the details of system implementation model were discussed and examples were shared. The intentional focus on working with leaders, was to build leadership capacity to lead understanding of new/future curriculum throughout their system and across the region. ERLC also provided open sessions to teachers with the intent of providing opportunities for early adopters to gain knowledge about new/future curriculum, that will prepare them to become successful and to contribute to the success of others.

Strategy 5

ERLC hosted 30 Collaborative Leadership Communities during the 2018/2019 school year to allow district leaders the opportunity to network, collaborate and build their leadership capacity. Each CLC focused on priority areas, including LearnAlberta.ca, and included the following:

- New and Future Curriculum
- Career & Technology Foundations/ Career & Technology Studies
- Early Learning
- ELL
- First Nations, Métis and Inuit
- Math/Numeracy
- Mental Health
- Literacy
- Technology Integration
- Inclusive Education
- Zone 3 Leadership (District Contacts)



Strategy 6:

Through an intentional campaign to increase our mailing list subscribers, we were able to increase new subscriptions by 1,441 over the course of the 2018/2019 school year. ERLC has 1,319 Facebook followers, 2,501 Twitter followers and 137 Instagram followers. We will continue to leverage social media to not only highlight learning opportunities, but to also share key teaching and learning practices, recent research and useful literature with our subscribers. Communication through social media has proven to be an effective, efficient and engaging way to highlight upcoming learning opportunities, resources and recent research. Having said that, our best form of communication about ERLC offerings continues to be through the ERLC website, and through the School administration, district lead or through colleagues (word of mouth).

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
Overall number of network meetings/sessions//learning symposiums provided through shared partnerships.	22
Host meetings with potential partners/jurisdiction contacts.	Yes - numerous phone, personal and email connections on an ongoing basis



<p>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)</p>	<p>ERLC was unable to administer the DC survey due to the provincial election</p>
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STRATEGIES USED TO ACHIEVE GOAL THREE

ERLC	ARPCD	Partners
<p>Identify regional learning needs that could be met by collaborating with professional learning providers and stakeholders.</p>	<p>Identify provincial learning needs that could be met by collaborating with professional learning providers and stakeholders.</p>	<p>Identify regional and provincial learning needs that could be met by collaborating with professional learning providers and stakeholders.</p>
<p>Explore potential partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings.</p>	<p>Explore potential provincial partnerships and collaboration opportunities with professional learning providers and stakeholders through discussions and meetings.</p>	<p>Explore potential partnerships and collaboration opportunities with stakeholder partners through discussions and meetings.</p>
<p>Design learning opportunities with other professional learning providers to respond to regional needs.</p>	<p>Design and deliver professional learning opportunities that provincially that capitalize on the resources of partners.</p>	<p>Design and deliver professional learning opportunities that provincially that capitalize on the resources of partners</p>
<p>Consortium staff will engage in coordinating, brokering or connecting stakeholders with appropriate services that meet identified needs.</p>	<p>Host meetings with stakeholders groups to review partnering opportunities for current and future years at least annually.</p>	<p>Partner and collaboratively share expertise and resources available for identified learning opportunities.</p>



Analysis

The Edmonton Regional Learning Consortium secondment team brings a wealth of expertise to the region. That being said, the diversity of learning needs across our region is vast and cannot be completely met by four ERLC secondees. For that reason, ERLC continued to seek out partnerships to meet the range of regional needs and to maximize the implementation of the Alberta Education priority areas. ERLC contracted and brought in high quality and well respected local, national and international facilitators to the region, and as a result we were able to provide high quality learning experiences for teachers, leaders, parents, community members, as well as for private, charter, public, Catholic districts and First Nations Educational Authorities. ERLC is very pleased with the high levels of satisfaction of the services provided, as evidenced by the following quotes:

- The BEST BEST BEST presenter yet and I've been to a lot of these sessions! Reason: spirit, enthusiasm, willing to share authentically her breadth and depth of subject area. Willingness to circulate and answer specific questions from a wide variety of group concerns. WONDERFUL!!!!!! Thank you, thank you, thank you!
- I am a seasoned teacher, but I took so much away from today's session and feel rejuvenated for the start of the year! I appreciate your expertise, approachability and willingness to share. Thank you!

Strategy 1

One area in which the ERLC intentionally, and consistently sought out local professional learning providers was on the priority of First Nations, Metis and Inuit. Working collaboratively with our First Nations, Metis and Inuit partners (eg. local elders and knowledge keepers) was critical to successful planning, designing and facilitating learning in this area. In other priority areas, bringing in thought leaders such as Lynn Erickson and Rachel French were instrumental in deepening understanding of conceptual based teaching and learning. Shelly Moore's expertise in the area of inclusion was another powerful example of an external thought leader that was very well received.

Strategy 2



ERLC explored and partnerships and collaboration opportunities with several professional learning providers and stakeholders. Some examples include: Black Gold - Blend ED conference, CASS FNMI Gathering, NRLC - a Framework for Understanding Poverty, Tech Summit, ASCA, Solution Tree, Corwin, ASEBP, Critical Thinking - TC2 and EPL - Edmonton Public Library parent sessions. ERLC presented to 350 parents at the ASCA conference; initiated a partnership with the Edmonton Public Library to use their facility and their advertising in offering sessions to parents on such topics as literacy, new curriculum, parenting in the digital age, Education for Reconciliation, anxiety and mental health. ERLC has also partnered with the Association of Independent Schools and Colleges Overseas Independent Schools (Macao), the Education Students Association and Faculty Associations.

Strategy 3

The ERLC co-designed and co-facilitated several learning opportunities throughout the 2018/19 year. Some examples include: the long standing partnership with Grande Yellowhead Public schools to co-design and co-facilitate, Miyopimatisowin First Nations, Métis and Inuit Cultural Camp at the Palisades Centre, Jasper National Park; partnership with the Northlands School division, where Dr. Ruby Payne facilitated the Framework for Understanding Poverty workshop; partnering with the Consortium Provincial Francophone to offer L'atelier d'écriture en classe: une démarche authentique de l'auteur (M à 6); partnering with Pearson to offer Strategies and Structures for Teaching Reading and Writing and a 2 day Summer Literacy Institute.

Strategy 4

During the 2018/2019 year, ERLC coordinated, brokered and connected stakeholders with appropriate services to meet identified needs. The range of district days that were facilitated by and through ERLC staff is extensive, and testimony to the consortium's ability to connect district with the appropriate services and subsequently tailor professional learning opportunities to meet the specific learning needs identified.



CONSORTIUM GOAL FOUR

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

OUTCOME 4.1

In collaboration with school district, teachers and regional collaborative communities, develop plans, strategies, and learning opportunities to meet provincial needs and emerging needs of 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
Number of learning opportunities (*all formats) that were planned and delivered to support identified and emerging needs of educational stakeholders.	625 sessions were planned; 487 sessions were completed.
Number of learning opportunities (all formats) that were planned and cancelled.	138 sessions were planned and cancelled.
Overall percentage of participants satisfied that they were provided strategies for	94.46% (90.16 in previous year)



integrating new practices in their current context. (P#4)	
Overall percentage of participants satisfied that they increased their awareness and/or deeper understanding of the topic. (P#2)	96.36% (92.49% in the previous year)
Overall percentage of stakeholders satisfied that the consortium was effective in helping to meet emerging needs. (DC#4)	<ul style="list-style-type: none"> • DC survey was not administered due to the provincial election
Overall percentage of participants satisfied that they were provided opportunities to reflect on their knowledge, skills and attributes about the topic. (P#5)	96.78% (94.74% in the previous year)

STRATEGIES USED TO ACHIEVE GOAL FOUR

ERLC	ARPDC	Partners
Develop professional learning opportunities based on identified jurisdictional needs.	Work collaboratively with Alberta Education staff to understand provincial emerging needs.	Work collaboratively with partners to understand regional emerging needs.
Plan, develop, deliver and broker a wide range of professional learning opportunities based on identified needs using emerging technologies for adults to learn	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 and provincial directions.



<p>synchronously and asynchronously.</p>		
<p>Identify feedback mechanisms to determine needs and impact of professional learning opportunities.</p>	<p>Use a common post survey for administration to session participants to determine needs and impact of professional learning opportunities.</p>	<p>Collaborate with partners to deliver accurate information in professional learning opportunities around the priority areas.</p>
<p>Work collaboratively with Alberta Education staff to understand emerging needs, clarify desired outcomes and deliverables for priority areas and deliver consistent messaging.</p>	<p>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.</p>	
<p>Work with Zone 3 leaders, district contacts, advisory members and collaborative leadership communities to understand emerging needs related to provincial priority areas.</p>		
<p>Work collaboratively to bring professional learning opportunities relating to provincial priority areas and district priorities directly to school districts, schools, Curriculum Leadership Cohorts and communities.</p>		



Analysis

In order to design and facilitate meaningful professional learning opportunities, the ERLC worked diligently to align provincial plans and priorities with school district plans and priorities. This year the ERLC was pleased to be invited to provide 193 District Learning Days (156 completed and 37 cancelled), from September to the end of March. Even with the pause in the work as a result of the provincial election, the numbers of district days completed during the 2018/19 year was close to the number completed the previous year (2017/18 saw 169 days planned, with 161 completed and 8 cancelled). Participants and district contact survey results indicate they were very satisfied that the ERLC was meeting their emerging professional learning needs.

Strategy 1

The ERLC hosted one district contact meeting and three to five CLC meetings per CLC group, during which jurisdiction needs were identified. In addition, the executive director and one or two members of the ERLC team met with district leaders representing all districts across the region, to discuss, plan and design professional learning plans based on provincial and district needs and priorities. All sessions, resources, and professional supports were intentionally designed and developed based on the extensive consultations with stakeholders across the region.

Strategy 2

ERLC continues to recognize the importance of providing diversified offerings to participants and so have continued to create resources and to provide sessions that allow educators the opportunity to learn through “anytime, any place, any pace” learning. The Curriculum Implementation for Alberta Educators website, launched in the fall of 2018, saw **5,352 page views** and **4,127 unique page views** by the end of the 2018/2019 school year. This clearly speaks to a regional need that this website was able to fill through an asynchronous mode. Examples of synchronous modes include the use of Zoom, Google Classroom, an online book study (eg. “Tools for Teaching Conceptual Understanding” by Julie Stern’s), all very well received. ERLC continues to offer live and archived webinars, as well as a range of online learning guides, conversation guides and resources that can be accessed any time. Finally, in a few instances, and for districts that were unable to travel, the option to participate virtually through video meetings was used.

Strategy 3

ERLC continues to use survey results and face-to-face meetings (eg. CLC and District Contact meetings) to determine needs as well as impact of professional learning opportunities.



Facilitators often engaged in informal conversations with their participants during or immediately following a session, and this level of feedback was generally very insightful, immediate, and would result in enhancements to the offering. The challenge continues to be on measuring the impact in the classroom after the professional learning opportunity. The response rate for 30 day post session feedback remains quite low, and although it is not possible to state a direct correlation between what was offered through the ERLC professional learning opportunity with the impact it had in the classroom, the data does point to a positive correlation between the two.

Strategy 4

The ERLC participated in all meetings hosted by Alberta Education to discuss and understand provincial needs. ERLC also participated in all train the trainer opportunities that were offered by Alberta Education this year. The team especially appreciated the sessions related to NewLearnAlberta.ca beta site, and the opportunity to collaborate with the ARPDC colleagues at these sessions, so that consistent messaging was shared across the province. ERLC has very much appreciated the working relationship established with Alberta Education staff and the establishment of regular meetings scheduled on a weekly basis, and as a result of this relationship, was able to clearly articulate provincial priorities and needs and better align these with regional or district priorities and needs.

Strategy 5

ERLC met on a regular basis (up until March, 2019) with district contacts, advisory members and collaborative leadership communities to understand the emerging needs related to provincial priority areas. Each 'group' provided a different perspective - district contacts and advisory members often shared overall district needs, whereas collaborative leadership communities shared needs specific to the topic (eg. literacy) thereby providing an opportunity to drill down to specific learning needs. Again, the building of trusting relationships through these ongoing meetings can not be understated.

Strategy 6

ERLC continues to bring professional learning opportunities to school districts, schools and Curriculum Leadership Cohorts and communities. Our facilitators have served in a range of ways: from key-note speakers for school start up days, to facilitators for district wide professional learning days (often facilitating and coordinating the entire day, including a number of breakout sessions), to conference style events such as the very successful Assembling Strength day, to a series of professional learning days for a group of 2 or 3 schools from a district, to coaching teachers within a particular school related to a specific learning need. In all the examples provided, the ERLC team worked collaboratively with the district or



school educators, to create meaningful and contextualized learning opportunities. ERLC is proud to share a sampling of the many, many positive session impact statements shared through the district day post session survey:

- *So many great hands on tools to take right into my classroom to help with ELL student, the benchmark resources with supports will be particularly useful.*
- *I will be directly applying some of the strategies with my reading groups and also be sharing the info with our teachers.*
- *This presentation provided me with the understanding of terminology and concepts. It is quite broad and skimmed the surface of the overall new curriculum. I look forward to hearing more about a definite timeline for the rollout and implementation. This is definitely a new way of thinking for our teachers and students.*
- *I am looking forward to doing an assessment with my students and analyzing the results the next day.*
- *I plan to continue to work on developing basic number concepts to ensure students are reaching mastery before moving on. I plan to use the diagnostic tools in this resource to make sure I understand what the gaps are in current student knowledge*
- *Building a "book club" to educate ourselves and meet the new standard 5(a) using some of the recommended materials given at the end of your slides. Building new connections outside the school to promote holistic and ways of knowing learning in my classroom.*
- *I have all sorts of specific strategies that I'll use in my ELA classroom and in my conversations with coaches. Including: PWIM, Interactive Word Walls, and some tech resources that will make centering my ELL students in my instruction easier.*
- *Staff feel they are better equipped to engage with their colleagues and students around the big ideas in numeracy. Teachers are getting better at posing questions to the students and allowing them to struggle with the work to help push their thinking.*
- *Sharing the general timeline with high school staff. This I think would be a good fit in our weekly CRM meetings - curriculum chat for 3 minutes just simply to update them or show them the NEW Alberta website so that if things like the boards or other resources come online they will see it first hand Letting them know about the key vocabulary and structure of the curriculum laid out so that they can become more familiar with terms like PK, CK, etc.*
- *I love the aspect of modeling to students grit and also how to think. This is awesome. I also appreciate the modeling of thinking out loud and concept of sharing the voice in your head. This is a change of thought for me.*
- *As a correspondence educator, I look to incorporate new eLearning techniques and programs such as FLIPGRID to facilitate learning with my students. I've come to understand and appreciate the importance of face-to-face communication and*



relationship building with my First Nations, Métis, and Inuit students - an aspect which is sorely overlooked and difficult to establish in distance education. I'm optimistic though, that Alberta Education, ERLC, and my school/institution are keeping up with the pace of technological change, looking for new and innovative ways to teach our students in this time of reconciliation.

- *I intend to use this opportunity to discuss pedagogical lens moving our numeracy instruction forward. The session was extremely valuable and our presenter Dr. Marynowski was highly knowledgeable and engaging. What a powerful catalyst for behavioural change in a gr. 7 -12 context!*
- *There are so many connections to the rich and authentic resources that were presented and the experiences we have had today. Having the time to really look at items, talk with colleagues and work within a safe and caring space was profound. I am eager to take this back to my classroom and my staff to share the knowledge and work towards implementing more of these items into the everyday learning of my young students. Thank you.*

Session Survey Synopsis Post Session Survey Quotations

When asked about how they would like to further their learning, overall, participants indicated they needed TIME. Attending a workshop or session is only the first step...time to plan, try out, adjust and refine, and continue their learning through collaboration and follow-up sessions, were identified as critical pieces to the learning process. The following quotes speak to these ideas:

- *Appreciate passing along any new resources that become available.*
- *Time to plan and practice...resources.*
- *Looking through the fabulous links that were provided.*
- *The support and open mindedness of staff to try these strategies out.*
- *Continue to have collaboration with other math teachers to see what is working for them and see if we can help each other out.*
- *Practice and more discussion on practicality in other schools- what works? What doesn't?*
- *Practicing the activities and strategies*
- *Time to work with teachers on how to specifically implement some of the strategies specific to classroom content. I think as teachers we all know the importance and research behind the need for literacy starts. Time to look at and implement is beneficial.*
- *Collaboration with my colleagues.*
- *Continued professional development*



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:

Current Curriculum

- o First Nations, Métis and Inuit
- o Mathematics
- o Inclusive Education
- o Provincial Assessments
- o Other regional and provincial priorities

Future Curriculum

- o Curriculum “Shifts”
- o Literacy and Numeracy
- o Competencies
- o Curriculum Implementation and validation
- o LearnAlberta.ca (CDMA)

Other regional and provincial priorities

OUTCOME 5.2

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



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MEASURES	RESULTS
Number of sessions provided for developing leadership capacity.	14 sessions planned; 8 sessions completed; 6 cancelled
Percentage of stakeholders satisfied that the Consortium has contributed to the development of PD leadership capacity. (DC#6)	Due to the provincial election, the District Contact survey was not administered.

STRATEGIES USED TO ACHIEVE GOAL FIVE

ERLC	ARPDC	Partners
Work with Zone 3 leaders, district contacts, advisory members and collaborative leadership communities to understand emerging needs.	Work collaboratively with Alberta Education staff to understand provincial emerging needs.	Work collaboratively with partners to identify partners to identify current and emerging regional needs in developing leadership capacity.
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	Work collaboratively with ARPDC to understand and address leadership needs in conjunction with priority	Work collaboratively with partners and host/facilitate leadership cohorts for lateral engagement.



<p>and address leadership needs in conjunction with priority areas.</p>	<p>areas.</p>	
<p>Align leadership learning with the School Authority Leadership Quality Standard and the Principal Leadership Quality Standard.</p>	<p>Align leadership learning with the Leadership Quality Standard (LQS).</p>	<p>Collaboratively identify, develop and support capacity building in leading professional learning and implementation.</p>

ANALYSIS

Strategy 1

ERLC has worked with Zone 3 leaders, district contacts, advisory members and collaborative leadership communities to understand the emerging needs across the regions. Some examples of identified needs that emerged include:

- An awareness/indication on the part of system leaders that districts will need to place a greater emphasis on numeracy in the upcoming year; the current emphasis has been more on literacy than numeracy.
- Up until March 2018, there was an increasing need for building leadership capacity for successful implementation of new curriculum.
- The Inclusive Education Collaborative Leadership Community provided very succinct direction for the planning and providing of specific learning opportunities related to inclusion. Following discussions with Personnel in Inclusive Education at Alberta Education, ERLC has undertaken to initiate a leadership strand specifically addressing the system level models of Inclusive Education.
- The number of requests for supporting competencies in current curriculum has dropped off significantly. In soliciting information as to why, the most common type of response would indicate a sense that a) this is not seen as a high priority by teachers, b) competencies are embedded in a student's classroom experience so further professional learning is not widespread (we did that), and c) competencies are captured in the new curriculum and will be included as the new curriculum is implemented.
- ERLC has continued to support First Nations, Metis and Inuit, primarily in the areas of Education for Reconciliation and Building Foundational Knowledge. Based on discussions, it appears there is a wide range of both understanding and implementation of this priority area from school district to school district. Some feel that have internal capacity to achieve their goals and others have yet to identify what their goals and expectations are system-wide. It has also been reported that there is a gap in the degree



to which the FNMI Indicators in the TQS and LQS are both understood and being met. Both feedback and observation indicate that a clarified and broad-based effort to focus on reconciliation should be considered.

Strategy 2

Based on the emerging needs identified, ERLC has planned, developed and facilitated a wide range of professional learning opportunities to build leadership capacity.

Examples include:

- ERLC has been intentional in offering/providing more sessions on classroom practices and pedagogy to support teachers and leaders who asked for increased clarity and increased capacity in the area of meeting and implementing the First Nations, Metis and Inuit area of the TQS/LQS at all grade levels and all subjects.
- The annual ERLC Technology Summit provides sessions for those who have considerable expertise and leadership roles in this area.
- ERLC continues to support the development of leadership capacity through district contact meetings and Collaborative Leadership Communities. Collaborative Leadership Communities were offered in each of the priority focus areas as well as areas of regional need. District leaders found these meetings to be extremely valuable. District leaders self-selected their CLC. Each CLC was led by an ERLC team member who facilitated a conversation about the purpose of the CLC and led the group in determining their areas of focus for the year. Some groups engaged in collaborative projects, some shared resources and promising practices and some designed professional learning opportunities for their group.

Strategy 3

ERLC has worked with Alberta Education, CASS Zone 3 and school authorities to understand and address leadership needs in conjunction with priority areas. To that end, ERLC has made a thoughtful and considered effort to support all professional learning opportunities in a coherent and connected manner and over a period of a three-year rolling plan, including the development of leadership capacity, not just “one off” sessions that rarely have an impact. This has involved ERLC connecting with more areas in Alberta Education, our Partners and Service Providers and has pointed to the need for the development of in house, in region and in Alberta expertise.

The demand and the participation in sessions about provincial assessments has been quite low. ERLC has been in conversation with both district leaders and math consultants, and has initiated a needs assessment, and is developing a plan to address this going forward. One of the most promising initiatives that has surfaced to date is to



create collaborative opportunities for subject and diploma specific teachers and leaders to have a series of facilitated discussions where data, pedagogy and assessments are discussed in a disciplined and systematic manner over the course of a year.

To support future curriculum, and the curriculum “shifts”, 5 district leads and one consultant from ERLC attended a week long conceptual understanding course in July, in the Netherlands. The well-respected course was facilitated by Lynn Erickson and proteges. This learning opportunity will assist in building the capacity of leaders within the districts in making the shift to a conceptual understanding of teaching and learning, both with current curriculum and future curriculum.

Strategy 4

As part of ERLC's efforts to build leadership capacity in all priority areas, ongoing reference was made to some or all of the competencies in the SLQS and LQS, often highlighting competency 5 as a new competency, but also making connections to revised or new indicators in the remaining competencies. ERLC also offered session focused on one or more of the competencies and have been well received. For example Sandra Herbst facilitated a session related to “What Counts” when addressing Competency 5. The Community of Practice for Principals, Assistant Principals and Aspiring Leaders was framed around the LQS document. A sampling of other sessions to support the development of leadership capacity included: Killion's *Leading Professional Learning*, and Shelly Moore's work related to inclusive education.

ERLC once again facilitated a Community of Practice for Leaders, focused on supporting leaders in their capacity to lead the building of Indigenous foundational knowledge across their school community, through school visits, and conversations with school leaders. The quotes listed below, from participants that engaged in this community of practice, demonstrate the positive impact of this year-long professional learning opportunity:

- *As a participant to this hands-on approach, I have been able to see and experience the various aspects of the culture that has become part of schools. There is no comparison to textbook learning. In this way I think it also gives insight into how students can learn and engage in experiences. I have also seen how the experience is somewhat different in each school. Many of the groups' questions and concerns were about wanting to “do it right”, but worrying about getting it wrong. The group was reassured time and again that if it is done in the spirit of wanting to do it right and having a positive effect on reconciliation, there was nothing to fear. The main idea is to begin. Seeing that each location has differences reassured everyone at the meetings.*
- *I liked the series aspect of the PD. I think it constantly reminded me that I will need to be on a continuous journey of learning when it comes to my First Nations, Metis and Inuit knowledge and teaching. Sometimes we attend one session on a topic, think about it for the day, get busy with other things when we go back to our schools and we*



forget about the session.

- *It has been a valuable experience to engage with a variety of educators from school boards. We had the opportunity to discuss what we have been doing, how to make the experiences better and even how to use the model of other boards. For example, Prince Charles School made grade-leveled sets of items matching curriculum, that can be shared among several schools. They gave us a list of resources which we could use if we pursued this model. We were exposed to some of the same activities, such as smudging, but learned the different ways it was expressed by individual teachers.*
- *Visiting the various schools obviously gives me many ideas on what new teachings could look like. Sometimes things you see may not "fit" with your community of learners so many school visits and many examples are better. The sessions also amplified by own personal insight in how important indigenous teachings and reconciliation is for our society.*

Participants that engaged in other sessions to promote and support the development of leadership capacity (eg. Collaborative Leadership Communities) expressed the following:

- *Talking with other leaders. I believe the presenters were very experienced leaders.*
- *Real life situations that we could apply this new knowledge to. This is what we deal with in schools and having the tools to do so effectively is very meaningful to us.*
- *Reiteration of the need to reflect upon my own perceptions and put aside biases, in order to listen and converse to understand.*
- *I granted the time to reflect on my practice and have meaningful conversations with my administrative team.*





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
<p>Overall percentage of participants satisfied that the Consortium services are provided at a reasonable cost. (DC#7)</p>	<p>Due to the provincial election, ERLC did not administer the District Contact Survey. However, question # 6 from post session survey indicated that 96.78% of participants believe the sessions were provided at a reasonable cost</p>
<p>Overall percentage of stakeholders that were satisfied with the overall services provided by the Consortium. (DC#8)</p>	<p>Due to the provincial election, ERLC did not administer the District Contact Survey. However, question #1 from post session survey indicated that 96.36% of participants indicated that the professional learning opportunity contributed to their awareness and/or deeper understanding of the topic</p>



STRATEGIES USED TO ACHIEVE GOAL SIX

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

ANALYSIS

Strategy 1

ERLC continues to strive to provide a variety of learning opportunities at a reasonable cost to the participants. Post session survey feedback indicated that 96.36 % of participants believe the professional learning opportunities are provided at a reasonable cost.

Strategy 2 and 3

ERLC will continue to provide most of its learning opportunities at Elmwood School whenever possible, to minimize costs for venue, food and technology costs. Our partnership with the



Edmonton Public Library affords the opportunity to offer sessions in their facilities at no cost for the space. When a program is a regional need, but does not meet eligibility for use of grant funding, ERLC will continue to provide these opportunities on a cost recovery basis. We will also continue to offer learning, when appropriate, through the use of technology to reduce expenses.





Curriculum Implementation Support Funding Budget 2018-2019

Curriculum Implementation Support Funding 2018-2019	Balance
Curriculum Implementation Funding Allocation 2018-2019	650,925
Operational Stability and Equity Funding*	75,000
Sub Total	725,925
First Nations, Métis and Inuit	(58,500)
Mathematics	(105,000)
Provincial Assessments	(28,500)
Inclusive Education	(121,500)
Future Curriculum	
Curriculum "Shifts"	(119,500)
Literacy and Numeracy	(89,500)
Competencies	(34,500)
Curriculum Implementation /Validation	(137,425)
Learnalberta.ca (CDMA)	(12,500)
Other Past Priority Areas	(19,000)
TOTAL	725,925.00

- % embedded in the expense amounts



APPENDIX A ARPDC

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,

Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

- 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.

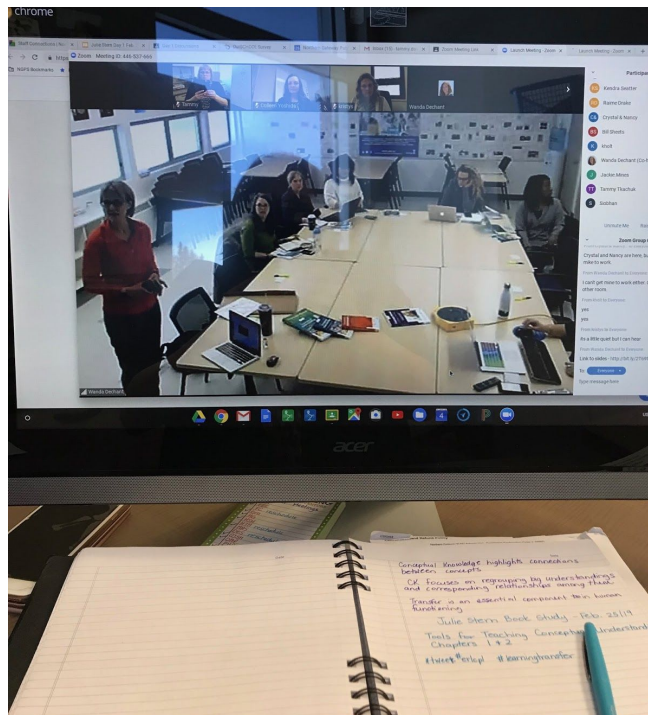


- ARPD provides in-person, as well as synchronous and asynchronous, technology-mediated learning opportunities to support adult learning, relying on consultation from the region to ensure professional development program designs support participants' and school authorities' context. Programs are based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

Supporting Professional Learning through Technology

Online Learning Opportunities

Through 2018-19, Alberta educators continued to access learning opportunities as a result of technology tools that facilitated the distribution of learning. Online learning opportunities were provided via a variety of platforms and were offered in both as synchronous (real time) and asynchronous opportunities principally: PowerSchool, Moodle, Adobe Connect, Google Meet, Google Communities, Skype and SmartTalk.





SmartTalk Communities

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

eCourses

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

Learning Portal (Moodle platform)

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

ARPDC Professional Development Resource Website

www.arpdcresources.ca

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



Provincial Projects

Elementary Mathematics Professional Learning

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

Official Languages in Education Programs Grant

ARPDC is in its final year of a five-year grant. Each year, \$210,000 is divided through a distribution formula to each individual consortium to provide support for French Instruction. The six* regional consortia throughout the province planned and implemented professional learning opportunities in collaboration with their school stakeholders representing the “French” communities in each geographic region of Alberta. While each consortium offered specific opportunities to meet the needs of their individual communities, there were many similarities throughout the province. Professional learning opportunities are offered and sponsored by one consortium. They are advertised and open to all interested teachers throughout the province. Certain geographic regions have limited numbers of French Immersion programs and FSL teachers; placing those individual teachers at a disadvantage if they were not provided the opportunity to attend and become involved in professional learning offered by all provincial consortia. Throughout the 2017 – 2018 school year, 120 learning opportunities were sponsored with 1,576 participants registered. One professional learning opportunity was cancelled in 2017 - 2018 due to limited registered participants.

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



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

Mental Health Matters Grant

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

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

Working Together to Support Mental Health in Alberta Schools:

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

High School Completion Tool Kit Grant

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

Supporting High School Completion: A Tool Kit for Success:



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

Education for Reconciliation Grant

As members of the Joint Commitment to Action in Alberta, ARPDC, co-led by the Calgary Regional Consortium (CRC) and the Edmonton Regional Learning Consortium (ERLC), received a grant from Alberta Education to support Albertans working in school communities in implementing 'Education for Reconciliation'. In year one and two of the grant, the ARPDC Education for Reconciliation team designed, developed and delivered professional learning provincially and regionally that led to an increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools' education and the Truth and Reconciliation Commission Calls to Action for education within school communities. Having created the tools and resources to support a foundation for reconciliation in education, the ARPDC Education for Reconciliation team moved forward in creating supports and professional learning opportunities that would strengthen instructional leadership to lead this learning and its application in relation to the Leadership Quality Standard. At the same time, the ARPDC team began delving deeper into developing the supports for teachers in the achievement of their competency within the Teaching Quality Standard related to First Nations, Métis and Inuit as well as curriculum implementation of Education for Reconciliation. To this end, the EFR provincial team worked through a collaborative community design alongside our Elder Bruce Starlight and educators from the Calgary Board of Education, to create the Weaving Ways resource where teachers are invited to think about how they might weave Indigenous knowledge systems into their current classroom practices. Deeper learning around this resource will unfold in year 3 of this grant.

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

During 2017-2018 our provincial EFR team also launched two new online designs for learning. The first was the introduction of eCommunities within SmartTalk. Through membership in these online communities, participants were able to share and collaborate with other educators in areas of Indigenous foundational knowledge. SmartTalk eCommunities launched in January 2017 and supported just over 75 participants. The second design came in the form of the Education for Reconciliation: Assembling Strength eCourse. This online learning course



proved to be a huge success in providing participants with 24/7 facilitated learning of foundational knowledge to over 820 participants. The true impact of learning through the eCourse can be felt in the reflections from one of the participants after completion of the learning modules:

"I am exhilarated! I have gained much more of an understanding of what true reconciliation should look like. I have a heart filled with sorrow & hurt for the past. What I would like to think is that we can act on it in a positive way. I will be meeting with my administrator to come up with a solid plan to stay on our path of reconciliation. I know there is another administrator within this group that is a part of our school community. Perhaps it can be collaborative. I am committed to continue on a journey as a knowledge keeper. I have something to say, I have something to stand up for. Knowledge is power!!"

Moving Forward with High School Redesign Grant

Collaboration

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

Supporting Future Curriculum in Alberta

Concept-based curriculum

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



Validation sessions

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

Challenges, Celebrations and Trends in Professional Learning

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

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

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



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

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





APPENDIX A ARPDC



Alberta **Regional** Consortia

Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

The Alberta Regional Professional Development Consortia (ARPDC) is the term regional consortia use to highlight collective provincial “*adult learning for students’ sake*” learning opportunities. With alignment to the provincial vision for education, identified needs of regional school authorities and recent trends in education, consortia are responsive and work in a collaborative, coordinated manner, to design and deliver cost-efficient professional learning opportunities to Alberta educators.

Consortia provide these professional learning opportunities through Curriculum Implementation funding from Alberta Education, fee for service contracts, grant specific work and cost recovery offerings that are in alignment with Consortia goals, and are responsive to the needs of our regional stakeholders. Each professional learning opportunity design and delivery is intended to support dynamic professional learning that positively impacts teaching and learning in our regions, whether brokered through Consortia or offered directly by Consortia.





Overall, the ARPDC shares the vision of Alberta Education and our regional stakeholders to improve the learning of all participants in education, so they can best support student learning.

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.



PROVINCIAL COLLABORATIVE INITIATIVES

Supporting Professional Learning through Technology

Access to Resources*

ARPCDC 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

The following data demonstrated the increased interest in access to resources online, anytime:

2016-2017	55,000 page views	500+ Resources
2017-2018	94,540 page views	600+ Resources
2018-2019	392,232 page views	600+ Resources

*Resources: online professional resources in the form of videos, learning guides, and websites

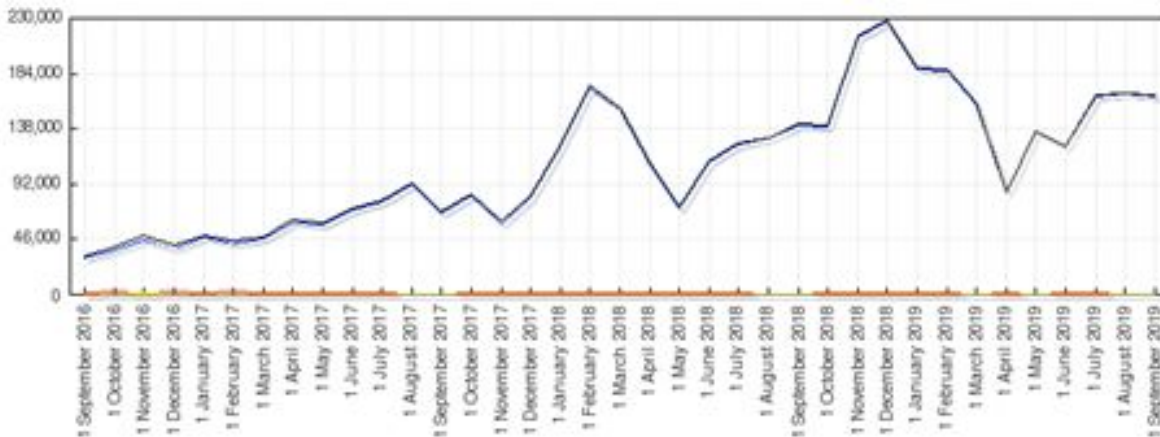
eCourses - Literacy and Numeracy

Online-facilitated learning through the creation of eCourses continues to be a popular choice for participants as it provides an any time, any place and any pace professional learning opportunity. This past year saw two eCourses developed related to curriculum implementation priority areas, which invited education stakeholders to explore the meaning of literacy and numeracy. Through engaging in online learning and collaborative conversations, participants were guided as to how they might effectively integrate literacy and numeracy skill development within their current curriculum as well as how to think about the skill development through the respective progressions. In 2018-19, there were two offerings with 188 registered participants.

Learning Portal

A provincial ARPCDC Learning Portal has been active for eight years and houses many opportunities for educators to find a variety of resources, strategies and ideas for implementation of the Alberta curriculum. The resources developed under the Elementary Mathematics Professional Learning project and high school mathematics demo courses are the main body of resources on this site and are what is accessed most frequently at <http://learning.arpdc.ab.ca> Again, the data over the past three school years demonstrates the increased interest in access to online, anytime resources.

2016-2017: 706,055 page views	2017-2018: 1,373,406 page views
2018-2019: 1,964,009 page views	



PROVINCIAL PROJECTS

Education for Reconciliation Grant

The ARPDC Education for Reconciliation (EFR) grant work centred around four key deliverables from January 2017 to June 2019:

1. Building Indigenous foundational knowledge in school communities
2. Working with and through curriculum to support provincial teachers
3. Strengthening instructional leadership to lead learning related to Indigenous foundational knowledge and its application within the school community
4. Creating mechanisms for capacity building and sustainability through mobilization of information to the Empowering the Spirit website.

Throughout the three years of the ARPDC Education for Reconciliation grant, the EFR team designed and delivered a variety of resources and supports related to the four key deliverables. The ARPDC EFR team ensured learning opportunities were accessible through a variety of formats, allowing participants to choose the learning methods and times that were best for them. This included offering sessions online through eCourse learning and webinars, as well as face-to-face learning opportunities in schools and school districts.

To support the regional work, Executive Directors from each consortium across the province identified Indigenous leaders, facilitators and consultants to lead professional learning sessions in their region. Through a train the trainer model, the ARPDC EFR team worked with the regional consultants to build their



capacity to provide meaningful professional learning opportunities and supports to stakeholders in their region. Each consortium connected with their local Indigenous communities to contextualize the learning at the regional level. As regional sessions and supports were designed and delivered, the provincial EFR team continued to design and deliver a range of provincial supports, which augmented the professional learning occurring simultaneously at the regional level. In its entirety, the EFR team created just over 370 learning opportunities on both a *provincial* and *regional* level, with accessible options for over 17,000 education stakeholders.

As an ongoing support for education stakeholders, the ARPDC EFR team ensured access of information through mobilization of resources and learning supports to Empowering the Spirit website. www.empoweringthespirit.ca

Each step in the journey of creating resources and learning supports through the duration of the grant was guided by Indigenous voices from a variety of communities. With the help, guidance and direction of Elders, Knowledge Keepers and Indigenous peoples, the ARPDC EFR team achieved the successes in this grant work that they wished to see.

Supporting the Future of Education and the New Curriculum in Alberta

Workshop Goals:

- Build capacity to implement future K-12 curriculum in schools.
- Provide opportunities for system leaders to collaborate with their colleagues.
- Obtain input and feedback relative to directions in new curriculum development and implementation.

Workshop Outcomes:

- Provide learning opportunities for system leaders to enable them to build awareness and understanding of the shifts in the new K-12 curriculum in their school authorities.
- Provide learning on New.LearnAlberta.ca for system leaders to become familiar with the custom-developed software tool to help implement provincial curriculum in a digital format.
- Provide updates from the Alberta Teachers' Association and the Alberta Assessment Consortium.

Moving Forward with High School Redesign Grant

The Central Alberta Regional Consortium, on behalf of the Alberta Regional Professional Development Consortium, received a grant to support understanding and implementation of the foundational principles guiding High School Redesign, and to build leadership and teacher capacity in schools and school jurisdictions, regionally and provincially. The 2018-2019 school year was the seventh year of implementation of Moving Forward With High School Redesign. As of the 2018/19 school year, 310 schools

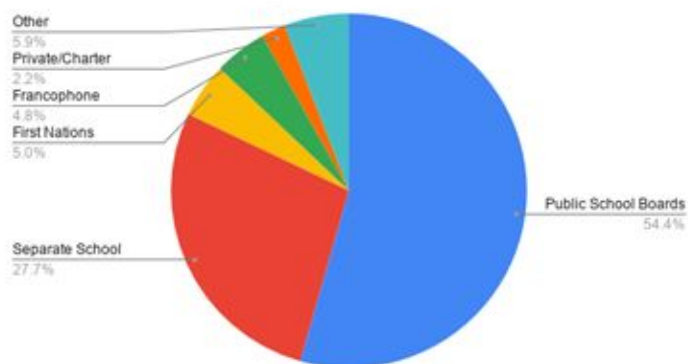


were engaged in High School Redesign implementation. This represents 271 (public, separate, francophone and charter) high schools, 31 alternate delivery schools and eight First Nations schools.

Moving Forward with High School Redesign is about more than simply shifting a timetable. It's about shifting mindsets. While timetable shifts open the door for schools to create flexible learning environments, the mindset shift leads to changes in practice that ensure the flexible learning environments are used to support increased student engagement in learning, improved student achievement and enhanced teacher practice.

The Teacher/Leader High School Fall Collaborative was held in Red Deer at Crossroads Church on October 25, 2018 participants). *Themes:* Conditions for Successful Implementation, Supporting Success, Attendance and Engagement, Health and Wellness, Welcoming Respectful, Caring, Safe Learning Environments, Teacher Collaboration, Learning Strategies, Leadership, Literacy, Trauma-Informed Practices, Instructional Design, Strategies Supporting Indigenous Learner.

Fall Collaborative Participants



the
(446
Student
Mental
Mastery

Four spring regional network meetings were held across the province during the 2018-2019 school year. Regional network meetings were held:

- North (NRLC) March 14, 2019 – Grande Prairie – 43 participants
- Edmonton (ERLC) and Learning Network (LNES) March 21, 2019 – Edmonton – 136 participants
- Calgary (CRC) March 11, 2019 – Calgary – 173 participants
- South (SAPDC) March 19, 2019 – Lethbridge – 86 participants

A number of regional networking opportunities directed by ARPDC were held across the province.

Total provincial participants in networking opportunities - 160

Examples of regional networking opportunities:

- Changing Structures, Changing Practice, Changing Outcomes session
- Leading Successful Change - High School Redesign and Other Initiatives session
- Online informative francophone session
- Teachers Convention sessions
- School visits



- Francophone Networking days North and South
- Video production and editing for francophone resources
- Enhanced Learning Model district partnership project

Extensive work was done to update, enhance and promote the ARPDC Moving Forward with High School Redesign website.

The website had 1836 users in 2018 – 2019, with 1806 of these as new users, and the site had 5584 page views. Of the 1836 users, 1467 were viewed on a desktop, 276 on a mobile device and 93 on a tablet.

<http://abhsredesign.ca/>

The top pages viewed outside of the homepage were:

- Flexible learning environments
- Effective practices
- Mastery Learning
- Assessment
- High School Redesign Research
- Successful Implementation Resources
- HS Flexibility Enhancement Project
- School Stories
- Personalization
- Student Centered
- Talk Redesign Videos
- Re-thinking High School Online Symposium Presentations
- Ministry Resources

Creating Pathways of Hope

The Learning Network Educational Services (LNES) and the Calgary Regional Consortium (CRC) received a 32-month grant from Alberta Children’s Services for the purpose of co-creating a model of support for school authorities to ensure the successful development and implementation of protocols related to youth suicide prevention, intervention and postvention. In communication with content area experts, the consortia are in the process of developing a suicide prevention, intervention, postvention protocols and processes framework which is informed by suicide prevention, intervention and postvention protocols currently under development by Alberta Education. In the creation of implementation models, consortia will also engage in collaborative communities with pilot school authorities and their natural networks and refine and inform the work.

This model will work to ensure that local expertise is developed, including those areas that are rural and remote, or with high-risk populations. The creation of protocols and processes will consider high-risk populations (LGBTQ+2, Indigenous youth, youth with mental illness, youth struggling with addictions, survivors of suicide) and will be customizable for different education environments (e.g. elementary, junior high, senior high, urban/remote/rural).



In the final year of the project, the LNES and CRC will provide professional learning opportunities for all school leaders and their school/school authority natural network team, who will assume responsibility for ensuring successful implementation. These professional learning opportunities will be created at the provincial and regional levels through the 7 Alberta Regional Professional Development Consortia (ARPDC) consortia partners.

Official Languages in Education Programs Grant

The seven regional consortia throughout the province planned and implemented professional learning opportunities in collaboration with their school stakeholders representing the "French" communities in each geographic region of Alberta. While each consortium offered specific opportunities to meet the needs of their individual communities, there were many similarities throughout the province. Professional learning opportunities are offered and sponsored by one consortium. They are advertised and open to all interested teachers throughout the province. As previously mentioned, some 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 2018-2019 school year, 116 learning opportunities were sponsored with 1077 participants registered. A number of sessions were cancelled because of low registration and the directive from government during the election.

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

Support for the work inside our "French" education communities was led through our regional steering committees in each of the consortia. The conversations and research of possible professional development opportunities provided the impetus to support local and regional work advancing understanding and practice for teachers and administrators of French, school



and division, who support that work. In addition to the advisory committees, specific professional development sessions and "at the elbow" support, the ARPDC Learning Portal provides an opportunity for teachers to share and collaborate on an electronic forum managed by the consortium. Sessions and webinars are available to French Immersion and Francophone teachers. Materials are archived on the portal for future access and support. (<http://learning.arpdc.ab.ca/course/index.php>)

Challenges, Celebrations and Trends in Professional Learning

The spring 2019 provincial election proved to be a challenging time for ARPDC as, for the first time for consortium, learning opportunities and programming operations were suspended during the election, including the transition period after the election, until the end of June. During this time, impacts to consortia included: unrecoverable financial expenditures, including cancellation fees, decreases in annual quantitative session and participant data, elimination of annual stakeholders' survey qualitative data, and strained relations with consortia's consumer stakeholders. The election has also had an impact on implementation planning for the new K-4 Program of Studies and affected the identification of curriculum priority areas for 2019-20 programming year.

Despite these and other trends and challenges in education, Consortia accepts and celebrates changes and we strive to support all education stakeholders in Alberta by providing adult learning opportunities and capacity building resources designed to impact professional practice and enhance student learning. In response to challenges, changes, celebrations and trends in professional learning, ARPDC is:

- Researching trends and current developments in the field of education, sharing best practices, and sharing this information with our stakeholders.
- Updating technology and maximizing the use of technology to coordinate provincial learning opportunities as evidenced by the increased offerings of eCourses and online collaborative communities.
- Forming partnerships with a variety of PD providers and partnering on brokering presentations on behalf of regional stakeholder groups.
- 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.

ARPDC Professional Development Resources
Dedicated to ongoing professional learning at the local, regional and provincial level.

Home Find Resources by Focus Browse by TQS or LQS eformation - Ressources en Français Explore Featured Websites Search all resources

Recently Added Resources

Trending Resources

Empowering the Spirit



APPENDIX B Comprehensive Participant Feedback

CURRENT CURRICULUM

First Nations, Métis and Inuit Post Session Participant Quotes

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

- *Hearing some of the teachings of the Cree people, experiencing ceremonies, and being able to build the teepee, make bannock, and drink tea from the land. Being immersed in the culture.*
- *Getting the chance to listen and learn from elders and knowledge keepers was especially great.*
- *This was an amazing day filled with much learning. There exist very few “authentic” opportunities whereby professionals can gather together in such a manner. The keynote was wonderful and helped me to think of different ways in which to engage students and colleagues in conversation about important issues. The session with the elders was lovely. It was incredibly humbling & inspiring to hear their stories. The breakout sessions helped to expand and deepen my growing understanding and knowledge. I greatly valued the chance to learn in such a manner. The atmosphere felt safe and welcoming. Further, the fact that everything provided today was free is simply amazing. This made the event accessible to me and I greatly appreciated this space to learn and reflect. Thank you to the organizers, sponsors, and others who made this event possible!*
- *Indigenous learning and literacy are my passion and every session was engaging. This was one of the best PDs I have done this year. The cost was reasonable, facility beautiful and sessions beyond amazing.*
- *Providing us with an authentic experience and an abundance of resources to help us carry forward a meaningful and authentic way of integrating First Nations, Metis, and Inuit experiences and perspectives for students in education.*
- *Elder Jerry Saddleback and Elder Joanne Saddleback spoke powerfully but without making the participants uncomfortable. Their stories, their fight for Indigenous rights, and their role in educating non-Indigenous Canadians contribute meaningfully to Truth and Reconciliation. The massive map of Canada without provincial or territorial borders, with Indigenous places, with treaty boundaries, and with all the colours to show the Indigenous cultural areas and Indigenous linguistic groups is a tremendous educational tool!*



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

- *I could see this as being a 2-day event to allow for more dialogue. I feel that there were many teachers in the audience who were just getting started on their reconciliation journey and could have used more support. Having an opportunity to work with other teachers on this I think is key.*
- *Overall this was a wonderful experience. The resources blew my mind. The Instructors were top notch and a meal on top of that! Wow! Kudos to the catering company as well. They did an excellent job!*
- *You should get a gauge on the knowledge of the room before or on the registration form so you can see the range. Not every First Nation, Metis Inuit PD needs to have a sharing circle and smudge. Introductions and what you hope to gain maybe. Sometimes we teachers need to have PD and that is it. It was wonderful- can't think of a thing (and I think I'm a "tough customer"...)*

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

- *More opportunities such as this and having a facilitator in our schools. Currently we do not have an Indigenous Liaison Facilitator at our school, although I know they have advertised. This leaves a gap in providing support for our Indigenous students, and facilitating understanding for our other students.*
- *Connections to further resources and people. I would love to come back for more sessions or even just half-days with speakers.*
- *More information on how to incorporate First Nation, Métis & Inuit perspective into subjects such as math and science.*
- *Continued opportunities to learn more about what other schools are doing - preferably high schools.*
- *I will be following up with the presenters whose workshops I attended to see about further details regarding ideas that were presented in their slideshows.*
- *To learn more about the "truth", so I can have a deeper understanding of what the Indigenous students and families face. How to incorporate Indigenous culture in outdoor teaching (to accompany Forest School philosophy). Really, I need to know whatever I can.*
- *I need to gain more knowledge on Metis culture instead of grouping Indigenous, Metis, and Inuit together.*
- *Reach out to my community supports (FNMI team, Aboriginal Learning Services, Elder's, families) to build relationships and learn with my students.*



- *Contacts with elders or knowledge keepers so we are able to ask questions or invite to our classes without having to go through third persons, which then becomes a waiting for one or the other to respond.*
- *I think like most, it will require a huge degree of personal initiative and a steep learning curve to learn more about this topic. It will also be uncomfortable. My fear is that the 10 people in that room taking the PD represent a very small percentage, and I'd like to know more about how to support others in their learning without being patronizing. It is obvious very easy for people to ignore the issue, citing it as having too many landmines (as this is what is already occurring). How do we get LCFs and teachers to be less afraid of making mistakes, when the learning curve is so high?*

Post-30 Day Session Participant Quotes

Describe what you did or tried:

- *I brought the sweet grass into my classroom. We talked about the sweet grass. Really been trying to focus on the words that we speak and how they make an impact on the world around us. The concept of the "little sky beams" has been with me the whole time. I needed to hear this and to work on seeing all the children I work with as a gift from the Creator who has loaned them first to their parents but also to me, their teacher. We talk a lot about being kind and compassionate. Many of the teachings I heard over those few days I shared with my own kids to awaken the Indigenous ways in them (they have Indigenous heritage).*
- *I came back feeling so grateful full professionally as well as personally and I shared my revelations on culture , protocol, and some teachings that were shared at camp. We had an elder come in last week and it was such a wonderful experience. I also have been using the blueberries in my room as well.*
- *We looked through the book and at some of the resources and websites. I have introduced the students in my to some of the language websites and words. I have discussed with my staff the activities and how we could alter them to be more div 1. Many of the staff are now using a sharing circle approach to some of their discussion times.*
- *I plan to do the project that was planned at the PD in the new year. During a previously planned project that took place in November I was very intentional to use the "Save the Last Word" strategy to ensure that all voices were heard. From the comments in the student reflection journals, many indicated that , at first, they were worried that their ideas would be ignored but that after this exercise they felt included and that they were*



able to contribute. I have also applied the knowledge I have learned from the First Nations, Metis and Inuit portion of the workshop to other lessons as they fit in.

- Working with a group of Learning Coaches, we are developing Indigenous Kits at various grade levels that have curricular connections. Kits are organized around 4 core curriculums; literature and events. Next step is for Indigenous Liaisons to add the local context pieces.
- I use the 7 Sacred Animals as a way to be safe and caring with each other. It helped me to deepen my understanding of the reconciliation process that needs continually happen to move forward. I also use the Sharing Circle as a way to communicate with each other giving everyone equal opportunity to say their piece.
- My kindergarten class has now incorporated the sharing circle and talking stick into their routine. With an understanding of the value of this way of being and that this teaching comes from our Indigenous Peoples, the children have responded with incredible respect and engagement.
- I shared part of the powerpoint, discussed when and where to do the land acknowledgement, talked about smudging and offered my supplies to my colleagues, and reviewed the resources in the binder with an emphasis on the literature list and taking the course if it is offered again.
- I brought the map to MSS. We were able to unroll the map 3 times. The first time was exploratory for the grade 5 students. The second time was a version of the intro lesson that was shared at the PD for grade 4 and grade 5 students, and the third time was exploratory for the staff.

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

- To always come from a place of love when teaching about Indigenous worldviews. Everyone is on a journey and to always choose your words carefully. You cannot take those words back and truth and reconciliation is about moving forward in a positive way.
- My students are becoming more caring of their classmates. I also began to notice how some of the ways of the residential school are still occurring in our schools today. We tend to teach to the mind; forgetting about the other areas. We demand learning instead of offering teaching. I'm trying to be more of a facilitator and a learner and less of the "teacher" in the class. I have found this to be a difficult but necessary road to travel.
- Students were surprised about the scientific knowledge held by Indigenous people, and they noticed how Indigenous people knew a long time ago how to take care of the Earth and make small footprints.



- *I have noticed an increased interest in my students to learn more about the different cultures and having shared what I learned at the classes with my staff I feel they are becoming more comfortable about discussing topics related to reconciliation and indigenous people.*
- *A new willingness to incorporate First Nations culture in their classroom.*
- *Experiential learning is so important. Diversifying the delivery of the history of Indigenous peoples creates a greater depth to the learning than solely hearing the history lectured or reading about it in a text book. Instead, I really felt like I was feeling what other people were feeling and that left a much more impactful imprint on me.*

Mathematics Post Session Participant Quotes

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

- *Putting the ideas into practice by being in the place of the student. We were also given some "sandbox" time to pick a strategy/resource to use next week based on the math unit we happen to be in at the time. The presenter really linked a lot of ideas and depth of understanding about Math curriculum through the grades for me. A direction to head to find my own resources was also provided - such as some useful websites.*
- *The tools and ideas that we can use in our own classroom. Especially the task cards for diagnostic testing, which was one of the big things I was wondering about.*
- *The ideas that could be implemented the next day in my class. Simple changes!*
- *The activities provided were exceptional at making the participants (and hence the students) engage and think deeply about mathematics. Evidence provided really supported the claim that "teaching as telling" has been happening too often in our math classrooms. I teach math at the senior level and I learned many things that could be applied to teaching at the higher grades even though the PD was designed for Div 1 and 2*
- *Speaker was great and engaging and had a lot of credibility and knowledge.*
- *It did not matter what level the students were at, there was something everyone could take away and use. Some resources were provided to take home with was wonderful. There was a great diversity of information and games covered. I appreciated having handouts to bring home to look over after as there was so much information covered it was hard to retain it all.*
- *It was a great balance of structured listening time and active collaboration time!*



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

- *I wish this PD has been done over 2 days. There was so much to learn and would have loved to be able to reflect and learn more over a longer time.*
- *I would love to have Dave Martin as a consultant for a period of time or be able to have a second date with him later in the semester.*
- *Offering this opportunity more than once per year. Offering the second day numerous times throughout the year so that once a teacher becomes comfortable with the structure of Guided Math they have the opportunity to delve deeper. A timely manner*

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

- *French versions of resources*
- *I do a lot of Vertical Math tasks (Peter Liljedahl) and Three Act Math (Dan Meyer and Kyle Pearce) in my classroom, yet still do tests. How can I assess deeper understanding of my students using these tasks? What can that look like? I make observations and conversations but teach 100 students a day. What can new assessments look like?*
- *Time with my team at school to put together some of the games and activities!*
- *How to get a whole school buy in.*
- *More ideas like this for more strands of the curriculum.*
- *How to make these more independent when I'm running centres. I love the idea of the problem solving, but have trouble picturing how these centres would run if I was running my teacher centre.*
- *A better understanding of cyclic curriculum and connecting up grade and down grade from where I teach , to build long term consistency.*

Post-30 Day Session Participant Quotes

Describe what you did or tried:

- *I have used several of the resources and ideas from the session in my Math class. In particular the "Wonder, Notice" method which I have applied to several subject areas. I continue to use some of the 3 act math methods in my instruction and consult the website of the presenter for ideas about the concepts behind the algorithms that we teach students.*
- *I used the overlapping folders with rectangles cut out to demonstrate arrays, and several students had Kaboom moments. This really helped them understand how the rows and columns are related in multiplication. I used the paper plate and blocks*



demonstration for a physical demonstration of multiplication and division with the students. This really helped a few make that real-life connection.

- *Took multiple choice out of my tests. Also allowed students to rewrite exams.*
- *I make sure to challenge the students to explore their own math strategies to try to solve a problem before I teach the concepts.*
- *I have used more visualizations and drawings to represent fractions. And have related fractions to real-life situations such as money and download bars. I was glad to learn the big topics and math and have used number talks to explore these concepts with my students.*
- *I tried using a picture of objects and students find ratios. Instead of telling students the ratios were equivalent, I lead a discussion where students came up with that term. Equivalency was used in a previous unit.*

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

- *Students are making more connections between "units" in math than they did before. For example: 1) number lines for fractions/decimals and how they are related concepts, 2) connections between picture representations of fractions and multiplication and addition connections.*
- *My kids love it! They are much more engaged, working more cooperatively and communicating more using mathematical language to problem solve.*
- *How students who normally have difficulty understanding new math concepts gained a quicker understanding of what was being taught. The more visual lessons became a great reference for the following lessons.*
- *The students were super excited and made the connections to Math being 'fun' right away! They are using the floor number line and I love telling them to take zero hops of 5! They always get a chuckle out of that! They love to use the balances to create different number sentences which has changed the way they see equations.*
- *I came back excited to teach math. If I am excited, then the kids get excited and it become a better experience for everyone!*
- *Students have a better understanding of fractions and understand the relationship between fractions, decimals, percentages, and ratios.*

Supporting Literacy in the Current Curriculum Post Session Participant Quotes

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

- *Time to chat and collaborate with colleagues at our tables. Also, takeaways that I can try tomorrow without feeling overwhelmed with it all. Loved the detailed book lists!!*



- *It was a good workshop by a teacher, that made the difference. She knew how things would function in the classroom and what to do to help with writing and make it more interesting for the students.*
- *Wonderful guest speaker who is from western Canada and who had a lot of wonderful ideas that can be implemented simply without a ton of extra planning or cost. It can be applied easily to the French Immersion program. I love the mentor texts that she suggested and that her books are available in French too. I have already tweaked my writing program to include some of her ideas. I loved the day and the opportunity to converse with colleagues as well.*
- *I thought the small group activities were very effective in understanding the stages of spelling at a deeper level. I also liked playing the games that are in Words Their Way. A great way to learn them ... AND FUN!*
- *The demonstration of how a lesson would be carried out was very powerful in understanding what a workshop session would look and feel like. Also going through the materials and understanding how it is organized and how to use it in the most effective way. I really liked that Havilah gave us an achievable goal. It made it seem not so overwhelming and realize that we, just like our students, need to take things in small manageable steps, not huge leaps. Sometimes, I think I believe I have to do it ALL in order to be effective. It was refreshing to know that implementing one step would be enough to help myself and students.*
- *Lots of inclusive practice and her breadth of experience and enthusiasm for K-12 supports were wonderful! The BEST BEST BEST seminar so far for me because of her genuine sharing of spot on resources and specific answers to each of our questions.*
- *Once I have learned more about the "science" of words and I'm able to take what I've learned and use it in the classroom, this method of word inquiry will be invaluable to my struggling learners.*
- *I really liked some of the strategies and reaffirm that some of the practices that I have been doing already. I really do like the hyperlinks and I cannot wait to get back home to use some of the rubrics and strategies. I really did enjoy the spiderweb. It was very interesting and neat to follow the conservation.*
- *We got to engage in the activities ourselves to see what it would be like for our students. I also liked how our presenter made the complexity of Words Their Way into simpler "chunks" and helped us to understand the process of how Words Their Way is work in our classrooms.*

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

- *Maybe a little longer discussion time. We would just get started and then have to stop*



- *Wouldn't change a thing. Except Adrienne could probably do 2 full days and still have lots to offer.*
- *Difficult to provide but will be good to have a hard copy of the Fountas and Pinnell package for the people who haven't used it before and can use it as a reference while workshop taking place.*
- *This could easily be a 2 day session, one focused on guided reading, and one focused on strategy groups.*
- *I found it was jam-packed with information about the process, but I'm feeling now like I'm not sure how to start. I take it she has some of the word matrices for sale. I would have preferred that they be part of the course. Increasing the fee to cover that should be okay.*
- *More opportunity for self reflection ie what am I doing now? What changes can I make this week?*
- *Nothing.....She is beyond FABULOUS!*
- *Follow up session to collaborate, plan, and share resources. One day was not enough time.*
- *Video example of it in action or photos of displays teachers use.*
- *We weren't able to get through all of the material, but I appreciate that the slides will be shared with us to allow for us to access the information.*

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

- *Simply time to unpack what I learned and the opportunity to share new practices with students.*
- *Junior high application and more development of non fiction writing.*
- *Collaboration with colleague teachers at my school.*
- *-support from admin (which I have) -time to read and prepare the slideshow and anchor charts for teaching -book study (which we are doing) -time to collaborate and discuss with colleagues.*
- *At this point, we have so much amazing material to work with that I am feeling completely covered and confident in the learning I have received. I would love to attend the next/advanced phase of this program and would like to see more opportunities to do so. There are only one or two presentations per year, unless that is going to change with more schools using the program.*
- *A chance to practice and then come back for a more in-depth session.*
- *I would love to be part of a collaborative matrix and word inquiry session, where we are hands-on in the exploration of English spelling by creating word matrixes in our subject area and exploring the etymology of words (again in our subject area). I feel that this*



type of experience would allow me to walk in and better guide my students while I continue to deepen my understanding of structured word inquiry.

- *Rubrics that are already made that I can use in my classroom! (New teacher and creating resources is eating up all my time).*
- *I would like to learn more about the growth mind set and would love a follow up on more hands on strategies that I can use in the classroom.*
- *Bringing this PD to my school so that all teachers can be on the same page with Words Their Way.*
- *I would appreciate to meet with teachers in similar grade to share exemplars of writing at different levels and how they set up their classrooms to achieve the results.*

Post-30 Day Session Participant Quotes

Describe what you did or tried:

- *I have revamped the way I teach writing. Introducing Brain Pockets and teaching writing for readers has been amazing. Students adapted quite quickly to the new format of our writer's workshop and are thriving as writers.*
- *I have started to put together the writing folders. I have made the no excuses spelling list to include in the folder and we have used them as our spelling test lists. I have introduced Gum it! so the students don't worry about spelling everything correctly. I plan to introduce similes right after Christmas break. And I will be working with my grade level partner on other ideas as we go. We also will introduce pocket writing. I will incorporate these writing strategies with the Daily 5 that we are using.*
- *I set out the goals. We went over the brain pockets. Students are working on their own goals. I have read several Walking Stories and we just finished the OK book. The students did their own little booklets and are reading them to other classrooms. I am currently working on Climbing stories. I have designed a "Brain Power" Journal cover and also a Smokin' Pencil Cover. Wish you could see them as they are so cute!!!*
- *Trying not to do all of it. Picking out what suits my class. Not scribing for students. Letting students write and then I confer with them about their writing.*
- *I have been working through Pete's book with the kids and using the online resources he has given me. I have created an interactive wonder wall in the classroom for students to add prefixes, bases, and suffixes to. The students truly enjoy this method of learning spelling. My engagement levels have gone up with my students.*
- *We have used making to prototype stories with various grade levels. Prototyping stories have been incorporated in a variety of ways into literacy centers. Libraries are also beginning to use many of Angela's ideas. Some students work on the initial prototype in*



the library then continue in classrooms. the paint chips and playing cards have been a hit!

- *Teaching grade one and having them understand the "e" on the end of some words is always a challenge. I now refer to that "e" as a marker that tells us the vowel will "say its name". Although their vocabulary is limited I lead a guided inquiry into the base of the word and work towards deepening the meaning of the word and others linked to it. Compound Words have also been fantastic way for the students to look for words/bases in longer words.*
- *I love the idea of using critical lenses to guide annotation. This PD session made me reevaluate how I teach annotation and I registered for Susan's next session in February to learn more. Although I tried some of these strategies in the last month, I am in the process of organizing my units for next semester and will experiment with creating units that combine various forms of texts (poems, short stories, film and essays) that are linked with themes to help students understand how to read through these lenses.*
- *I have led my teaching partner through the process. We are doing the program in both classes, even though she was not at the workshop. I have started the process with my grade 2 students. We are starting week 3 of the program. We are all working on the same sort and are learning the process.*
- *I have completed two benchmark assessments for two of my ELL students. I was able to assess that at least one student's comprehension was not where it needed to be for the level we were working at and I was able to complete another assessment at one level lower. I was then able to ascertain this student's comprehension level as well as their instructional level for reading.*
- *I have started pulling one LLI group of students and it is going well. Another teacher is also pulling an LLI group with students from my class.*

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

- *My kids love the brain pockets and are applying this into their reading. One boy in grade 3 asked which pocket I felt it lived in. Memory or fact. I was so impressed because it meant he was applying his learning in a new way.*
- *One thing I have observed after applying this new learning is how excited my students are for language arts time. They are so engaged and really getting into the writing process.*
- *An increase of self-confidence in student's learning on an individual basis.*
- *It was beneficial to have an effective and realistic assessment tool that pointed to specific resources that can be used to instruct students. I also appreciate that the assessment tool was assessing multiple literacy skills.*



- *I organized my students writing folders exactly the way the instructor showed us and it has been very effective (using pens, one caddy per seating group, snap word resources and alphabet chart included for each, her writing template).*
- *My students have shown improvement in their stamina and have found a love of reading! So pleased with this program already!*
- *The intrinsic motivation of students to solve puzzles (investigate - be word detective) is high.*
- *Kids love it and ask to build. They say it helps them to remember what they want to talk about. Now I am planning to use it to write using labels. Even ELL students who don't necessarily have the language to respond can build and we can better support them with representing their ideas and building the language to go with it. It's a great tool!*
- *Students are taking increased ownership for their writing and have a better understanding of where their writing is at before handing it in.*
- *My students are getting used to the routine and are able to verbalize what they are learning within words their way sorts. I give the students a quiz each week and they are retaining what they are learning. They have even applied the rule/generalizations they have learned in their sorts to spelling in other subjects.*
- *It is improving our understanding of how to implement writers' workshop and how to adapt the program to better suit our students.*
- *I had a student raise his hand today and say "Don't give us the answer, we (the group) will talk about it and figure it out". I also had a student say when I went to do a group check in, "please give us some more time, this is just starting to get good". Wow! What an experience so far.*

Inclusive Education Post Session Participant Quotes

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

- *Real life examples and the presenter's knowledge combined with her experiences with children.*
- *I enjoyed the stories, videos and read alouds with actual books. I also appreciated being given a copy of the notes through email.*
- *The opportunity to come back to revisit previous learning over 3 days*
- *Connecting planning for inclusion strategies with new curriculum.*
- *The hands on approach to 'practice what we were learning' and the opportunity for conversation around the table. It was so applicable to what we are doing in our school around inclusion and learning about Alberta's new curriculum and it was presented in*



a way that really made sense and clarity to how to 'unpack' it. Many thanks for the energy in the room from Shelley and the delegates present. There was a real positive vibe around each of the 3 days of learning. Many thanks!

- *Reiterating EA's contribution to the education team using relationship building and strategies to earn students' trust to help facilitate learning.*
- *Fidgets are an important and necessary part of a student's successful learning. Being able to implement and use them appropriately is an essential aspect of my ability to support their learning.*
- *I knew of the technology but had not had an opportunity to use it. With this learning opportunity I delved deeper into my understanding of what each of the available technologies can do as well as learning about new technologies that I had not even heard of. I came with a very select group of students in mind and have now expanded my idea of who can benefit from these technologies.*
- *It was meaningful because now I will choose different language and be more aware of how children interpret what I say. I will change my vocabulary, such as think with your eyes and move your body into the group, etc.*
- *The modelling used throughout the session allowed me to see how I would be able to model the language in my own work. I also really appreciated the stories of how it can go wrong and how to move forward, and realistic examples of activities to bring it to the classroom. This really supports my understanding of how to approach and use the materials. This might be the best PD I have taken in a long time. I also really appreciated having food provided - this goes a long way to increasing engagement and morale.*
- *Webinaire feature since I live in rural AB*
- *Some of the students I work with have CVI and I now have a better understanding of what that diagnosis means, how important the selection of materials can be and how much of what I do is already beneficial.*
- *This course has improved my awareness of the use and interpretation of level B assessments; also what teachers' learnings would be in preparation for administering such assessments. Additionally, it provides me with an opportunity to administer a wider range of Level B Assessments and provides me with a basis for interpreting such assessments encountered when doing a review of a student's cumulative file or collaborating with staff who are administering these assessments. As an aside, Dr. Carter (or 'Dave' which he preferred) was such an amazing, dynamic and engaging presenter. I felt that his method of engaging us in the learning through stories was unique and powerfulsomething to aspire to as I prepare my own presentations.*



- *It allowed for time of collaboration between different service providers (ie AHS audiologist and school based team) to discuss ideas regarding EI support for children ages 0-3.*
- *The facilitators' strove to make the learning opportunity more meaningful by speaking about diagnoses the children we work with have and relevant interventions. It was great to hear about low-tech, affordable and easy DIY adaptations that could be implemented to support not just visually impaired/blind students but all students. The opportunity to engage with different materials, resources and experiences at the end of the workshop was fun and engaging.*

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

- *Sometimes turn and talks may have been longer than needed from my perspective. Having a backchannel board to post questions or comments as session is on going, so have opportunity to place a question during the presentation. These are considerations not complaints as I found all three sessions extremely valuable and some of the most relevant I've had recently.*
- *As we went through the steps on how to do something with the technology, I would have liked to have the notes/presentation ahead of time so I could have added my own notes rather than trying to write the whole sequence out so that I could revisit it later when I was practicing at home/school.*
- *I really enjoyed the presentation and appreciated that timelines were honored. Topics that I would like to hear more about in relation to Social Thinking include: Self Regulation: the dynamic balance between effective communication skills and the ability to remain regulated in a group, supporting awareness of one's own self regulation and how this changes within the dynamic of a group when there is an expectation to be socially engaged; the importance of creating a safe, caring culture in a classroom (i.e. Jennifer Katz) as a precursor to social thinking; the effect of trauma on a student's ability to be self aware and mindful of others.*
- *Encouraging more teachers, EAs, and school staff to participate in these type of sessions, and to collaborate with the consultants to apply what has been learned to students and classrooms.*

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

- *Time to review the materials. More videos of actually how to do the shared reading and all the writing stuff with students.*
- *Opportunity to share the information with teachers and support staff.*
- *Some time to try some more of these strategies and then another opportunity for learning in this area so I can fill in the gaps of things I did not absorb this time but that*



would be very beneficial. I would also like to know more about how teachers in regular classrooms can implement these strategies with the one or two students in their classes who have significant disabilities. I wonder how that could look.

- More concrete examples of what this looks like for very complex students.
- I need to delve into the horizontal planning more with the new curriculum. I'm wondering about the necessity of essential outcomes or CK and PK's or are they the ones that are most necessary for the different learners within any given classroom.
- Deeper knowledge on trauma and supporting students with behavioural difficulties effectively.
- Ways to communicate with parents how social thinking improves academic. Handout or video to share. Lots of parents do not see the value of social thinking for their children.
- It would be great to do a follow up session about troubleshooting. You almost need to do an introduction to TouchChat and then a more indepth presentation about Chat Editor, modelling, activities to promote engagement, etc for a whole day. The last hour was great. Lots of great ideas and good websites shared. I would've liked a bit more time to discuss the "how to implement" .
- Most of my students are nonverbal, adhd students on the spectrum - it would be helpful to see ways to help engage them in participating in group conversations.
- More information on how to progress kids from one level of writing to the next level. I learned how to evaluate writing and figure out what level they are in, but not sure I know how to effectively progress kids from one level to the next in each area. Perhaps more examples about how to do this would have been more helpful.
- info on where to get fidgets or items to create calming centers, I personally work in a high school so how do I discreetly create these fidgets or calming centers but not make my students feel like I am treating them as kids and not the young adults there growing into.
- More information on the community organizations providing support directly to parents ie: Alberta Hands and Voices in order to continue my work in supporting parents through their journey as well as referring to appropriate services or groups.
- How to deal with ESL students whose Mother's speak NO English and don't want to learn English and only want their first language at home but are willing to use the symbol system in their first language? what to do



Post-30 Day Session Participant Quotes

Describe what you did or tried:

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

- *I re-evaluated whether my two complex needs students were actually emergent or not. I used Tar Heel Reader a lot in the weeks afterwards. I ensured my students each had even more choice books and re-evaluated what books I was helping to curate for them. I tried to establish a more effective yes/no system with my non-verbal student. I was more purposeful about speaking about reading in our head to my whole class. I started to assemble the velcro letter board.*
- *We have loaded necessary apps on personal Ipads and have started writing simple stories from books students have 'read'.*
- *Created and have been using the Velcro alphabet folder for spelling instruction.*
- *Many of the things - putting my students into tier to help me provide instruction, providing supports for all students, creating student profiles for all my students, creating RTI groups with my grade level team to address the different levels of intervention support to name a few.*
- *I am working with teachers to develop strategies to assist them with challenging behaviors in the classroom. The focus is on creating a space whereby all students can participate in a learning environment (e.g., math)*
- *Using the examples shared from Wolf Creek public schools, we are creating checklist with staff as a way of collecting data on student engagement in school. Our focus is to build an intervention team that will be working collaboratively in developing a clear understanding of strategies and interventions geared towards using evidence to support motivation, school engagement and self regulated learning for students and staff.*
- *I bought different fidgets to address different senses. I will incorporate them into my senses unit. I am trying very hard to convince my admin to hire Sheila to come in and support classrooms with effectively implementing these tools. I feel that her expertise and realistic feedback is necessary to address individual needs in the classroom. She has a wealth of knowledge that I feel is important to tap into.*
- *Explaining social appropriateness to children in different ways, looking at things a different way (e.g I work with many autistic students, and the videos we watched paired with the social thinking slides helped me view things in a different way, which helped me understand my students better. I also implemented a game where we had to 'speak with our eyes' in passing the ball to a friend or teacher without speaking, but using our eyes to tell everyone who we were going to pass the ball with.*



- *I have tried many of the phonemic awareness activities from the session on "Cracking the Code - Phonemic Awareness". Everything I learned from Dr. Stewart Shanker has been invaluable to the way I understand my students. I have been playing my Fred Penner CD to enhance student learning.*
- *I was able to diffuse several potential power struggles in class by giving choices and praising and thanking children for positive behavior.*
- *I set up Class Dojo and rewarded the students for being on task and behaviors I wanted repeated. I set a timer and told students that "In 2 minutes I expect you to be sitting in your seats with your shoes on and writing the agenda message. I will give the first 5 students to have this done a Dojo point." I greet each student as they come in in the morning.*
- *I have changed our symbol set on her AAC device. We have implemented environmental changes to our room. We have met with the vision consultant to continue to support and build on our new learning. We have downloaded CVI apps on our iPads. We now highlight key features on photos.*
- *When I completed the Committed Listening Tool, I found that I tended to jump in right away after someone had finished talking to offer my opinion or comment. I am trying to give myself a few seconds to truly listen to what they have said prior to responding. I find that paraphrasing without sounding condescending is a challenge as well but I feel that it is a skill that will get better with practice.*
- *I have chatted to teaching staff about pairing core words and sight words. I'm currently working with school staff to support implementation of visuals that align with AAC programs being used. I will also be sharing what I learned with EAs during PD time to support working with children with CCN.*
- *I borrowed a 'big keys' keyboard from the loan pool at my school board and hooked it up to our Smartboard so students could type and see it on the big screen. In September I'm going to have an anything goes journal for each of my students.*
- *Seating the student with her best hearing ear towards the class, making sure I always talk when I am facing her, partnering her with students who encourage her to speak, wrote what I was saying on the board and used other visual cues, provided classroom material for pre-teaching, gave additional one-on-one support for her, used class-wide hand signals to reduce background noise, use a classroom amplification system as well as her personal FM system*

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

- *Teachers are eager to learn new strategies for working on literacy skills, especially with students with special needs. This appears to be an area of need in Education programs.*
- *Teachers in Junior High using some strategies when previously they thought literacy teaching did not apply to them.*



- *Individualized programming goals and approach to planning literacy blocks are more specifically tailored to each child's needs and my strategy toolbox has expanded significantly.*
- *My students began to interact more with each other in a productive way and showed their creativity. I learned that they are capable of collaboration that created synergy! My EA team and I were able to engage meaningfully with our students and we started having more fun!*
- *This approach requires a shift in thinking about the potential of our students and the necessity of active engagement to learning. This shift takes some time and patience.*
- *Some of the more conventional students became more engaged when we began adding more variety with phonemic and phonological awareness. Other teachers commented that we should be doing this with "all of our students" who are at the emergent stage in literacy.*
- *I noticed just how dependent the students were on staff and just how hard it was for staff to step back and let the child do it.*
- *Students respond to being heard and considered in their academic growth. Sometimes we forget that we are teaching youth to become responsible young adults. It's not about what we want, but what works best in helping them succeed or access their highest potential.*
- *We have started to introduce 'We Thinkers' volume one into a couple of our kindergarten and grade one classrooms in our division. We are finding that using the language from the books is very powerful. The children and staff are responding very well and using the language throughout the day.*
- *In many situations, when I see students starting to disrupt the classroom, I am able to diffuse the situation before it gets going, and in a classroom that has many students, this has been a HUGE time saver, and has allowed for a more relaxed/less stressful learning environment.*

FUTURE CURRICULUM

Post Session Participant Quotes

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

- *It provided background to the new curriculum that is essential. I can't imagine how you could provide instructional leadership to teachers without having training in concept-based learning.*



- *Understanding the importance of teaching conceptually and how it deepens learning. I especially appreciated the opportunity to collaborate with others to create a unit, step-by-step.*
- *Lynn and Lois provided practical ways to plan and assess in a concept-based way. This will work with the current and future Alberta curriculum.*
- *The first activity working on generalizing from facts to essential understanding was definitely a great modelling of CBCI. I enjoyed it the most!*
- *The presenter was able to use her deep understanding of the topic to create a meaningful learning experience through experiential learning. Both theory and practice were given and there was multiple access points to interact with the material and ask questions.*
- *I appreciate the "practical" component of the inservice. I also appreciate the "simplex" steps to planning for conceptual understanding. Reference to the draft curriculum and Alberta context is also very helpful.*
- *The language and style of presentation made it highly accessible for myself and the teacher I brought with me. It was easy to see how to incorporate this work and it was not intimidating.*
- *The small group of central office staff was ideal. We were able to make connections with one another and help each other through the process.*
- *I loved how we pushed our thinking while creating units for concept based learning. By the end of day 2 I kept thinking about synergistic thinking and metacognition and had some "WOW" moments that made me think about how incredible it will be when we serve our students and their brains are functioning at an optimal level when they think about the questions and inquiries we explored. What if every student walked away from school every day feeling like they learned so much...feeling like they still wanted to learn more. This was a very meaningful session that kindled our passion for teaching!*
- *I really enjoyed that Julie related everything DIRECTLY to the Alberta curriculum and had a good knowledge base of what was taught and the upcoming draft curriculum as well.*
- *Rethinking the CKs and PKs into Understanding, Responding to, Critiquing and Producing was really helpful and is something I will use as we continue to delve into the new curriculum. Being able to preview Tiffanee's book was great!!*

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

- *I spoke with Lynn and Lois about the Alberta context. It will be helpful in future sessions to explain that the development of curriculum that Erickson and Lanning refer to is a curriculum as planned and as lived. The Alberta curriculum that we often refer to is the curriculum as written. We cannot change that as teachers.*



- *The workshop style for central leaders was not a good approach, more broader clarity vs workshopping lessons would of been helpful. This would be good as a practitioner but it was not practical for leadership. There was very little connection to AB Education curriculum, and there is a disconnect between "building curriculum" or picking concepts - as this is already done for us as outcomes with AB Education....and could in fact cause confusion. I appreciate ...that this perspective was directly from the authors...however they were very strict in their opinions.*
- *A more direct connection to the Alberta Program of Studies and a clearer understanding of how it fits into the Structure of Knowledge/Process outlined in the book.*
- *A more direct connection to the Alberta Program of Studies and a clearer understanding of how it fits into the Structure of Knowledge/Process outlined in the book.*
- *None! Just want more time with Julie Stern! I hope ERLC is bringing her back next year!*
- *I think that the terminology might have been overwhelming for participants without prior exposure (as was the case for some of the people at our table).*

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

- *As a district base leader, I think the question I am left with is how do we bring the information back to teachers and administrators in a way that helps them understand the CBT framework and our emerging curriculum.*
- *I am very interested in the opportunity to do a 5-7 day more intensive training. The two days were a great start, but just whetted my appetite. If we are serious about moving this work forward in AB, we need some "at home" gurus.*
- *Some way to access ongoing support. There is a lot to truly adopting this way of planning and teaching and 2 days is just not enough. If there could somehow be ongoing access to PD on the topic to support teachers on the journey it would be great.*
- *My staff needs to be slowly introduced to this way of instruction. For some it could be an intellectual challenge.*
- *Include assessment component*
- *I would really like to see a completed project. Lots of pieces were shared but seeing one generalization from beginning to end would be beneficial. Implementation will also be key - how do we support teachers in this work?*
- *Further sessions, workshops, for my teachers to get hands-on experience working with the curriculum, working with colleagues to obtain a strong grasp on what they need to learn and create.*
- *I would like to see our cohort to get together again and work through the process again. I would also like us to get together with the help of ERLC to organize a*



presentation we could deliver in our districts. It makes more sense to work on that together as opposed to each of us struggling on our own.

- *I feel confident that I can identify concepts and relationships between concepts, but I think I require more support to teach for transfer.*

Post-30 Day Session Participant Quotes

Describe what you did or tried:

- *As a department we worked in teams to develop lesson/unit plans that utilized a concept-based learning approach.*
- *Discussed how do we already use conceptual based learning in areas like CTF and how we can transfer some of these concepts to our core academics.*
- *I have created an experiential concept-based lesson which I used with other Directors in my district. The plan is to use this foundation PD with principals, learning support teachers, and K-4 teachers in early 2019.*
- *We have been using what Julie taught us in professional development sessions with central leaders, school based administrators and lead teachers. We have been focusing on the first three stages of the planning cycle.*
- *My partner and I have developed a full day workshop, using Tiffanee's Migration lesson. we presented it to our small group of teachers. It was successful, Phew!*
- *I created a working group meeting to discuss the unit plan template that we worked on so I can get teachers to critique the procedure by trying it out in our curriculum working group.*
- *I tried concept attainment activities for surface learning. Game-changer! Sorting activities. Students showed the connections they were making.*
- *I discovered in the math 7 textbook there are actually this sort of activities at the beginning of new concepts. I've always skipped them to get to the "important" material but I've applied some of these activities and have been pleasantly surprised by the students involvement.*
- *Keeping in mind the 4 strands when planning literacy units: Understanding text Responding to text Producing Text Critiquing Text.*

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

- *Our teachers will need extensive support on the ground level when they begin to tackle unit creation with the new curriculum. Gathering appropriate resources alone will be a challenge, let alone moving their pedagogy toward essential understanding levels.*
- *Staff are BEGINNING to express curiosity about the new AB curriculum and how it is structured.*



- *We are using ideas from the Julie Stern Book study and all other (CLC, Literacy) workshops we have attended to develop our own workshops for our staff. Our learning is definitely being put into practice.*
- *Although somewhat difficult during their first try, students found the small activity valuable and I could see the idea of transfer taking hold already. I can only imagine what is possible with an entire unit focused in this direction. With staff, I observed some hesitancy, but also a lot of interest. There is a lot of education to do and I do believe that 'baby steps' are the best way to introduce reluctant staff to conceptual learning.*
- *My students had a much better Understanding of the concepts and were better equipped for the follow-up activities. It seems so obvious now that I should have been doing this all along-sigh! So happy I have learned to do this! My students are going to be so much better off for it. I am hoping this allows all students to achieve more.*

Mental Health/Wellness

Post Session Participant Quotes

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

- *Holy Smokies Sheila was incredible! Talk about relevant, relatable and practice what you preach, she did it all. It was so worth it and more!*
- *Discussion of actual situations occurring in schools*
- *It explained the background and all sides of trauma - helped to see that there is more than one way to show trauma*
- *The intimacy of the class. There were only 4 participants and the facilitator. This allowed for more meaningful conversation! I also really enjoyed the videos that were played. They were clear, concise and well created!*
- *This opportunity was not only applicable to many of the students with whom I work with, but I could also take some of the strategies and discussion and apply it to my own life.*
- *The discussion of entitlement was what broadened my perspective the most. Viewing past attempts to manage traumatic incidents through a fresh lens was most illuminating...and it being done in such a nonjudgmental manner really helped to reduce resistance. Kevin Cameron is wise, compassionate and brings humanity, humility and humor to weighty material.*



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

- *There was tons of material to cover and not a lot of time. That is not a slam on the course at all, just one drawback.*
- *I wish more time had been spent on the "nitty gritty" of the action plan.*
- *I thought that the topic is relevant and very important for all school divisions.*

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

- *Nothing at this time. I feel that my colleagues and I need to debrief and think how we can best move forward with this.*
- *I would like a list of articles, research or recorded talks to watch and share with colleagues. There are some provided.*
- *The presenter did a fantastic example of getting 4 people in front to learn "something" and then teach it to the class. She asked ahead of time what we needed. When we became frustrated and realized later after the activity what we needed - that was an "ah ha" moment for me of what I feel like as a teacher. I know I need help and tools and skills for better teaching and to reach kids who need help but I don't know what to ask my administration and school board for! She did the activity to show us what students feel but I think it's a fantastic link to show that is how teacher's feel being unequipped with the understanding of WHAT they need to ask for.*
- *As the school counsellor I would be interested to hear what Mr Cameron actually says when he talks to different groups during and after crisis. He mentioned the "what do I say part" several times. I'd be very interested in a crisis counselling only session. Are there common themes that occur among kids? Do schools set up programs of some type that are particularly helpful or hurtful? Do you find communities have enough mental health practitioners to deal with the aftermath or does a properly trained and effectively run team manage this effectively?*

Post-30 Day Session Participant Quotes

Describe what you did or tried:

- *I used some of the funtervals.*
- *I tried better break times with my students as well as trying new fidgets such as the foot fidgets with my more busy students.*
- *I've been trying to listen more and not try to solve whatever the issue is with my students. also getting them to name what is going on with them so their brain can send the chemicals to that centre to soothe them.*



- *....Shared the idea of "entitled" and how important it was to look at all the people that might have been affected following a crisis and who may be experiencing trauma.*
- *New information to include in crisis response procedures. (eg. memorials, concept of entitlement).*
- *I've been listening more and asking different questions to be able to help the students even more than before, really building those connections with them.*

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

- *It takes practice and consistency but gets better each time I use it.*
- *Overall, teachers understand the value of movement breaks now but practical ways to implement breaks are still needed ... breaks beyond just dancing to a website.*
- *Keen interest to attend the event from many other colleagues. As a school leader, I would like to send my Assistant Principal and my counsellors to it next time.*
- *Some students seem happier and feel more comfortable talking with me when they are having a hard day.*

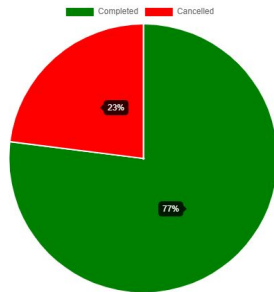


APPENDIX C ERLC Stats

SESSIONS: By Status

Sessions By Status	
Completed (77.44%)	484
Cancelled (22.56%)	141

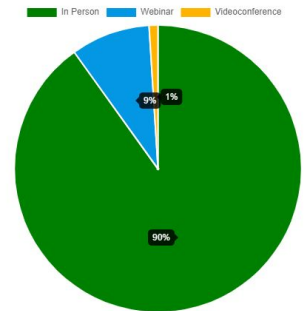
Total Sessions: 625



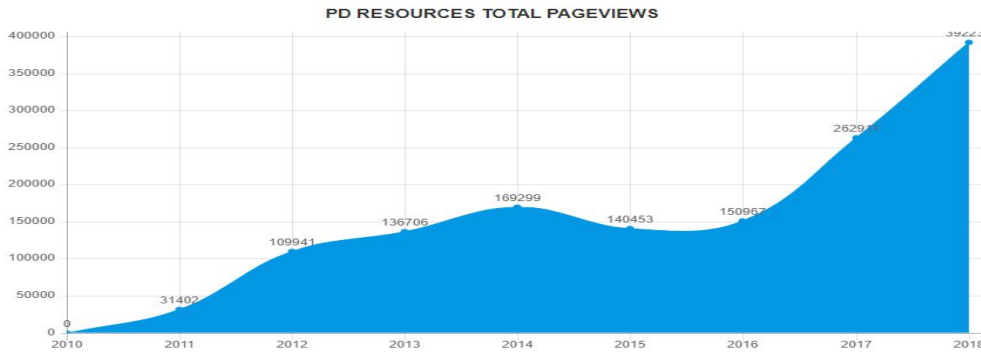
SESSIONS: By Type

Sessions By Type	
In Person (90.53%)	564
Webinar (8.83%)	55
Webcast (0%)	0
Videoconference (0.64%)	4
In Person/Videoconference (0%)	0
In Person/Webcast (0%)	0

Total Sessions: 623

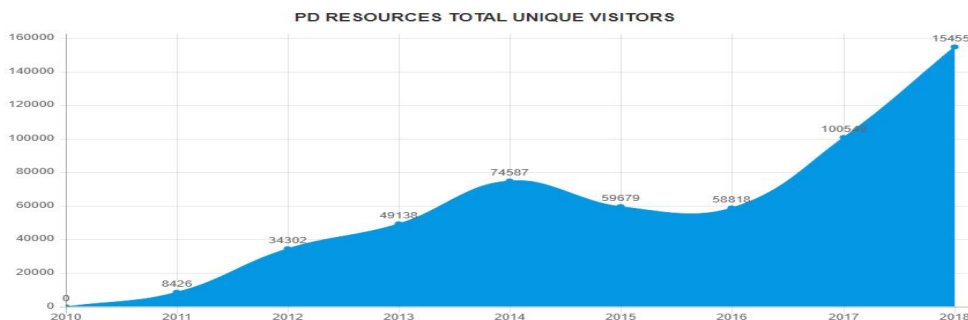


PD RESOURCES PAGE VIEWS: Total



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
2017-2018	262,911
2018-2019	392,232

PD RESOURCES PAGE VIEWS: Total Unique

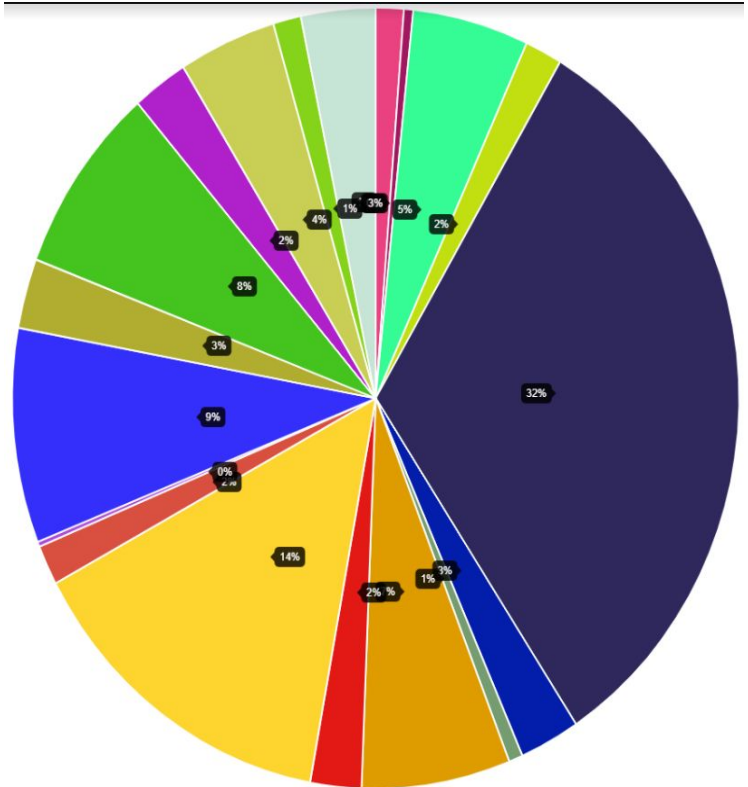


Total Unique Visitors	
2010-2011	0
2011-2012	8,426
2012-2013	34,302
2013-2014	49,138
2014-2015	74,587
2015-2016	59,679
2016-2017	58,818
2017-2018	100,549
2018-2019	154,558



PARTICIPATION: By Focus Area

Focus	Percentage	Total Sessions
Assessment	0.96%	6
Career and Technology Studies	0.32%	2
Collaborative Partnerships	4%	25
Competencies	1.28%	8
District Days	24.96%	156
Early Learning	2.08%	13
English Language Learners	0.48%	3
First Nations, Métis and Inuit	5.12%	32
French	1.76%	11
Inclusive Education	11.04%	69
Leadership	1.28%	8
Learning Commons	0.16%	1
Literacy / English Language Arts	6.88%	43
Mathematics / Numeracy	2.24%	14
Meeting	6.08%	38
Mental Health	1.92%	12
New & Future Curriculum	3.36%	21
Parents	0.96%	6
Technology Integration	2.56%	16



PARTICIPATION: By District

