



Annual Report



Karen Egge, Executive Director, NRLC

Submitted to Alberta Education

February 8, 2012

“Adult Learning for Students’ Sake”





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TABLE OF CONTENTS

| | |
|--|----|
| Messages | 4 |
| Management Team Chair | |
| Executive Director | |
| Accountability | |
| NRLC Introductions | 5 |
| NRLC Mission, Vision, Regional Context | 6 |
| ARPDC Beliefs About Curriculum Implementation | 7 |
| Meeting Our Mandate | 8 |
| ARPDC Goals, Measures & Targets | |
| Measure of Stakeholders-School Jurisdiction | |
| Measure of Stakeholders-Alberta Education | |
| Challenges and Opportunities as a PD Provider | 16 |
| Professional Development Summary 2010-2011 | 19 |
| Changing the Way We Work | 22 |
| Introduction to Appendices | 24 |

Appendices

| | |
|--|--|
| NRLC Audited Financial Statements | |
| Mathematics Implementation Project Summary | |
| 2011-2012 Grande Prairie Region Tri-District PD Collaboration Program | |
| ARPDC Provincial Leader Projects and Processes | |

ALBERTA EDUCATION VISION STATEMENT

“The best Kindergarten to Grade 12 education system in the world.”

Board Chair

2010-2011 continued to be a time of transition for the Consortia in Alberta. As the Ministry of Education continues to define a new approach to education, the delivery of quality professional development for teachers is a priority. Executive Director Karen Egge remains an important participant in the provincial change process. Meanwhile, the whole NRLC team continued to provide exceptional professional development opportunities to the teachers of Zone 1. NRLC has provided leadership in fostering and supporting collaborative and cooperative professional development programs that benefit teachers and the students in their classrooms. The Management Board of NRLC thanks the team of dedicated professionals responsible for the success of the NRLC and we applaud their accomplishments.

Submitted by: Jean Reston

Executive Director

The 2010-2011 Annual Report reflects a year of carefully planned professional learning opportunities to meet the needs of teachers and staff. We continue to strive for excellence in the way we deliver programs, whether through webinars on specific topics or direct classroom support through coaching cohort groups or modeling by experts in a subject area. Collaboration, relationships and multi-faceted partnerships are changing the way we work and the programs offered continue to improve. Purposeful curriculum implementation support and planning with District and Zone advisory groups reflects the high level of participation and satisfaction. We are constantly working to support "learning" to meet the needs of all students, for today and tomorrow.

We continue to be on the "Learning Edge" of using Distributed Learning Technologies to bring experts from the next classroom or across the country together to build their knowledge together and create those job embedded transitions into their work with students. The bi-annual joint ATA/NRLC needs assessment continues to reflect the need to focus on curriculum areas including Mathematics, Literacy/Language Arts, Infusion of Technology Tools, Instructional Leadership and Inclusive Education. Through the Alberta Education Curriculum Implementation Grant we are able to partner with jurisdictions and are able to design timely engaging learning series that are flexible and work in the context of our Northern region. We appreciated everyone's flexibility as we adjusted to the circumstances caused by the Slave Lake fires in May of 2011 and were pleased to host the Annual Mâmâwîhtowin FNMI conference there in October.

I wish to thank the NRLC staff team for the focus on outstanding service and efficient use of the resources available to us. We don't think twice about working with staff who live hundreds of miles away and work hard on good communication and processes. The Management Team continues to guide with wisdom and advocacy and their leadership is much appreciated. Every challenge is an opportunity and the NRLC organization met every expectation with a positive attitude and a high level of persistence. I am proud of them and our work together. We look forward with great energy and the trust that our work makes a difference.

Submitted by: Karen Egge

Accountability Statement

The Northwest Regional Learning Consortium Annual Report for the 2010-2011 school year was prepared under the direction of the Management Team of the Northwest Regional Learning Consortium and in accordance with the reporting requirements provided by Alberta Education.

The results of this report are used, to the best of NRLC's ability, as an advocate for quality professional development; and from the point of view of the service provider to work with its partners to develop, implement and assess professional development programs and comprehensive plans that support learning for students' sake.

Submitted by: Jean Reston & Karen Egge



| | |
|----------------------|---|
| Tanasichuk, Adrian | ATA (Peace Wapiti School Division #76) |
| Bartlett, Nan | ASBA(Peace River School Division #10) |
| Peppler, Judy | ASBOA (Peace River School Division #10) |
| Manzer, Elaine | ATA (Peace River School Division #10) |
| Patrick Loyer | Alberta Teachers Association |
| Therrien, Lance | CASS (Grande Prairie Public School District #2357) |
| Reston, Jean (Chair) | Teacher Education North, GPRC |
| Rubuliak, Jim | Alberta Education, Education Manager School Improvement |
| No Representative | ASCA |
| Egge, Karen | Executive Director |
| Diesel, Tammie | Systems Coordinator |
| Labrecque, Jennifer | Administrative Assistant |
| Snyder, Leslie | Social Studies Coordinator & Curriculum Coordinator |
| Lorway, Geri | Mathematics Curriculum Coordinator |
| Dechant, Wanda | Educational Technology (DL) & Math Curriculum Support |

Mission

Northwest Regional Learning Consortium (NRLC) provides quality professional development that is responsive to its learning community members’ needs as they work to enhance student learning.

Vision

The NRLC serves as a catalyst to inspire and enhance active adult engagement in the overall learning process that in turn supports, enriches and improves student learning.

The essential work of the Consortium is aligned with provincial priorities, regional needs, and district and school goals so that sustainable, meaningful learning opportunities are available to its learning community members.

The Consortium promotes learning and learning connections for the diverse community of adults who share the responsibility for student learning.

Regional Context

In the 2010-2011 school year, NRLC operated with one Executive Director and two administrative support positions. NRLC connected with four advisory committees as well as contacts from the nine school jurisdictions and regional private and band schools. Additionally, Leslie Snyder was maintained as a part time Social Studies /Curriculum/Tech Consultant and Geri Lorway was contracted as a part time Math Curriculum Consultant.

- The NRLC region includes nine school districts as well as a number of band, private and charter schools in a large geographical area covering the northern half of Alberta.
- The combination of rural and urban schools makes for a multiplicity of teaching assignments and professional development needs. There are many small schools, multi grade configurations and staff teaching multiple subjects in the smaller schools, thus creating challenges for teachers who deal with ‘competing priorities’ with new curricula and the need for on-going learning with limited access to professional development dollars and time. Availability and cost for substitute teachers and competing priorities for PD remain a challenge for teachers and districts.
- Distance and scattered locations within the region provides a challenge in providing professional development learning opportunities for teachers within the region. As a result, NRLC continues to provide programming wherever feasible. We use a variety of locations, thereby reducing travel time for participants to attend sessions. It is hoped that Distributed Learning strategies will enhance delivery options.
- Three jurisdictions with almost half of all of the teachers are located within one small urban centre (Grande Prairie) served by this consortium. These same jurisdictions also serve 45% of all students in the Zone.
- A number of jurisdictions have a high percentage of FNMI students; some include Colony and Francophone students.
- A number of on-going initiatives (i.e. zone advisory committees, curriculum coordinator meetings, individual and joint meetings with districts) across the region provide opportunities for working together and designing plans that can complement and enrich teacher learning.

Zone 1 Jurisdictions

| | |
|---|------------------------------------|
| Grande Prairie Public School District #2357 | Peace River School Division #10 |
| Grande Prairie & District Catholic Schools #33 | Peace Wapiti School Division #76 |
| High Prairie School Division #48 | Fort Vermilion School Division #52 |
| Holy Family Catholic Reg Division #37 | Northland School Division #61 |
| Northern Gateway Regional Div # 10 (west portion) | Private and Band Schools in region |

Zone 1 Advisory Committees

* FNMI Advisory * French Language Advisory * Math Advisory * Curriculum Coordinators *

ARPC (Alberta Regional Professional Development Consortia) is comprised of seven regional consortia across the province of Alberta, including:

Northwest Regional Learning Consortium (NRLC)

Learning Network (LN)

Edmonton Regional Learning Consortium (ERLC)

Central Alberta Regional Consortium (CARC)

Calgary Regional Learning Consortium (CRC)

Consortium provincial francophone pour le perfectionnement professionnel (CPFPP)

Southern Alberta PD Consortium (SAPDC)

Overarching Understanding

Effective curriculum implementation leads to a change in practice that enhances student learning.

Our pillars

- × *Effective Collaboration(process)*
- × *Effective Practice (content)*
- × *Effective Adult learning (context)*

Enduring Understandings

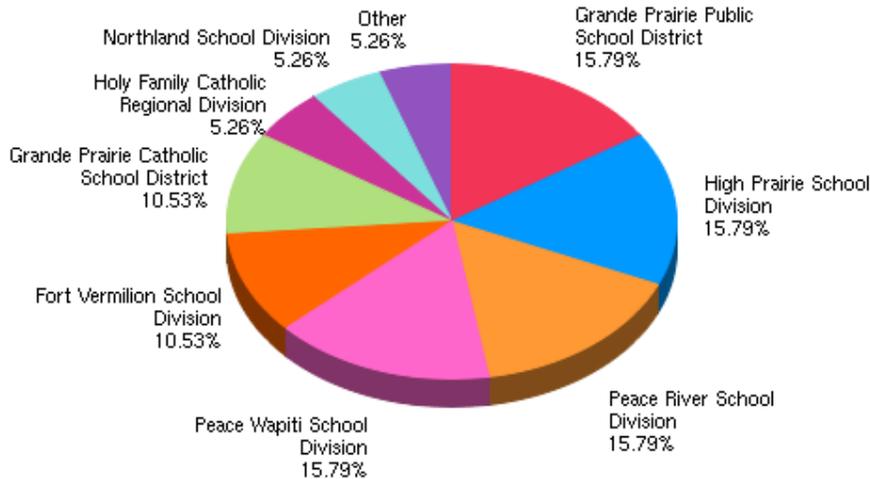
We have come to understand:

- × *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.*
- × *PD is interactive, continuous and reflective.*
- × *effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for all stakeholders.*

Essential Questions

- × *What does shared responsibility of all stakeholders look like?*
- × *What are the measures of effective implementation?*
- × *What strategies lead to change in professional practice for enhanced student learning?*
- × *How do you address the developmental and contextual variables of communities to achieve effective implementation?*
- × *What does meaningful and purposeful stakeholder collaboration look like?*

The Northwest Regional Learning Consortium is evaluated annually through a Stakeholder Survey from educational stakeholders, the school jurisdictions we serve. Approximately 30 surveys are distributed and results for 2010-2011 show responses from all nine (9) jurisdictions with a total of 18 respondents.



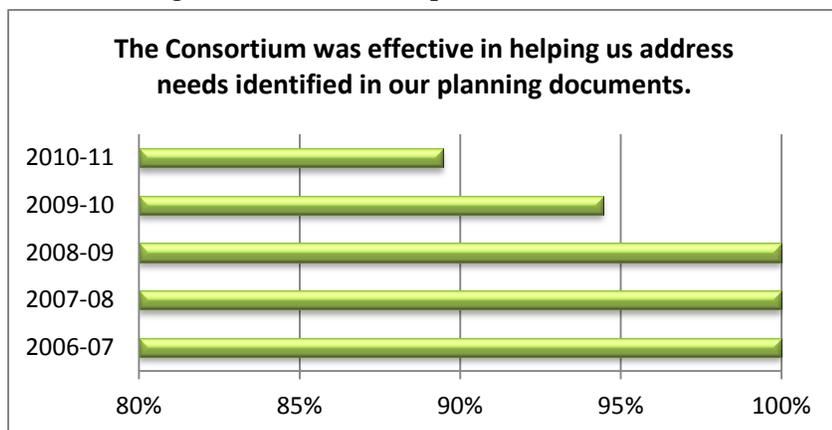
Comments by School Jurisdiction Respondents

- ♦ The NRLC played a significant role in the organization and implementation of our Tri-District PD days. These opportunities for embedded PD that supports cohorts of teachers exploring self-selected topics, are outstanding examples of meaningful, personalized PD. Thanks to the NRLC for your stellar support of this project.
- ♦ Also, the NRLC is to be commended for significant partnership and support for other like-minded organizations and projects in our area such as the Mighty Peace Teachers' Convention and the French Language Resource Centre. It is great to witness the leadership and support provided by the NRLC in our greater community.
- ♦ The GPPSD has been well served by the NLRC staff through their hard work and efforts on all the initiatives.
- ♦ Unfortunately our Division does not utilize the Consortium as much as we should. Those who do use it are very satisfied with services provided.
- ♦ Appreciate the PD opportunities provided by the NRLC
- ♦ Being one of the more remote areas I have appreciated the work the Consortium has begun with Elluminate and other online sessions. I was able to have a lot more PD as well as many teachers in my area because of this.
- ♦ As always, I am very thankful for the work the NRLC does in providing timely and effective PD for our Zone. Karen and her team listen to our requests, are always open to our ideas and work hard at providing for our PD needs. I don't know what we would do without them.
- ♦ The process this Consortia uses to meet with all the divisions each year to identify P.D. needs is excellent. The new Math professional learning model Geri uses is much more effective than traditional means. We need to move to more job-embedded professional learning that is longterm and not one-time pieces. There is still a place for one-time P.D. but it should have recommended follow-up suggestions or facilitation of follow-up opportunities.

These surveys are based on the six goals of ARPDC, and are provided in this report as a five-year continuum which is a representation of most grant deliverables. Those results for “Strongly Agree” and “Agree” are compiled based on provincial consortia standards and support ARPDC targets. Within each of these goals, NRLC has collected specific pd program evaluation comments made by participants that reflect ‘how’ NRLC is meeting these goals.

Goal 1: Facilitate professional development which supports the effective implementation of:

- a) The Alberta Learning Business Plan
- b) Jurisdiction and school education plans; and
- c) Regional School Council plans



Outcomes: *NRLC offerings align with stakeholders’ needs identified through planning documents and consultation.*

Target is 80-89% Satisfaction Goal Achieved

Context: *NRLC reviews district three year education plans and discusses priorities for the zone at advisory meetings. Individual meetings with district personnel allow NRLC to more fully understand district context (e.g. release days, PLC times, requests related to DIP and PAT scores) and include this in zone wide planning. Individual or small group multi-district meetings allow NRLC to assist with more in-depth planning, as well as providing information and context that minimizes scheduling conflicts and works to ensure PD that will be timely, relevant and well attended.*

ZONE PARTICIPANT COMMENTS

The ability to plan comprehensively across the Zone provides for excellent utilization of resources and integration of distributed learning access and support.

This is the first time I have attended this FNMI Mamawihtowin gathering. I am happy and honored to know such a coming together of aboriginal people working together for a common goal.

Provided a great deal of information on the Program of Studies and the Cree Guide to Implementation. Provided samples of yearly plans, unit plans, lesson plans – excellent session and looking forward to more.

Thank you from the bottom of my heart to Karen Egge and Leslie Snyder for being such true and genuine advocates for FNMI education.

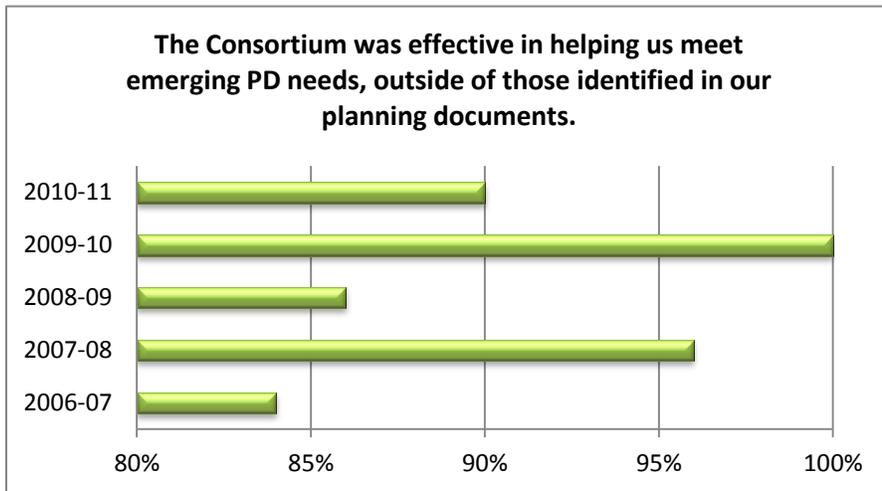
My entire philosophy and teaching method around the area of math has changed dramatically due to my involvement and attendance with the math cohort. This PD session has been one of the most influential sessions of my entire 23 year career!

Karen Egge provides excellent leadership for the NRLC. Her strength in understanding and contributing to the "big picture" perspective on teaching practice and pedagogy is influential in keeping the NRLC current with the transformations occurring in our classrooms and in the delivery of professional development.

I really liked how we were given time to do something with what was presented. I think this should become commonplace with every PD session. Too frequently we hear great ideas but never have any time to apply them. So having the half day sessions was a definite improvement.

Very practical workshop. Helped me reflect on how to revise the secondary teachers’ grade book so It makes sense in an outcome-based orientation but does not lose sight of the Program of Studies front matter.

Goal 2: Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes.



Outcomes: *NRLC facilitated PD supports, effective implementation of curricula (inclusive of instruction and assessment), and student learning outcomes.*

Target is 80-89% Satisfaction Goal Achieved

Context: *The high level of collaboration in zone one allows for joint planning that meets the needs of multiple school districts, often at the same event. NRLC aims to work with PLC groups and other clusters of teachers, mindful of district calendars and other regional considerations. Most districts do not have curriculum specialists and they allocate PD monies directly to schools. Alternate delivery and recording/caching of sessions for anytime/anyplace PD for teachers is being utilized. The Mathematics in-service support is an important part of building sustainable leadership capacity.*

ZONE PARTICIPANT COMMENTS

Consistent access to experts advances job-embedded learning as cohort learning groups build and share their knowledge and build learning relationships together.

Amazing presenter. Through the circle we learned how to assess students in a non-threatening and cultural way. Thank you!

The session was packed full of information, interaction and examples. The presenter was knowledgeable, funny and answered every question very well. It was informative and fun. Very impressed.

We appreciate Leslie Snyder's consistent commitment to supporting PD implementation for the teachers of our Division. She does an excellent job of identifying pertinent PD opportunities and keeping key contacts informed regarding PD options and opportunities.

Being part of a session where I felt hurried has made me understand that I need to pace my instruction more diligently with my students.

Peter provided solid suggestions re assessment that have not been available to date. His expertise in this area needs to be ongoing. I would appreciate follow up PD regarding math assessment. Can he return or address issues through Elluminate sessions?

I would appreciate some touch back sessions which allow teachers to discuss what they have implemented from this workshop and successes and challenges they are facing.

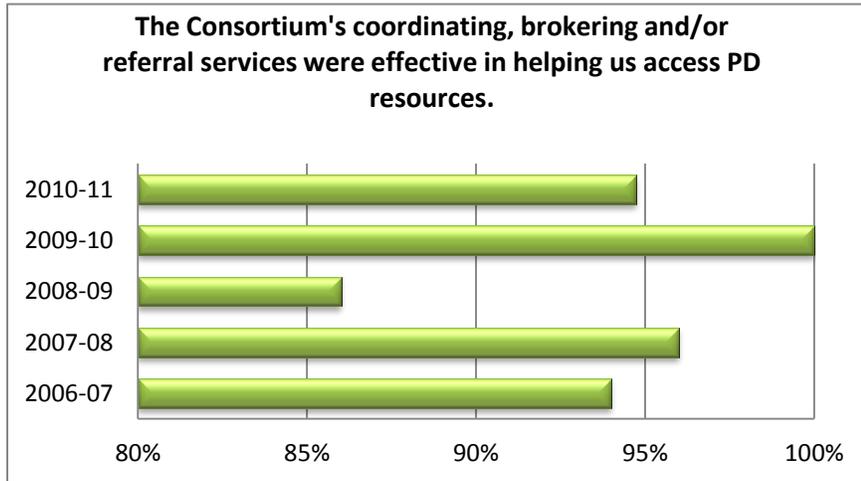
I would love to have further time with Geri and Peter to further increase the learning for myself, and more importantly, my students.

Wanda Dechant provides excellent Moodle support for our Division and is willing to connect with teachers individually, or in groups in order to support their needs.

Nice to have grade level specific in-service!

Goal 3

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



Outcomes: *NRLC coordination, brokering and referral services are responsive to stakeholder needs.*

Target is 80-89% Satisfaction Goal Achieved

Context: *NRLC is working diligently to meet the needs of Zone One stakeholders. It is evident by the number of sessions held, the number of active grants, and the number of meetings that NRLC staff is involved in that we have increased our output to a great degree. The expanding work as ARPDC provincial project leads continues to provide more access to quality learning programs.*

ZONE PARTICIPANT COMMENTS

The Inclusive Education focus is an important part of NRLC professional development supports.

Karen Egge is always willing to accept suggestions from district contacts. We appreciate that we can contact her or Leslie and get things rolling for our jurisdictions.

We are already “there” in my school so we need more strategies on how to maintain and evergreen. How do we begin letting kids use their own technology and how do we change the traditional roles of technology? I agree with TPACK – now what??

I need to collaborate with teachers outside my division. Can you assist with that?

We have heard our teachers comment on conversations they have had with Leslie Snyder regarding professional development. They like to work with her and note she is eager to ensure their needs are met.

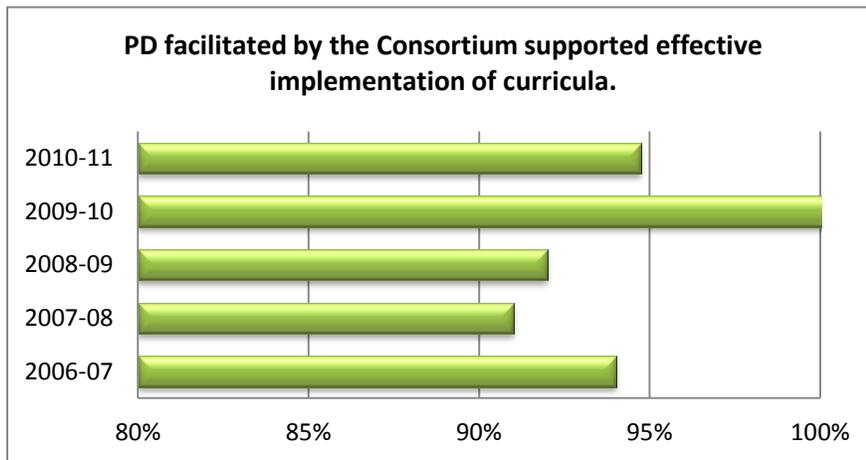
We are fortunate in the North West to have a consortium that provides our jurisdiction with dedicated leadership and commitment to professional development.

More sessions with Jackie – face-to-face and Elluminate! More sessions which allow me to interact with my colleagues as a working group.

Suggestion for NRLC: have sessions on particular syndromes and/or diagnoses. E.g. Down’s syndrome, autism, fetal alcohol, prader willy, Asperger’s, Rhett’s and many others.

Goal 4

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



Outcomes: *NRLC programs meet the identified and emerging needs of educational stakeholders.*

**Target is 80-89%
Satisfaction
Goal Achieved**

Context: *Districts increasingly request sessions using distributed learning technology. These sessions help alleviate travel and time considerations for teachers attending PD. NRLC is working to provide leadership to districts and teacher leaders as we begin to expand our instructional pathways (e.g. video conference, webinars) and vary our tools (e.g. SmartBoards, Personal Learning Networks) while meeting the outcomes required by Alberta Education. Teachers are experiencing the power of collaboration through Moodle and Wiki sites. Linking and working with teachers in another part of the province or world is now possible and encouraged.*

ZONE PARTICIPANT COMMENTS

Being from one of the more remote areas, I have appreciated the work the consortium has begun with Elluminate and other online sessions. I was able to have a lot more PD as well as (work with) many teachers in my area because of this.

Incredible presentation. Can you develop a PD class with more specific strategies we can take back to the our schools? This is badly needed!

I would love the advanced level course to help with reading the reports given on kids with better accuracy.

I would suggest the next time you book a speaker like this, please offer the option of a two day workshop to have the opportunity to learn more. I would suggest you bring him in again for a follow up workshop.

I need to hear this presentation again (or one similar) to re-look at what I have changed and how much further I can go to improve my understanding of this topic.

This course was not properly represented on the sign up. The majority of us were first timers or beginners. For the majority of us we had a good introductory session, which was not the intention of the instructor. Pre-requisites posted would be good if offering this session again.

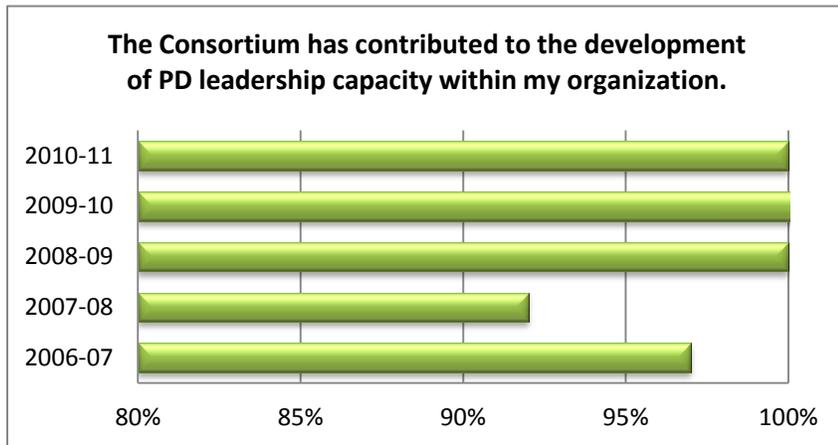
I need more hands on – slow – instruction with plenty of time in between learning a concept and then applying it - both in a tutorial as well as independently.

Excellent presentation. I received what I expected, and was pleased to have an opportunity to try out the technology ... and ask questions.

Dave Carter was a superb teacher of the highest calibre. It was a privilege to be in this session. I left with my mind buzzing and inspired to pursue further education. I have taken similar courses on Level B testing that were dry and pedantic. This 3 day session was enjoyable, entertaining, and extremely informative. Please bring this man back!

Goal 5

Promote and support the development of professional development leadership capacity within my organization.



Outcomes: NRLC contributes to the development of PD leadership capacity.

Target is 80-89% Satisfaction Goal Achieved

Context: Stakeholders worked to develop “**Essential Conditions**” of implementation (including ARPDC, ASBA, CASS, AAC, ATA, Alberta Ed, ASCA, Universities and colleges). This document is now being utilized in a variety of ways both provincially and within the zone to help identify the necessary supports for successful implementation. NRLC completed a joint needs assessment with the ATA in 2007, 2009 and 2011. This has provided a wealth of information to our stakeholders. The continued focus on building Leadership through Coaching projects and Learning Cohorts are an integral part of our programming.

ZONE PARTICIPANT COMMENTS

I will definitely be sharing what I learned today with others at my school.

I will use this information in presentations to administrators and elementary teachers to help begin discussions to change attitudes and refocus best practice.

Karen's leadership at the NRLC has contributed to the development of a very strong and supportive staff with significant capacity to lead professional learning and program implementation in Zone One.

I am looking forward to trying things out in my classroom and then having the chance to share with others (what worked – what didn't – and why).

Since working on my Masters I have believed in the power of Action Research. These workshops have given me the opportunity to present Action Research within the school where I work.

This session motivates me to work at engaging students by using powerful questions and other critical thinking skills. It also reinforces my beliefs as I work with teachers in my jurisdiction in the area of professional development. Thanks again for a great day!

As a school principal I typed up a reflective summary of the session which I shared with my staff.

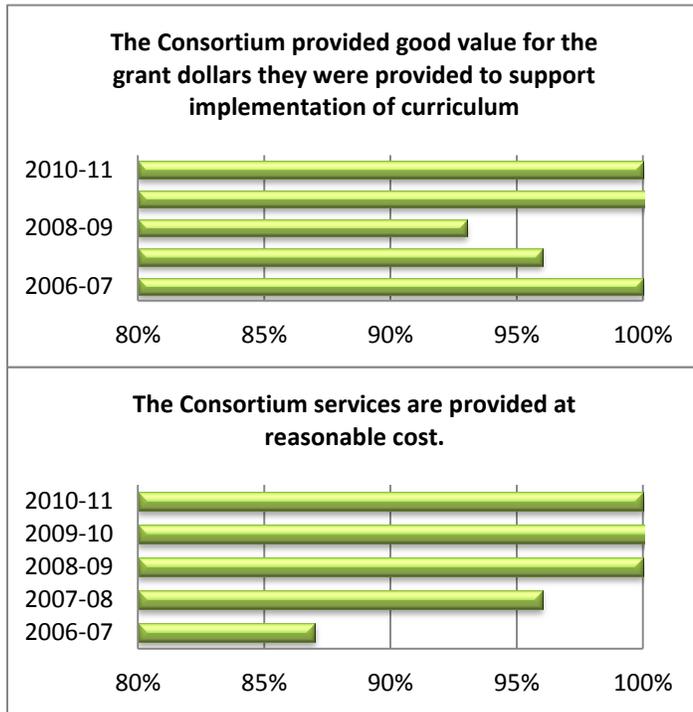
I will share the website with the staff so they can see/discuss/use the taxonomies for their subject area.

Jillian (teacher leader) gave us lots of useful suggestions and strategies for implementing more problem-solving in our Math lessons. The only piece of advice is she could slow down a little. ... We were all engaged in what she was presenting therefore she didn't need to worry that she was taking too much time.

Jen (teacher leader) – Thanks so much for your time, patience and sharing of information/technology! Would LOVE to do another session with you!

Goal 6

Provide stakeholders with access to professional development at a reasonable cost. Consortia offer programs at a reasonable cost.



Outcomes: *NRLC provides professional development at a reasonable rate*

Outcomes: *NRLC offers professional development on an overall cost recovery basis.*

**Target is 80-89% Satisfaction
Goal Achieved**

Context: *NRLC strives to provide access to sessions in locations where usually at least 3 jurisdictions would be within a 2 hour drive. Webinars are often developed provincially or with other educational stakeholders and the virtual access is well received although many are after school. Delivery of learning opportunities using technology requires greater preparation, organization, technical support and equipment testing on the part of the presenter and organizers.*

ZONE PARTICIPANT COMMENTS

The first part was great. Please don't be discouraged from using this format by the glitches of the afternoon. It is an immense time and funds saver for us!

Conference was excellent. ...registration was free which was good. Food was excellent. The organizers were very organized and helpful. I look forward to the next one.

The session cost was excellent!

Thank you for sponsoring and organizing this academy. I wish every teacher could take it. \$125 is reasonable for a two day session.

Fantastic. Worth the money, the time out of the classroom, the sub planning and the clean up!

Please continue to have PD in High Prairie. The fact that I didn't have to travel 2 hours each way made the day much more pleasant.

Allowed for me to attend without have to travel for 2 hours to get to a session which only lasted for 2 hours. Saved time and money for the school.

The price was right – just an investment of our time.

I very much appreciated not having to travel to Edmonton ... in December. I would like to see more opportunities such as this one where we are part of a provincial symposium. I think that it's great to have equitable opportunities to received PD at the same time as the rest of our provincial colleagues.

Registration fee was very reasonable. Course material was important and valuable.

MEASURE OF STAKEHOLDER SATISFACTION – ALBERTA EDUCATION

The Alberta Regional Professional Development Consortia is evaluated annually through a Stakeholder Survey from Alberta Education. The measure, and comments, is a reflection of the ARPDC as a whole, and not specific to NRLC.

During the 2010-2011 year, I have worked extensively with all seven Consortium Executive Directors and a large number of their staff in my role as liaison between Alberta Education and ARPDC. As the Alberta Education Representative, I have been involved in the majority of Consortium Board of Directors' meetings as well as other information meetings. Communication between Workforce Planning and Development Branch staff) and the various consortia is regular and ongoing.

Below are some key statements and comments about the services ARPDC as a whole provides to school jurisdictions in Alberta and to the Ministry:

- Alberta Education in general and Workforce Planning as the liaison Branch are pleased with the implementation work and P.D. support provided regionally and province-wide by ARPDC staff in each of the seven consortia.
 - Comments we have received from managers at various Interbranch meetings (i.e. Mathematics, Literacy, Social Studies, K & E, ESL) have been largely positive with regard to the way each consortium has developed their implementation plans, the execution and delivery of programs, the supports for the Implementation Schedule, and the way reports are completed and shared
- We believe the needs of Alberta Education, School Authorities and other partner organizations are being served well as a result of the work ARPDC. This past year, Executive Directors have enhanced collaboration and brokering functions with other PD providers and other education organizations
 - We are cognizant of increasing volume of work of the Executive Directors and their teams during the 2010 – 2011 year in support of new and / or revised programs of study and strategic provincial priorities. The group has been quick to respond to the increased responsibilities, individually and collectively, with regard to the new and expanded conditional grant deliverables.
- ARPDC Executive Directors collectively responded to a request from Workforce Planning about how they will be able to meet the needs and evolving nature of Inspiring Education and transformation.
 - Regional consortia are to be commended for an ever evolving format, development, and delivery of PD offerings – in response to evolving needs of teachers, ARPDC has used time-tested PD that works as well as well as more virtual and online methods (i.e. Moodle, Demo Classes, Virtual Communities of Practice, Webinars, Web cast and more) that engage and reach out to more teachers.

- technologies, each consortium has been involved in initiating or taking the lead on provincial implementation aspects (i.e. Distributed Development Projects, FNMI Success, CTS, Inclusive Education, Collaborative Practices, Mathematics Institutes, Curriculum Round Table / Symposium Facilitation, Science Gizmos, early Learning Projects, ESL, International Languages, and more)
 - Consortium Directors have worked successfully with one another to develop processes for improved collaboration and communication between one another, Alberta Education, and the field
- The Consortia Plans and Reports received this past year from all of the seven consortia have been of high quality and Workforce Planning and Development Branch has been pleased to share a number of them with other Branches and Sectors as appropriate. This past year, great strides were taken to develop and model common reporting templates and develop more user-friendly reports and plans. All consortia have their plans as “works in progress” and posted to their respective websites as well as accessible through a provincial ARPDC site.
 - This past year there has been an increased emphasis on collaboration, coordination, openness, and relationship building between ARPDC, other partners and Alberta Education. We appreciate the efforts EDs have made to accommodate and / or organize meetings or committees as well as being available to communicate with us on a needs and just in time basis.
- Regional consortia are encouraged to work with other PD partners to capitalize on the variety of expertise available and to maximize learning opportunities for teachers and other education sector workers. A suggested goal is that all education staff in our province is aware (sort of a household name) of regional and provincial work and offerings of ARPDC to support implementation and professional learning for the benefit of Alberta students. Another is to have more teachers and support staff access the programs and offerings.

Last but not least, I wish to thank you for all your support of and involvement with the Curriculum Coordinator Zone meetings and the success of them this past year.

Qualitative Comments from Jim Rubuliak
Coordinator - Teacher Development and Liaison to ARPDC

1) 21st Century Delivery – Supporting job embedded learning

Districts and education stakeholders have high expectations on how technology can be effectively employed system-wide for teaching and learning. We are in the process of preparing students for a knowledge economy that emphasizes learning how to learn with vast amounts of information available to us through technology. The design of PD is evolving to include the development of online learning opportunities that can be accessed by school based instructional leaders, coaches and individual teachers. Learning about how to design online learning includes experiences with developing video, archived webinar conversation guides and managing the production of these learning opportunities. This is shared provincial work but additional costs with production, management, and online posting exist. We must be ‘willing to try new things before they are fully defined’ with lots of behind the scenes work to determine the best way to facilitate high quality learning experiences; along with access to expertise, assistance with technical requirements, and pedagogical understanding of the best use of emerging technologies to support adult learning. We are building on the concept of ‘one stop access’ and much of this information will be housed on the ARPDC website and would include extensive search capabilities for ease of educator use.

2) Measuring the Impact of Professional Development

There is an international trend to answer the question “How do we know if professional development enhances or contributes to improved teacher practice and curriculum implementation?”. The Guide to Support Implementation: Essential Conditions is being used by NRLC consistently in our PD design as we seek formative feedback to ensure that the services provided are making a difference to those who receive them. This work will be an ongoing guide to our work as we find the answers together over time. We must plan for more follow-up with participants as they engage in transformative learning and teaching. The research work on Teacher Efficacy indicates that we will see more teacher directed professional development and there is the potential for more online learning materials that can support self-directed learning, aligned with the Alberta Program of Studies.

3) Comprehensive PD Planning

The opportunity to participate in Zone Curriculum Coordinators meetings, specific advisory meetings, and individual jurisdiction consultations, has generated productive and effective professional learning programs that are customized and which build upon shared responsibility. The implementation of a three-year comprehensive Curriculum Implementation Grant has provided a transparency of available resources and significant collaboration in Zone 1. NRLC will continue to develop a more coordinated collaborative and comprehensive approach to planning professional learning both regionally and provincially.

4) Competing Priorities for PD Resources

Our ability to stretch PD resources has always been a challenge in the large geographical region NRLC serves. Travel costs to bring in presenters are higher than in central regions, and even regional access requires teacher travel and sub release. The use of technology is bridging those gaps, but it is not less expensive in the developmental stages. We will continue to offer more sessions at the district level and through PD days and conventions. The development of teacher-coaches is expanding the reach of curriculum specialists and will be part of our comprehensive planning. Adapting to school jurisdictions financial constraints has always been part of our growth in our professional practice. NRLC has always been careful to keep workshops at a reasonable cost and to negotiate with presenters, services and facilities. We recognize that specific curriculum implementation grants are decreasing due to the deceleration of revised or new curriculum. Advocating for 3 year plan funding to support the transformative action agenda is imperative to long term success and sustainability.

(Note: many of these comments come from discussion at various meetings with ARPDC Executive Directors, our research and education partners.)



Zone Curriculum Coordinators Meeting Oct 2011

The NRLC planned over four hundred and forty-two (442) professional development opportunities through our Consortium in 2010-11; hosted in primarily in Grande Prairie, and Peace River, with several sessions in High Prairie and High Level. These locations have proven to be the most readily and easily accessible by participants across our geographical area. The NRLC has experienced an increase in PD offered virtually through Elluminate (Ell), or by using Elluminate for follow-up sessions to the face-2-face (F2F). Additionally, some innovative steps were taken to provide delivery via webcast for some provincial ARPDC symposiums. Distributed learning opportunities continue to develop, regionally and provincially; as do well-trained and able facilitators.

Over the past five years, NRLC has consistently offered a greater number of PD opportunities planned, developed, and implemented. Many of these opportunities continue on the emphasis of building into long term learning plans and cohorts, 2010-11. The chart below provides a summary of programs by subject areas that indicate the variety of ongoing professional learning opportunities offered through this past year.

The Alberta Regional PD Consortia Counting Model counts all half-day, full-day, and multi-day sessions as one day, which includes alternate delivery methods such as video-conferences, webinars, etc., as the planning and or training time to deliver in any format is the same. This is consistent with all seven consortia.

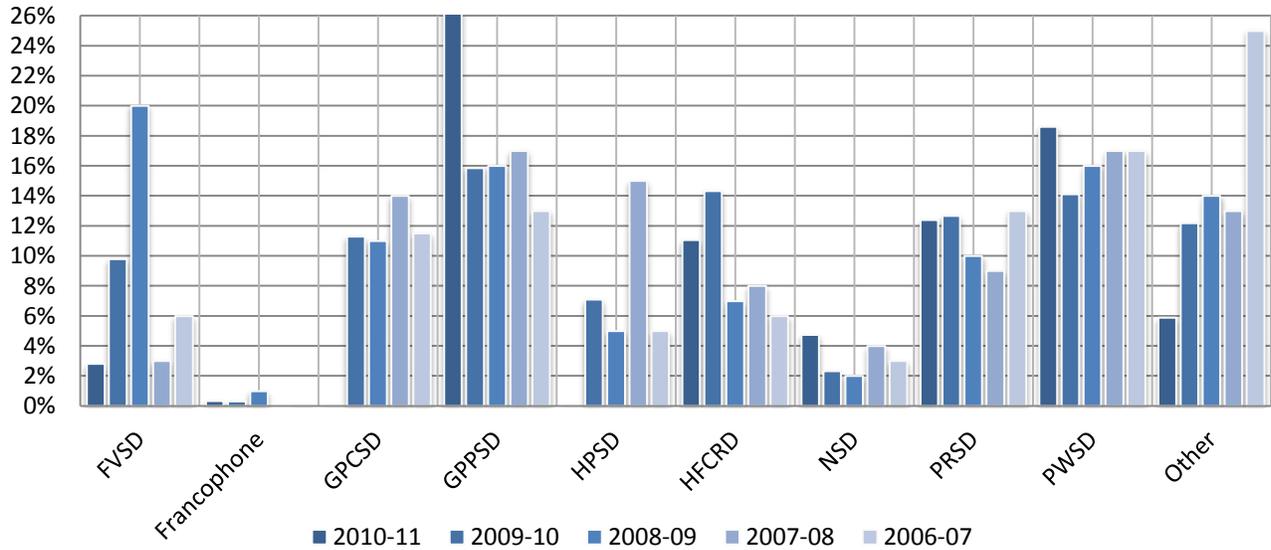
Session Count by Subject Theme (Evidence of ARPDC Goals)

- **Total session planned:** all curricula: **442** (439 planned in 2009-10)
- **Total sessions held** **391** (51 cancelled or postponed)
- **Total participants** **6508** *
- 40% of sessions held were under conditional grant for math

| Subject Area | Programs | Participants | Perc/Area |
|--|----------|--------------|-----------|
| • Math | 157 | 1207 | 19% |
| • Technology Integration | 47 | 553 | .08% |
| • FNMI | 32 | 525 | .08% |
| • French & FSL | 20 | 176 | .02% |
| • Inclusive Education & Early Learning | 28 | 746 | .11% |
| • Literacy/ Language Arts | 19 | 817 | .13% |
| • Health and Wellness | 13 | 125 | .02% |
| • Science (including Gizmos) | 13 | 92 | .01% |
| • Social Studies | 11 | 90 | .01% |
| • Fine Arts | 8 | 62 | .01% |
| • Leadership (including PARCSA) | 6 | 316 | .05% |
| • CTS | 10 | 106 | .02% |
| • General Curriculum (many subjects) | 66 | 1603 | .24% |
| • Other (includes OHS) | 5 | 197 | .03% |
| • Meetings | 8 | na | |

MPTC/NRLC partnership with an additional 64 sessions, 1413 participants (not included in totals above) *
 Additional 20 sessions planned in partnership with TC² not reflected in the data above
 Meetings includes Curriculum Coordinators, Management Team, Comp PD Planning

Attendance by Jurisdiction



PD Programs & Participants

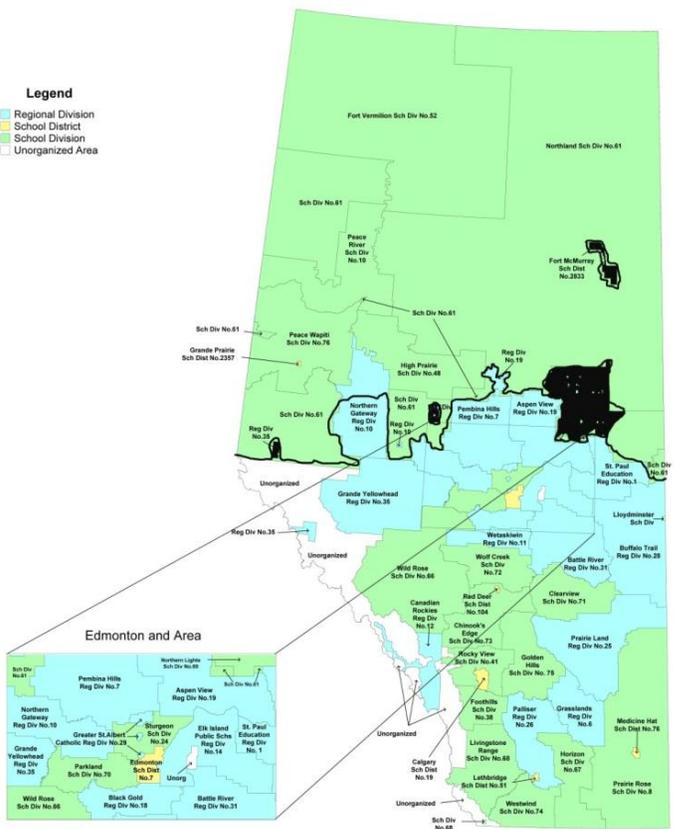
| | 2010-11 | 2009-10 | 2008-09 | 2007-08 | 2006-07 |
|------------------|---------|---------|---------|---------|---------|
| Participants | 7921 * | 7617 | 7282 | 9096 | 6441 |
| Programs Planned | 506 * | 439 | 281 | 346 | 275 |

Five-year comparison of attendance by Zone 1 jurisdictions in NRLC PD. Note that some jurisdiction schools are served by other ARPDC consortia and will appear in those reports. Attendance is influenced by distance and location within the region, weather, travel, and transportation which affects access to some communities.

*For this chart we have included the MPTC sessions and participants as the norm in previous reports.

Alberta Public School Districts, School Divisions and Regional Divisions

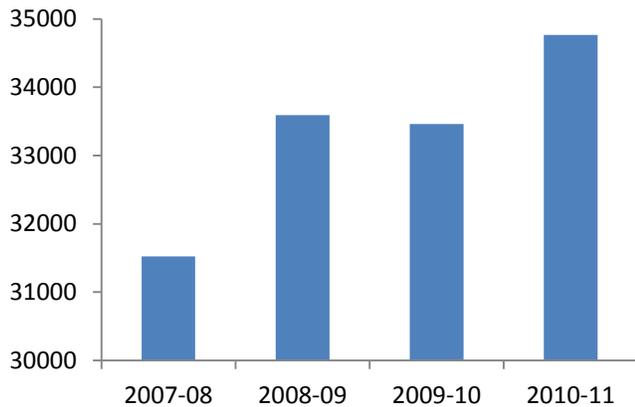
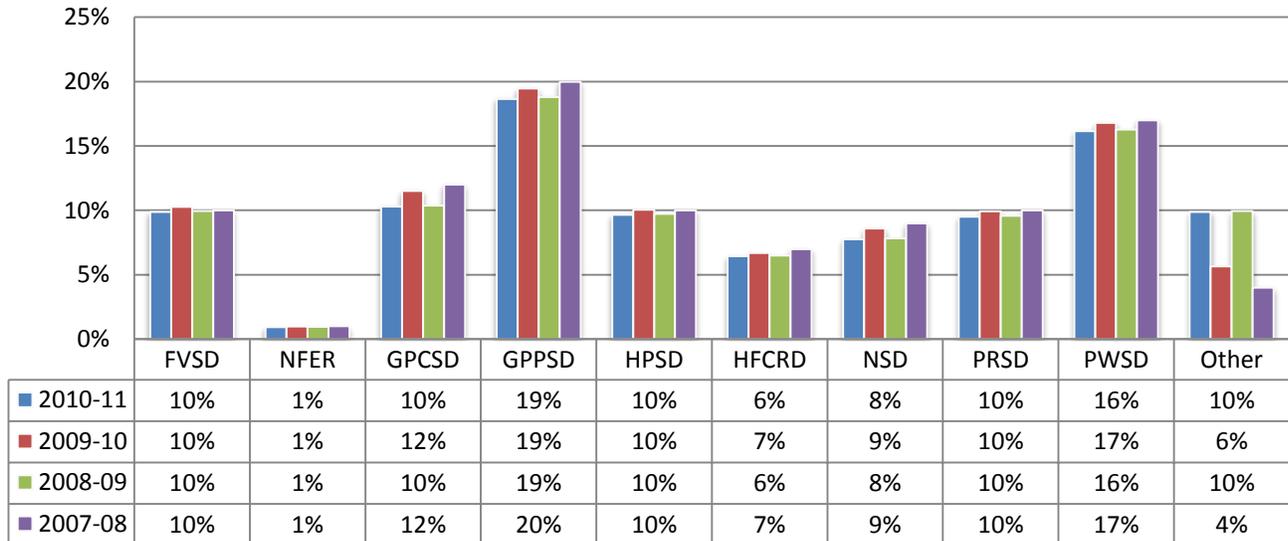
NRLC Zone 1 Boundary Map:
Service area is indicated above the black line (generally) in the upper portion of the province.



ALBERTA EDUCATION STUDENT STATISTICS

Summary of student populations in Zone 1, represented by NRLC. Zone 1 students are approximately six (6) percent of all Alberta students; and the average class size is slightly lower than the provincial average.

Student Population by District



NRLC Zone 1 Student Population Comparison

- Student count includes those students served through Northern Gateway School District, Colony, Federal and Provincial Band/Christian schools.
- Data is gathered by Alberta Education reports for the 2010-11 year.

| School Jurisdiction | K to 3 | 4 to 6 | 7 to 9 | 10 to 12 |
|---|-------------|-------------|-------------|-------------|
| Fort Vermilion School Division | 16.2 | 20 | 19.3 | 18.1 |
| Grande Prairie Catholic School District | 18.5 | 19.6 | 17.2 | 22.6 |
| Grande Prairie School District | 20.1 | 22.3 | 21.6 | 24.2 |
| High Prairie School Division | 17 | 19.9 | 20.1 | 15.3 |
| Holy Family Catholic Regional Division | 18 | 16.6 | 16.8 | 12.2 |
| Northern Gateway Regional Division | 18.1 | 20.6 | 23.1 | 21.1 |
| Northland School Division | 13.6 | 13.6 | 16.2 | 16.6 |
| Northwest Francophone | 13.7 | 16.2 | 13 | 11.7 |
| Peace River School Division | 17.5 | 20.3 | 20.3 | 19.2 |
| Peace Wapiti Regional Division | 15.4 | 21.7 | 19.6 | 20.4 |
| Valhalla School Foundation | 15 | 17.1 | 19.6 | N/A |
| Provincial | 18.8 | 21.7 | 22.5 | 22.8 |

We continue to use electronic online PD evaluations sent directly to each participant at the end of their learning activity or series. As we work on building the return rate, we also attempt to convey the importance of participant feedback as the guide for our work; as well as for the presenters. In comparison to the moderate return rate, teachers are willing to clearly voice their outcomes from the learning activity in depth. It is still in our planning to use follow-up evaluations and conversations to encourage teachers to voice how they are applying new knowledge and strategies into their classroom practice. As we meet our mandate of serving the needs of students, we recognize the need to empower teachers, offering them continual support to sustain that involvement. Effective delivery and processing of evaluations is one tool we can use in this task.

Excerpt from Curriculum Implementation Report 2010-11

- **Cumulative Stakeholder Survey Responses 2011:** 95% satisfaction with the following:
 - I increased my knowledge of this topic.
 - I learned strategies/skills to support student learning on this topic.
 - I was able to reflect on my attitudes and beliefs about the topic.
 - I plan to apply the information learned into my practice.
- **Participant Survey Response 2011:** NRLC provided services at reasonable cost: 99%
- **Participant Survey Response 2011:** Overall session satisfaction: 99%
- **Participant Survey Response 2011:** Satisfaction with tech-mediated sessions: 95%
- **Participant Survey Response 2011:** The presenter provided opportunities for me to be actively involved; provided strategies to integrate into my current practice: 96% agreed
- **Teacher Comment 2011:** *“Fantastic session. I appreciated the time to speak with other teachers and prepare a working unit plan. I loved coming away from the session with something tangible that meant something to me as well as something very useful.”*

Our consortium work is changing as we are more deliberate in our planning and program design. An initiative that has experienced excellent success is the Grande Prairie Region Tri-District PD Project. In this past year, three school divisions worked to align their school calendars to provide three common PD days. (See Appendix C for a more detailed profile). We are confirmed to continue the project for the 2011-2012 school year.

For the last three years, NRLC has had a very active role in providing PD sessions at the one day event hosted by ATA Greater Peace Local in Peace River. This role expanded in the last two years with NRLC sourcing the majority of the speakers for the PD event, doing the contracts and descriptors, advertising on their website, taking the registrations, providing online evaluations, and doing a summary of the session results. All of this is provided to the small committee which works very hard to put on a quality event for 350 teachers from HFCRD and PRSD.

On a larger scale, we provide staff time to take an active role with the Mighty Peace Teachers Convention Board. Leslie Snyder is a ratified voting member from her ATA local, Leslie is directly responsible for planning up to 60 programs and brings expertise from her NRLC role to this project.

As our provincial consortia work changes, taking a leadership role in ARPDC Provincial Learning Opportunities, is an expectation and an opportunity. The following page provides an overview of provincial opportunities. Further information on our provincial collaborative programs and projects is found in Appendix D.

ARPDC Provincial Learning Opportunities

A number of ARPDC learning opportunities are offered provincially throughout the year. Many of these events are technology-mediated or face to face conferences in a central location. Webinars are planned regionally but accessible provincially; webcasts are provincial learning opportunities where one location has a face to face event broadcast to other parts of the province; and videoconferencing is generally used to provide more regional access to learning opportunities. Each event includes work and support in each region in advertising, registering and promoting the sessions.

| | Events Held | # of Participants |
|---|---|--|
| Provincial Conferences (face to face) | | |
| | Early Learning Promising Practices CEDEFA Colloque de la FNCSF Réseau entre aides Reaching and Teaching FNMI Learning Together For Success Action on Curriculum #1 Action on Curriculum #2 Action on Curriculum #3 International Spanish Academies Conference Digital Citizenship CTS Health | 2139 participants |
| Technology Mediated Learning Opportunities | | |
| Webinars | All subject areas – 332 Webinars | 3078 participants 15,181 views of cached webinar recordings (2009 – 2011) |
| Video Conferences | All subject areas – 27 Video Conference sessions | 414 participants |
| Webcasts | Math Institutes (2), Early Learning – 3 Webcasts | 833 participants |
| Websites | Essential Conditions (2), Leading Our Way Forward, Inclusive Education Resources (2), Consortia PD (2) | No stats available |
| Learning Management Systems | | |
| Wikis / Moodle | 60 on-line learning management/community of practices | 4,610 registered users |

Regional Fee for Service

| Event | Service Provided | # of Participants |
|----------------------------------|--------------------------------|-------------------|
| CASS Events – 16 sessions | Registration/nametags | 2146 |
| CTS Conference | Registration/nametags/planning | 652 |
| School Technology Branch | Registration/name tags | 51 |
| Fine Arts Conference | Registration/nametags | 20 |
| The Science of the Reading Brain | Registration/Nametags | 249 |
| Action on Inclusion – 2 days | Registration/Nametags/planning | 301 |

The following reports represent the business aspect of the Northwest Regional Learning Consortium. NRLC makes every attempt to act on, and report on the grant deliverables as designated by Alberta Education.

2010-2011 Audited Financial Statement

The audited financial statements are a complete and accurate reflection of the ongoing business operation NRLC. We continue to provide and act on accurate budget data, and strive for reasonable program costs.

Mathematics Implementation Project Summary

As prepared by Geri Lorway, Math Consultant

2011-2012 Grande Prairie Region Tri-District Professional Development Collaboration Project (presented to Alberta School Board Association conference November 2011, Edmonton)

ARPDC Provincial Leadership Projects and Processes

Regional Consortium
Statement of Revenues and Expenses
For the Year Ended August 31, 2011 (in dollars)

CONSORTIUM NAME: **Northwest Regional Learning consortium**

| | Budget 2010/2011 | Actual 2010/2011 | Actual 2009/2010 |
|---|---------------------|---------------------|---------------------|
| REVENUES | | | |
| Alberta Education: | | | |
| Management & Infrastructure (Note 1)* | 188,223 | 188,223 | 188,223 |
| Net Conditional Grant Revenue (Schedule 1) | 1,326,287 | 565,226 | 786,487 |
| Other Alberta Education | | | |
| Total Alberta Education: | 1,514,510 | 753,449 | 974,710 |
| Other Revenue: | | | |
| Conditional Program Registration Fees (Schedule 1) | 120,000 | 122,353 | 217,105 |
| Grants - Non government sources (Note 2) | | | |
| Other (Note 3): | | | |
| Cost recovery grants | | | |
| Cost recovery other | | | |
| Other Provincial and Federal Government | | | |
| Miscellaneous | | | |
| TOTAL REVENUES | 1,634,510 | 875,802 | 1,191,815 |
| EXPENSES | | | |
| Management & Infrastructure (Note 4): | | | |
| Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 5) | 195,085 | 198,594 | 165,035 |
| Board expenses (Note 6) | 3,000 | 2,865 | 1,731 |
| Program Delivery Costs (Note 7): | | | |
| Conditional programs (Schedule 1) | 1,416,287 | 687,579 | 1,027,634 |
| Other: | | | |
| Accounting and Audit Fees | | | |
| Legal Fees | | | |
| (Specify) | | | |
| (Specify) | | | |
| TOTAL EXPENSES | 1,614,372 | 889,038 | 1,194,400 |
| ANNUAL SURPLUS (DEFICIT) | 20,138 | (13,236) | (2,585) |
| Accumulated Surplus at beginning of year | 57,537 | 57,537 | 60,122 |
| Accumulated Surplus at end of year | 77,675 | 44,301 | 57,537 |

* See notes to Forms 1 and 2 on page 6.

PLEASE RETURN hard copies of completed statements and schedules and the certification to:
School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5
BY DECEMBER 31, 2011

Regional Consortium
Statement of Financial Position
As at August 31, 2011 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning consortium

| | August 31, 2011 | August 31, 2010 |
|---|--------------------|--------------------|
| ASSETS | | |
| Cash in Bank and Temporary Investments | 1,053,761 | 548,057 |
| Accounts Receivable (Note 8): | | |
| Province of Alberta | | |
| Alberta school jurisdictions | | |
| Other | 23,559 | 31,828 |
| Prepaid Expenses (e.g. deposits for future programming) | 607 | 2,030 |
| Other assets | | |
| TOTAL ASSETS | 1,077,927 | 581,915 |
| LIABILITIES | | |
| Accounts payable | 1,875 | |
| Accrued liabilities (Note 9) | | |
| Deferred Revenue: | | |
| Conditional Grants (Schedule 3) | 1,015,523 | 510,749 |
| Prepaid registration (Note 10) | | 2,250 |
| Other: | | |
| Program Expense Recoveries - deferred (Specify) | 16,228 | 11,379 |
| Total Deferred Revenue: | 1,031,751 | 524,378 |
| TOTAL LIABILITIES | 1,033,626 | 524,378 |
| ACCUMULATED SURPLUS | | |
| Operating Reserves (Note 11) | | |
| Unrestricted Funds (Note 12) | 44,301 | 57,537 |
| TOTAL ACCUMULATED SURPLUS (Note 13) | 44,301 | 57,537 |
| TOTAL LIABILITIES AND ACCUMULATED SURPLUS | 1,077,927 | 581,915 |

CONSORTIUM NAME: Northwest Regional Learning consortium

| | Amount Transferred 2010/2011 Note (b) |
|---|--|
| (Specify Program) | |
| (Specify Consortium) | |
| Program Total (Specify Program) | - |
| (Specify Program) | |
| (Specify Consortium) | |
| Program Total (Specify Program) | - |
| (Specify Program) | |
| (Specify Consortium) | |
| Program Total (Specify Program) | - |
| (Specify Program) | |
| (Specify Consortium) | |
| Program Total (Specify Program) | - |
| (Specify Program) | |
| (Specify Consortium) | |
| (Specify Consortium) | |
| Program Total (Specify Program) | - |
| Total transfers to Other Consortia | - |

Notes to Schedule 2:

- a. Excluding payments for cost recoveries. Include cost recoveries in *Program Delivery Costs* on page 1.
- b. Program Totals are reported in Schedule 3 and are deducted in arriving at *Deferred Revenue: Conditional Grants* on page 2 and Schedule 3.

Schedule 4
Cost Recovery Revenues: Note (a)
For the Year Ended August 31, 2011 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning consortium

| | Conditional funds invoiced to other Consortia 2010/2011 | Other amounts invoiced to other Consortia 2010/2011 |
|--|--|--|
| CTS Logistic (3717) | | |
| CARC | | 7,996 |
| costs recovered | | (7,996) |
| Program Total CTS Logistic (3717) | - | - |
| Pan Can Lit/Essential Conditions/Fr Lang Prof | | |
| ERLC - Pan Can Lit (3747) | | 2,000 |
| ERLC - French Lang Prof (3724) | | 30,445 |
| ERLC - Essential Conditions (3754) | | 2,569 |
| costs recovered | | (35,014) |
| Program Total Pan Can Lit/Essential Conditions/Fr L | - | - |
| Implementation (3739) | | |
| ERLC | | 3,676 |
| CARC | | 42,639 |
| costs recovered | | (46,315) |
| Program Total Implementation (3739) | - | - |
| Early Learning Professionals (3756) | | |
| Learning Network | | 2,909 |
| ERLC | | 1,603 |
| cost recovered | | (4,512) |
| Program Total Early Learning Professionals (3756) | - | - |
| Science Gizmos (3744) | | |
| CARC | | 1,750 |
| cost recovered | | (1,750) |
| Program Total Science Gizmos (3744) | - | - |
| Total Cost Recovery | - | - |

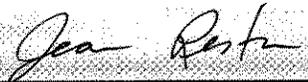
Notes to Schedule 4:

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

**Certification of
Regional Consortium Financial Statements
For the Year Ended August 31, 2011**

CONSORTIUM NAME: Northwest Regional Learning consortium

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



Chair of Consortium (Signature)



Date



Financial Officer (Signature)



Date

NOTES TO FORMS 1, 2 AND SCHEDULES

- Note 1** Management and Infrastructure grant from Alberta Education (total amount received for the year).
- Note 2** E.g. grants and subsidies from private partnerships (e.g. Shaw).
- Note 3** Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia. Cost recoveries are for grants you do not hold.
- Note 4** Costs of operating and maintaining the consortium office.
- Note 5** Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers) should also be charged to management and infrastructure expense.
- Note 6** Including meeting fees, supplies, travel and subsistence and board development.
- Note 7** Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more than one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. Do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.
- Note 8** Amounts owed to the consortium at the end of the year.
- Note 9** Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.
- Note 10** Pertaining to programming planned for subsequent year(s).
- Note 11** Funds earmarked for future operations or programming.
- Note 12** Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating reserves for earmarked programming.
- Note 13** Total Accumulated Surplus is the total of operating reserves and unrestricted funds.

Reflections from the Field: Successes and Challenges

Math Implementation 2010-2011

As amended from the report originally submitted with the 2010-2011 Curriculum Implementation Report prepared by Geri Lorway, Mathematics Project Lead/Consultant. No appendices are included.

Designing and implementing effective professional development is a cyclical, recursive process that requires thoughtful planning, over time. Throughout the process, our challenge is to continually scan the environment and the horizon to identify emerging needs and newly developing concerns in order to revise, and adopt our professional development offerings.

Collaboration, Coaching, and Capacity Building:

Three key words that capture the evidence of success with, and continuing challenges for, providing support to Alberta teachers as they “learn” to implement the Alberta Program of Studies for Mathematics, 2007/2008.

In reality 'learning' and 'change' are synonymous. Change is not an issue if it makes sense to and is 'owned' by those involved, rather than being arbitrarily imposed. An appreciation that change is a continual process, involving confusion and difficulty, is vital for learners.

Success #1: Grade Level Specific Workshop Series

The NRLC approach is designed to allow teachers time to study, experiment with and learn to take ownership of this changing curriculum by providing Grade specific workshops set up over a series of days, or supplemented with follow up in schools or through Elluminate sessions. Each series begins with teachers digging into, cutting apart, sorting, and classifying the outcomes. This exercise illuminates the changes in ways that pre-made comparison charts cannot. Each day in the series is planned to include activities that immerse teachers in:

- active engagement with the mathematics they teach in ways that promote understanding
- demonstrations of instructional strategies that maximize student engagement and active participation
- the study and comparison of authentic samples of student work. The three elements critical to impacting teacher practice in any professional development or learning initiative built to engage math and science teachers.

(Loucks-Horsley et al, 2003, 2006; NSCD, 2005; NSF, 2006; Richards, 2005)

The workshop series for 2010-2011 focused on Grades 3, 6 and 9. Several of our partner districts built them into their implementation planning and provided teachers with funding to allow them to attend. Whenever possible the workshops were held in schools so that demonstration lessons could be included in the day.

Comments on evaluation forms indicate that many of the teachers credited this school embedded model as a catalyst to changes in their practice.

“The Grade 9 series with Jackie was incredible. She kept us busy doing, thinking and discussing. I left with so many ideas I wanted to apply in my classroom. She gave us homework and I did it with my students.... My regret: Not enough time once I am back in the classroom to think and plan and put these ideas into play... I have lots more I want to do with my students but I run out of time to organize and plan and experiment because there is so much to take care of once I am back in the classroom. I want it all to change now, because I see kids more engaged, more interested, more willing to try.”

“I like that we do a day, go to our classrooms and try some things, then bring back samples to discuss. Each day we focus on new parts of the curriculum. I feel like I am developing a risk taking attitude and am more willing to try things with my class.”

As the implementation has rolled out through the grades, we have run each Grade level series for a minimum of two years so that teachers could begin their study during the pre implementation year, then continue it into the implementation year for their grade. This has allowed teachers who are willing to participate in 6 to 8 days of professional development over the two years.

Evidence of the capacity within this model to build leadership:

A Grade 3 teacher who was participating in the Grade 3 workshops was approached to work with the math consultant to co-plan and team teach the Grade 3 series planned to be delivered in two different sites for 2010-2011. By the second day of the series, the Grade 3 teacher was developing and delivering the majority of the material and for the remainder of the year took over as lead presenter. The same held true for the Grade 6 series which was also delivered by a teacher in two sites.

Nine teachers who participated in the Junior High series, worked with the Junior High Math Consultant to develop and co-present sessions at MP Teacher’s Convention in March. (Sessions were grade specific: Grade 7, Grade 8 and Grade 9).

The Challenges Inherent in this Workshop Model:

NRLC can design workshops using the principles from research, facilitated by high quality presenters, but we cannot control the myriad of obstacles that keep teachers from attending: concerns over time away from the classroom, time to prep for subs, lack of subs, time for travel, competing priorities for change initiatives, competing priorities for PD, fear of change, fear of risk taking, lack of collegial support, lack of courage: the reasons that teachers and administrators list are well documented in the literature and well beyond our control.

(Ball, 2009, 2010, 2011; Cuban, 2011; Richards, 2002; Fullan, 1992)

“Making changes to the complex, internalized skills, beliefs and knowledge of classroom teachers is recognized as difficult and time-consuming. Effective study of a new model of teaching can be assumed to take as many as twenty to thirty hours, effective learning of the model will require at least fifteen to twenty active demonstrations.

(Joyce and Showers, 1992, 1997, 2002; Joyce, Showers and Bennett, 1996)

“To learn a “moderately difficult teaching strategy could require that teachers receive 20 to 30 hours of instruction in its theory, 15 to 20 classroom demonstrations, and 10 to 15 coaching sessions before mastering the technique and incorporating it into routine classroom practice” (Purnell & Hill, 1992).

NRLC can design, hands on, minds on workshops delivered by highly engaging, knowledgeable and experienced presenters but we cannot force teachers to engage or motivate themselves to participate:

“I noticed that there were a number of people in the sessions not engaged. They were told they had to be there and their attitude made evident they did not want to be. When it came to the Elluminates, only those of us who wanted to come and that is where you noted how many were absent. I cannot believe not wanting to have these opportunities to learn more about students, and teaching and mathematics.” (Grade 9, math 12 years)

Success #2: Elementary and Junior High Cohorts

NRLC sponsors two teachers from each District to participate in an Elementary cohort and two in a Junior High Cohort. The first task (2009-2010) the cohorts took on was to immerse themselves in the curriculum, unpacking outcomes, interpreting achievement indicators and connecting the goals, processes and natures of mathematics statements from the front matter to a set of common beliefs and understandings. The document that resulted maps the development across the grades of key topics of study in number, measurement, shape and space.

(See Appendix A)

While members of the cohort have shared this document with teachers in their schools and PLC’s, they believe that the value of the document was in the inquiry time they spent immersed in creating it. And

so the cohorts approached their first challenge: Was the major value in this exercise more about team building as cohorts than providing a support document for colleagues?

This led to a new focus in their discussions:

When confronted with the challenge to teach through problem solving as opposed to teaching and then problem solving teachers frequently ask...

What does it look like in the classroom? What will it look like with "my" students?"

Teachers in the cohort decided to move their attention (2010-2011) to designing, developing, testing in their classrooms, gathering exemplars for and developing assessment tools around problems that might be used by colleagues to uncover student understanding and to support collegial conversations focused around what constitutes mathematical thinking at each grade level.

- An example of a framework for implementing and evaluating problems is attached in Appendix B.
- An emergent rubric that the teams are working with. See Appendix C.

As cohort members studied, compared and reflected on experiences and samples from their classrooms several mini movies were developed that highlight teachers working to unpack, direct or identify student understandings. These mini movies are the first rough samples of a set of artifacts the group hope to develop in the 2011- 2012 year.

Mini movie samples:

Ideas on Equal: Teacher Reflection on Practice Grade 2

www.youtube.com/watch?v=4_U5I0GHIuc

Kindergarten Subitize

www.youtube.com/watch?v=burYkuayQrc

Grade One Giant Exploration: Thoughts about Measurement

www.youtube.com/watch?v=S0_OZ1EXQ0Q

Markbook Presentation: Peter Liljedahl 2 Parts

http://www.youtube.com/watch?v=q1OSKWh3_rl

Grade Nine: Reflection on Teacher Questioning

http://www.youtube.com/watch?v=c20s9qO_uGo

<http://www.youtube.com/watch?v=cJAguHdEo5Y>

Evidence of the capacity within this model to build leadership:

Members of the cohorts have presented at staff meetings, Parent councils, Administrator Meetings, grade level PLC's, ATA PD days, Teacher Conventions, after school sessions and some have opened their classrooms to invite colleagues to observe their teaching, either face to face or through video. Last year we documented 162 separate events, approximately 4 per cohort member.

Challenges Inherent in Cohort Models:

In order to become a viable cohort, members must come to share a common vision, the language to describe that vision and the set of beliefs and attitudes it is grounded in. With only three (3) days in the year to meet, this is not a simple task, made even more complex by the number of changes in roles and responsibilities that occurred during the school year for some schools and districts. Changes that forced some cohort members out, traded some in, or simply left unfilled vacancies. The work of both cohorts has been interrupted by inconsistent membership.

Again, NRLC can build a space for developing capacity, but we have little control over how districts choose to take up that capacity and put it to use. The likelihood that teachers who participate in these cohorts will develop into leaders or coaches is directly related to the types of support they are provided within their schools or districts.

The cohort members from four (4) of our partner districts were already identified in coaching or leadership roles. This professional learning opportunity has allowed them to build their knowledge and skills both with curriculum and with coaching.

While NRLC supports two (2) teachers from each district to participate in each cohort, we did not set limits on the number of teachers a district could sponsor. Grande Prairie Public school has nine (9) teachers involved in the Elementary cohort, and two (2) with the Junior High. The district then provided several opportunities for those teachers to meet as a whole, to devise a plan for supporting each other and for providing support for colleagues. By the spring of 2011, that team had presented a number of after school sessions and all had participated in at least one classroom demonstration.

The materials included in the Appendix attest to the commitment of cohort members to study student work, build exemplars to share with colleagues and, to open their practice to colleagues in the coming year.

'You cannot carry out fundamental changes without a certain amount of madness. It comes from non-conformity, the courage to turn your back on the old formulas, the courage to invent the future. It took madmen of yesterday for us to be able to act with extreme clarity today. I want to be one of those madmen.'

Thomas Sankarra African Congress.

(See Appendix D for report on successes with Senior High Support, 2010-2011)

(Appendix E for summary of supports specific to Senior High, 2010-2011)

(Appendix F for summary of workshops for K to 9, 2010-2011)

Success #3: Direct to District Consulting Days

Another success in our approach to providing support is the 3 days of support we have been willing to provide to each of our districts. Those days are used in a variety of ways... with varying levels of success.

In one of our more remote Districts, bringing in the consultant to offer in school workshops and after school dinner meetings was the catalyst needed to create a district wide math planning team. That team then contracted a pilot project to gauge the feasibility and potential of running District wide, grade level, technology-mediated PLC's.

In the spring of 2011, NRLC supported a plan for one hour sessions for each grade level from 1 to 6. The sessions were held during the working day and facilitated through Elluminate. Teachers who participated were positive about the potential for this form of PD and the committee is looking to build a plan to continue support for the 2011-2012 school year.

In another district our math consultant provided direction and expertise to guide the collection of data an AISI project. That project has been able to document achievement growth for students.

(See Appendix G)

Three of our partner districts have instructional coaches working with their teachers and those coaches receive direct and indirect support and guidance from our NRLC consultant.

Providing these direct to district days has been a catalyst for developing the desire to change in a number of schools and districts. Most specifically there has been an impact on Administrators. In a number of districts, the math consultant has been asked to present to Administrators and/or provide demonstrations in schools. Administrators are instrumental to the success of any curriculum implementation. Below is the comment that an administrator who is now engaged in a school wide coaching project being lead by his math department made after participating in a demonstration by the consultant:

“I watch how you dealt with the students, the patience, the wait time, the time and opportunity you gave them to explain their thinking, to compare it to others, how you made every student feel important and I realize I am not interacting with students the way I should and neither are the teachers. We rush through everything too quickly and we judge their answers before they are finished giving them.. I walk around the school and see that teachers are not taking the time to engage students first..... we need to have more in school coaching. More opportunities for teachers to see ways to work with kids that engage them emotionally, socially and intellectually.” (Principal, Senior High)

And the comment from a 27 year veteran math teacher/ex Administrator, who returned to his school after participating in a demonstration lesson with our math consultant and convinced his principal to initiate similar visits:

“If we are going to do any PD around math it should be like this.... In this half day with Geri, we discussed some common understandings, went in and watched a demonstration lesson with Grade 8, then came back and shared our reflections and discussed what we should do in our own practice. I hope there is a next time so we can learn more from each other. But just telling teachers to go watch each other won't work. What made this work was the facilitation by someone who kept us focused on asking questions, not letting us fall back on our old assumptions. We cannot change if we do not know what to change into?” (Grade 5 to 12, math teacher, 27 years experience)

Building a Senior High Cohort

It is important to note, as have my colleagues in other consortia, that a significant portion of the data pertinent to a comprehensive understanding of, requests for, participation in and, effects on the classroom, of professional development opportunities in support of implementation of the revised Senior High Math Curriculum resides in the implementation plans generated by, our NRLC partner Districts. Data concerning student participation rates, success rates, scheduling of courses, teacher preparedness, adaptations to current evaluation and reporting systems, school instructional supports, school administrative supports, parent awareness, supports available to assist parents and students in choosing courses, decisions on how to schedule and populate specific courses and how and when to gather and respond to parent feedback fall within the domain and discretion of School Districts.

Designing and implementing effective professional development is a cyclical, recursive process that requires thoughtful planning, over time. Throughout the process, our Consortia challenge is to continually scan the horizon so as to identify and respond as quickly as possible to the needs and concerns off our constituents as they emerge in the field In the complexity off our current environment we then work to revise, adapt and refine our professional development offerings so as to provide appropriate support.

Our Successes with Senior High Implementation Supports

1. **Participation** in the Senior High Provincial Institutes has been consistent and positive.
2. **Site Based PD.** As part of our overall NRLC math plan we have offered grade specific series' designed to promote teacher experimentation, risk taking and reflection on practice. Last year we moved our Grade 9 series into several High Schools with excellent results. Most if not all of the teachers in the high schools teach more than just Grade 9. Our facilitator was flexible and experienced enough to be able to widen her focus to include activities, investigations and demonstrations of engaging practices that can be applied into the Common and Dash 3 courses for Grade Ten. Participating teachers asked for a follow up series to continue in their schools for this present year and comments on evaluation forms indicate that many give credit for this school embedded model as a catalyst to changes in their practice. As second feature of this model, because they are meeting at a school site, the presenter has been able to include demonstration lessons in the sessions.

"Making changes to the complex, internalized skills, beliefs and knowledge of classroom teachers is recognized as difficult and time-consuming. Effective study of a new model of teaching can be assumed to take as many as twenty to thirty hours, effective learning of the model will require at least fifteen to twenty active demonstrations. (Joyce and Showers, 1992, 1997; Joyce Showers and Bennett, 1996)

To learn a "moderately difficult teaching strategy could require that teachers receive 20 to 30 hours of instruction in its theory, 15 to 20 classroom demonstrations, and 10 to 15 coaching sessions before mastering the technique and incorporating it into routine classroom practice" (Purnell & Hill, 1992).

Our Challenges

Sparsity: There are great distances between schools. Many have only 2 or 3 math teachers, time, travel and low numbers strain budgets. We consider a group of 12 to be a huge success. We find more often 3 to 6 is our participation rate. While small groups can increase comfort and trust levels, too small a group can be detrimental to building the kind of rich dialogue that results in deep learning.

Lack of Substitute Teachers: In most schools finding substitute teachers is becoming an issue and certainly substitutes who can teach Mathematics at the Senior High level are exceedingly rare.

Teacher Reluctance to miss classroom time: Course loads, coaching and school responsibilities are such that teachers feel they are negatively impacting student learning when they leave their classrooms.

Technology Mediated Events do not appeal to all learners: Our best successes with technology mediated pd occur when the teachers involved have participated in several face to face meetings with the facilitator and there is a coach available as for their first few interactions on line.

Common topics of discussion around math implementation have been:

1. Teaching through problem solving as opposed to teaching and then problem solving. What does it look like in the classroom? What will it look like with “my” students?”
2. Adapting to the gaps in student abilities and understandings as implementation proceeds at different rates and levels of success across grades and schools. The implementation is still rolling out. Are we seeing a different student yet?
3. Support for aligning current reporting procedures and practices with a curriculum that values process above procedures in mathematics. ***Please note, building assessment tasks, common tests, adapting and refining approaches to unit tests and projects is not the concern here.***

The number one question theme we hear in the field is:

How do I mark this? What do I weight? How much do I weight it? How will percentages fit? Will parents, students, receiving institutions accept a marking system that values process above procedure?

In order to provide for these concerns, in our planning for next year NRLC coordinators hope to identify and provide to schools and Districts time with lead teachers who are able and willing to:

- Model demonstrations of teaching that is focused on problem solving approaches in any course.
- Provide examples of the changes they have made to their Markbooks.
- Provide examples of student work and marking plans for that work as they implement the 20 level courses
- Facilitate and support continuing conversations around evaluation and reporting.
- Provide coaching at the school level.

FINAL REFLECTIONS

Because professional development is an ongoing event based on an ever evolving process that partners a wide range of stakeholders, NRLC believes that all members of that partnership will best be served through sharing resources, recognizing expertise within the region and designing professional development, in-service, and training activities that are dynamic, organic and evolutionary in their nature. Collaboration-Coaching and Capacity Building. Professional learning opportunities evolve, morph and grow in response to the environment within which they are embedded.

“The support available to us from NRLC continues to remain flexible and organic. As they emerge, our concerns and needs surrounding effective implementation of such a complex curriculum are met in a timely and expert manner. The quality of facilitation and the depth and richness of the investigations opened for teachers during the workshops, dinner meetings and summer Institutes that NRLC have offered our teachers, combined with the high level of expertise with coaching and curriculum that Geri provides as a consultant and co-ordinator is outstanding. We ask, it happens. We said we need more Geri’s, she got us Jackie and Susan. Now we need to build our own and that is what is beginning to emerge from the support our teachers in the cohorts are getting. We are using Geri to coach our coaches.”
(Assistant Superintendent)

THE CHALLENGES FOR TEACHERS

- Finding the time within their already busy working days to engage in deep and connected study of their practice.
- Learning to teach in ways they were never taught: “Making changes to the complex, internalized skills, beliefs and knowledge of classroom teachers is recognized as difficult and time-consuming. We teach as we were taught. There is a great deal of unlearning to do.” Philippa Cordingley
- “Moving in the direction of the mathematics reforms means confronting the uncertainties, ambiguities and complexities of what “understanding and “learning” might really mean and entail.” The ultimate challenge for teachers is to thrive and grow within an environment that guarantees only uncertainty, ambiguity and complexity.

THE CHALLENGES FOR NRLC

NRLC has no control over teachers’ decisions to access opportunities. We have attempted at every opportunity to break down barriers by providing opportunities at minimal cost, by sending coaches and presenters into schools, by including demonstrations in our presentations, by responding immediately to requests for events, by providing the funding for two teachers from each District to participate in our leadership cohorts, by providing free to Districts consulting time., by providing technology mediated options for study, by providing specifically requested Senior High Workshops.

We have sought out and brought in the best of the best when providing support for teachers. We have made available to teachers immensely talented, experienced and grounded in research presenters and coaches who focus on building teacher capacity, not selling materials or promoting “programs”.

Teachers in the 21st century must learn to feel comfortable with uncertainty, complexity and ambiguity and those who work with them must be patient, knowledgeable and passionate. The NRLC approach has been to provide opportunities for teachers to take responsibility for monitoring their instructional growth through inquiry, reflection and collaboration. Studying content, studying instruction, studying student learning...

We believe we have maximized opportunities for teachers at all grade levels to engage in rich and connected learning experiences.... The challenge for our partners and stakeholders is to work together at all levels across all districts and into all schools to keep the focus on actualizing this revised curriculum at every grade level, in every classroom, for every student. Teachers must believe that they are all working toward a shared understanding, that the pieces critical to engaging students as confident, self aware and self assessing learners are common across all grades. This work is barely begun, if we stop now, before the wave of early implementers has crested, all that has been gained could easily be lost. There is a need to broaden the focus, to help teachers and administrators see that the goals of this mathematics curriculum: conceptual understanding, relational thinking, developing reasoning and focusing on problem solving apply to all curriculum...we cannot stop here, we cannot stop now.

Background

- Peace Wapiti School District #76, Grande Prairie Public School District #2357 and Grande Prairie Catholic District #28 representatives agreed to coordinate three (3) common professional development days for the 2011-2012 school year and brought in the Northwest Regional Learning Consortium to assist with surveys, program development and coordination as well as registration, contracts with presenters and follow-up reports.
- The District PD days have been created as opportunities for embedded professional development for teachers and support staff and as an opportunity for cohorts of teachers to create professional learning communities across the three districts and work together over the course of the year on identified PD goals.
- The inter-division planning has enabled sufficient numbers to provide specialized professional learning programs.
- Meetings and program development started in February 2011 with the complete program ready for staff to register prior to June 30, 2011.
- August 29, 2011, October 28, 2011 and February 17, 2012 make up the three days of PD.

Highlights to Date

- 41 programs have been developed each with a focus that carries forward over the three designated days with a budget of approximately \$80,000.00
- two (2) Education partnerships including the Master of Education Introductory Course (27 participants) partnered with UNBC and GPRC, and the TA Autism Spectrum Disorder (12 participants) partnered with GPRC
- Almost one thousand participants are registered for the year and can be identified by School and District sorting, as well as attendance in each program.
- August 29 registration indicates 333 Peace Wapiti, 486 Grande Prairie Public, 35 Grande Prairie Catholic, and 24 Other reflecting a combination of five other school jurisdictions and organizations.
- October 28 registration indicates 340 Peace Wapiti, 540 Grande Prairie Public, 40 Grande Prairie Catholic, and 12 Other reflecting a combination of five other school jurisdictions and organizations.
- Other community children, post-secondary, and health service providers also access these learning opportunities (i.e., Alberta Health Services)
- Electronic feedback surveys are sent to each participant and those results will be shared with the Tri-District team and is available for their reports

Observations

- The opportunity to plan sessions that are requested and provided in a cost effective manner is exciting work for NRLC. The deeper understanding of specific learning goals is developed and strong relationships are developed with the District teams.
- Through the Needs Assessment surveys, teachers and staff were able to identify specific needs and the districts were able to plan accordingly for the entire year.
- Teachers and staff are aware of the various choices and are able to plan and utilize the professional learning opportunities effectively. Feedback so far is very positive.
- This project also provides an excellent opportunity for Teachers to build leadership capacity by presenting to their peer groups and sharing strategies as well as challenges.
- Using the Essential Conditions planning document helped everyone identify key questions to answer together and was an excellent working framework.



Tri-District Professional Development Collaboration:

An Application of the Essential Conditions Model

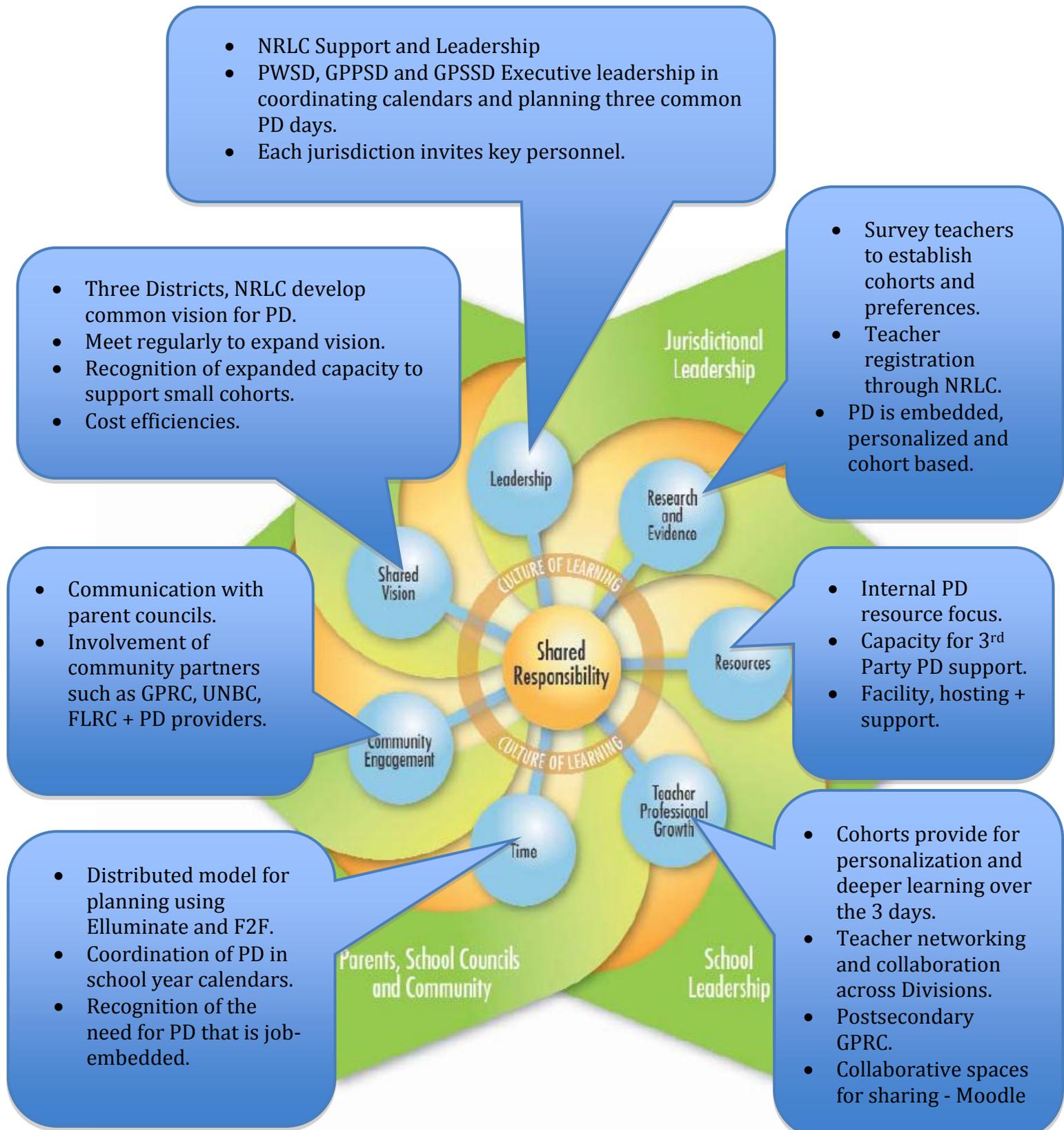


Figure 1. Essential Conditions to Support Implementation

Alberta Regional PD Consortia Coordinated, Collaborative, Comprehensive Projects and Processes 2010 – 2011

The Alberta Regional Professional Development Consortia (ARPDC) is the structure regional consortia use to highlight regional and provincial “adult learning for students’ sake”. The ARPDC is representative of the collective work of the regional executive directors. During 2010 – 2011, ARPDC took a leadership role in many provincial initiatives based on direction and grant deliverables provided by Alberta Education.

ARPDC provincial grants for 2010-11 included various pilot projects such as: Early Learning – Early Years Evaluation and Early Learning – Positive Parenting Program; Literacy for All – Meville to Weville; Literacy Pilot with Pearson; High School Flexibility; and Essential Conditions implementation. Regional Executive Directors act as leads for each of these provincial projects. Additional grants that resulted in programming for each region were available in First Nations, Métis and Inuit Parent, Family and Community Engagement and FNMI provincial conferences, Science Gizmos, French (French as a Second Language and French Immersion), Career and Technology Services, Career and Technology Health Services and Collaborative Practices.

ARPDC Executive Directors also collaborated to successfully direct the following activities:

➤ **Technology Consolidation**

Executive Directors participated in a “Consolidation of Technology” examination project. As the role of technology in the delivery of and access to learning opportunities becomes greater, Executive Directors conducted an investigation of their current technology capacity. A road map to the desired future state was developed with recommendations of actions to establish frameworks for improving coordination and centralization of technology services. The ARPDC identified the following action items for implementation in 2011 – 2012:

- Web Site Alignment and Program Catalogue: to present a single view of provincial PD programs for browsing and selection by teachers in Alberta;
- Online Collaboration and Storage Tool: to determine the requirements for an online collaboration and storage tool for the management of ARPDC operational assets through a pilot approach;
- Merging the regional learning management systems: to move regional sites into the recently established ARPDC provincial learning management system. (Note: The Consortium provincial francophone will remain on a shared system with their francophone partners.)

➤ **Alberta Professional Development**

AlbertaPD is a unique project designed to support classroom teachers as they expand their knowledge about differentiated instruction and assessment for diverse learners. This project is offered by a collaborative community of professional learning providers and employs a variety of distributed learning technologies. For complete information, visit:

www.albertapd.ca

➤ **Essential Conditions**

Development of the *A Guide to Support Implementation: Essential Conditions* document, by a provincial working group of education partners committed to realizing positive change in Alberta’s schools and classrooms, was founded on the shared belief that successful implementation requires the coordinated, collaborative, and comprehensive efforts of education partners working together towards a shared vision of learning success for all students.

During 2010-11, Field Services provided grant funds to field test the guide with school authorities. Results of the field test imply that school authorities appreciated the guiding questions in supporting district planning for implementation. The framework – and specifically the identification of the “essential conditions” - supported thoughtful implementation planning. Continued development of the website, including how districts are making use of the guide, is available at <http://www.essentialconditions.ca/>.

➤ **ARPDC First Nations, Métis, Inuit (FNMI) Facilitator Project**

A two year First Nations, Métis and Inuit provincial project has been implemented which provides three seconded FNMI PD Consultant/Coordinators to work throughout the province to enhance the knowledge of FNMI peoples and their cultures. In 2010/11, these FNMI Consultants began planning strategies for the following school year which included the development of a provincial professional learning strategy focused on FNMI education; the coordination of professional development activities to support FNMI education available in Alberta; the provision of leadership services related to the implementation of the *FNMI Education Partnership Council Action Plan* and the identification of strategies to respond to the recommendations regarding professional learning in the *Northland Inquiry Report*.

➤ **Alberta’s Approach to Collaborative Practices:
Development, Dissemination and Utilization of Collaborative Practices**

Collaborative Practices is a term used by Alberta Education to describe many different activities that support a culture in which children and youth are equipped to overcome challenges and experience success in school. The success is apparent when schools, school authorities and their partners work together to provide supports and services in a way that is timely, culturally sensitive and responsive.

Regional facilitator training sessions were held to build the capacity school leaders, staff and their partners to work collaboratively in support of an inclusive education system through innovative professional learning models including communities of practice.

The Alberta Regional Professional Development Consortia is committed to innovation and creativity, always pursuing new and improved approaches to professional development. In the last three years, there has been a fundamental shift in the types and modes of professional development offerings, while developing 21st Century skills within regions. The ARPDC continues to support the implementation of curriculum and provincial initiatives (e.g. Inclusive Education, FNMI, and any other areas that are not specifically curriculum) while embracing new approaches in professional learning and focusing efforts on the emerging needs of teachers as they themselves undertake new challenges and priorities. As Alberta’s education system moves in a new direction, we are confident our recent successes in emerging technologies, as well as our long-time expertise in professional development design and delivery, are key assets towards building and sustaining the teaching and leadership capacity of the workforce. In order to coordinate, collaborate, and develop comprehensive professional learning opportunities, ARPDC Executive Directors meet on a regular basis, face to face and via technology, in order to enhance communication with our consortia colleagues and a wide variety of educational stakeholders including school districts within our regions, Alberta Education, and Profession Development providers in Alberta. The ARPDC supports and enhances the learning of Alberta educators through: Project Management and Design of Professional development; Provincial Offerings with Regional Focus; Curriculum Implementation; Collaborative, Facilitative, Partnerships; Expertise in Adult Learning; and Modeling 21st Century Learning.

