



Alberta **Regional** Professional Development Consortia

Adult learning for students' sake

ARPDC Annual Plan 2022-2023

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Vision

Adult Learning for Students' sake

The provincial education vision and recent trends in education provides a road map for Alberta Regional Professional Development Consortia (ARPDC) to be responsive and work in a collaborative, coordinated manner, continuing to design and deliver cost-efficient professional learning opportunities to Alberta educators. ARPDC strives to assist and prepare educators in Alberta by providing learning opportunities designed to support adult learning for students' sake. ARPDC provides professional learning opportunities through funding from Alberta Education, fee for service contracts, grant specific work, and cost recovery offerings that are in alignment with Consortia goals, and are responsive to the needs of our provincial and regional stakeholders. Each professional learning opportunity designed and delivered is intended to support dynamic professional learning that positively impacts teaching and learning in our regions, whether brokered through Consortia or offered directly by Consortia.

Mission

To provide high quality professional learning opportunities for Alberta's educational community.

Guiding Principles

- design and deliver flexible innovative professional learning and resources for K-12 education stakeholders.
- collaborate and share to activate a provincial network that empowers regional and provincial implementation of professional learning opportunities across Alberta.
- model promising practices in adult learning to ensure relevant, purposeful, and engaging professional learning.
- employ a service-oriented model that is based on listening, understanding, and serving the needs of the K-12 education stakeholders in Alberta.

Key Strategies

The announcement of the New Curriculum Timeline in the spring of 2022 reinforced the opportunity for ARPDC to embrace a provincial perspective for the provision of professional learning and the creation of resources to support the provincial announcement.

As ARPDC moves into the 2022/2023 school year it will continue to shift the focus to one more centered on provincial priorities and the actualization of those priorities within the regions served by each consortium. The following strategies are key to ensuring all educational stakeholders within the province of Alberta, regardless of role, will be able to access the resources and support offered by ARPDC.

Key Strategy One - Collaboration on Curriculum Implementation

- Establishing Key Committees to allow for cross consortia collaboration
- Partnership Development to enhance capacity of ARPDC
 - School Authority Secondments
 - Subject Specific Organizations

Key Strategy Two - Sharing of Resources

- Adoption of an "Open Source" philosophy
- Establishment of an ARPDC Newsfeed
- Procuring stakeholder resources for posting on ARPDC New Curriculum site

Key Strategy Three - Communication of Progress and Opportunities

- Establishment of a New Curriculum Website on the ARPDC Website
- Establishment of an ARPDC Newsletter for distribution through Consortia offices

- Enhancement of ARPDC Website (posting of Committee Progress)

Priority Areas

Provincial priorities are established annually through a multi-stage process involving regional conversations, consultation and reviewing of appropriate documents, Alberta Education Business Plan, at the provincial level, Provincial Advisory conversations throughout each year, monthly reports and feedback to and through the CASS Board of Directors. The priority areas for 2022-2023 are:

- New Curriculum
- Pedagogy and Assessment
- Numeracy and mathematics
- Literacy
- Inclusive Education
- Instructional Leadership
- First Nations, Metis and Inuit
- Mental Health and Wellness
- Other

Stakeholder Engagement

Provincial priorities are addressed through the 6 goals of ARPDC. Regional areas of focus are confirmed regionally and addressed through regional advisory committees and consultation within each region with all education partners. Regional work further informs the fulfillment of provincial priority areas.

Executive Directors engage in dialogue with members of the Provincial Advisory Committee

ARPDC priority and subject specific committees and initiatives provide a provincial lens to the conversations as regionally and collectively.

ARPDC works to provide, facilitate, broker and develop learning opportunities and resources to support educational stakeholder partners in Alberta.

ARPDC Goals: Provincial Strategies/Measures

Common Measures of the strategies outlined below in both provincial and regional work include:

Quantitative	Qualitative
<ul style="list-style-type: none"> # of sessions, # of participants, # of Hours of Learning YouTube Views Podcast Listens Session Recording Access Resource/Website Access Hits Resource/Website Population and Provincially Open Access 	<ul style="list-style-type: none"> • Survey responses from participants • Comments from participants regarding • Feedback from meetings with school and school authority leaders assessing impact they are in a position to determine • chat box feedback in online sessions • Conversation with school and division leads • Conversation/Interviews with participants or study groups • Feedback on Resource/Website Materials

Goals

Each of the seven consortia are responsible for the achievement of six goals in support of professional learning in their regions and across the province. The Six Goals for Consortia are:

<p>Goal 1: Facilitate professional development which supports the effective implementation of components of:</p> <ul style="list-style-type: none"> • Alberta Education Business Plan; • Jurisdiction and school education plans; and • Education Partner Strategic Plans 	
<p>Strategies</p> <p>Participate as members of the Provincial Advisory Committee; identifying provincial needs, and opportunities in support of professional learning.</p> <p>Review the Alberta Education Business Plan to ensure all 4 outcomes are addressed in 7 regional consortia plans and provincial opportunities identified and addressed.</p> <p>Engage in dialogue with regional school jurisdictions to discuss school education plans, as appropriate; provincial opportunities will be identified and addressed.</p>	<p>Measures</p> <p>ARPDC reviews the Alberta Education Business Plan to identify and deliver professional learning opportunities in support of the plan.</p> <p>Executive Directors share with ARPDC their review of jurisdiction education plans to identify collaboration opportunities supportable at the provincial level</p> <p>ARPDC, works with education partners (ASCA, AISCA, ASBA, ASBOA, CASS, TAAPCS, Universities) to identify and support professional learning opportunities to fulfill those partner needs.</p>
<p>Goal 2: Facilitate professional development which supports the effective implementation of curricula, including instruction, assessment and student learning outcomes.</p>	
<p>Strategies</p> <p>Engage in ongoing research to identify current trends in professional learning and curriculum implementation, including current trends in on-line, asynchronous, and hybrid professional learning.</p> <p>Ensure Consultants and Designers of Professional Learning have robust understanding of current best practices in relation to instruction, assessment and priority area content.</p>	<p>Measures</p> <p>ARPDC facilitates training for Designers of Professional Learning on effective Professional Learning Facilitation.</p> <p>Remain current in, and explore research on professional learning and development including current research-based trends in on-line, asynchronous, and hybrid professional learning.</p> <p>ARPDC facilitates provincial collaboration on the creation of content and resources to support provincial priorities and regional areas of focus.</p>

Goal 3: Coordinate, broker and act as a referral centre to assist partners to identify available professional development resources.

Strategies

Collaborate in communicating, scheduling, and leveraging collective capacity for booking provincial learning opportunities with featured speakers.

Expand access to resources and learning opportunities across the education community in Alberta.

Measures

Deliver economies of scale opportunities for resources and speakers to ensure effectiveness and efficiency.

Update of the ARPDC website to include provincially available learning opportunities, significant resource access in support of curriculum implementation and professional learning.

Enhanced work across regional and provincial newsletters and communication channels

Goal 4: Deliver professional development based on the identified and emerging needs of educational partners.

Strategies

Engage with stakeholder partners to identify common areas of need aligned with provincial priorities.

Respond to requests for professional learning supports from schools, school authorities and education partners to meet unique and specific areas

Leverage collaboration opportunities for Designers of Professional Learning to understand and respond to the emerging provincial needs of educational partners.

Measures

Establish ARPDC working committees in support of each curriculum subject area to support planning, implementation, and all related pedagogical practice.

Share stories of practice to demonstrate effective ways of responding to emerging provincial needs.

Share resources (website, curated resource banks, Boards on NLA) developed in response to identified and emerging needs.

Increased engagement in resource and planning board development on NLA Boards website

Goal 5: Promote and support the development of professional development leadership capacity.

Strategies

Support school division authorities in the targeted development of leadership capacity as it relates to the SLQS, LQS and TQS to foster professional learning and development at their level, within their organization.

Provide opportunity for local teachers, learning leads, and administrators and ARPDC staff to develop their skills to lead professional learning.

Measures

Target session development to enhance understanding of leadership standards, instructional coaching, and capacity building in support of implementation of the school division authorities' goals and objectives and ongoing development of the SLQS, LQS and TQS. (e.g. School and Division 3-yr plans)

Number of targeted sessions for leadership development where curriculum leaders have access to professional learning, networking.

Goal 6: Provide educational partners with access to professional development at a reasonable cost.

Strategies

Develop an Administrative Procedure on costing of sessions.

Provide, facilitate, develop, broker and access professional learning opportunities in a coordinated, effective and cost- efficient manner.

Measures

Participant data regarding opinions relative to the cost of the support provided by ARPDC

ARPDC provides evidence of provincial opportunities where collaboration realised financial efficiencies.

Budget Totals for ARPDC

Revenue		Expenses		
Alberta Education Funding Infrastructure	1,343,909	Infrastructure	2,108,043	
Alberta Education Funding Implementation	3,000,000	Implementation	3,702,800	
Other Grants (OLEP, Orange shirt day)	389,904			
Transfers from Reserve(s)	618,230			
Revenue from Sessions	458,800			
Total Revenue	5,810,843	Total Expenses	5,810,843	
			Balance	0

Regional Plans:

Following are the respective regional plans of each individual consortium as it relates to the identified needs in their education zones.

Calgary Regional Consortium (CRC)

Regional Areas of Focus



Accessible programming across Priority Areas that responds to emerging jurisdictional and regional needs, with a focus on curriculum implementation for k-6, and a focus on inclusive education and SEL k-12.

Strong communication of our flexible learning options, which provide a variety of access and delivery models for professional learning.

Learning for the whole of the Education Community, focusing on wellness and Zone 5 needs, with increased opportunities for parents, EAs, pre-service teachers and other education partners to support student success.

WHILE APPROACHING EVERY INTERACTION AND LEARNING WE DESIGN WITH 3 CORE VALUES AND 3 KEY MINDSETS:

3 CORE VALUES

- Meaningful Relationships
- Innovative Solutions
- Shared Responsibility

3 KEY MINDSETS

- Collaborate and Co-Create
- Support Alignment
- Build Capacity In Context

How Were These Regional Areas of Focus Identified?

1. Based on conversations with jurisdictional leaders in our multiple priority area think tanks
2. 1:1 conversations with, and ongoing feedback from jurisdictional leaders
3. In October 2022, CRC's 3 Regional Areas of Focus were shared, and well received at our Committee of Regional Partners meeting
4. In October 2022, CRC's 3 Regional Areas of Focus were shared at our Zone 5 Leadership meeting, and again well received, with a suggestion that has been incorporated

Measures and Strategies

These common impact measures, found in the majority of strategies outlined below in both provincial and regional work, include both quantitative and qualitative data. Please note, not all methods of feedback will be used in all learning opportunities. The underlying question as we gather this data is of course, how is the professional learning support we provide impacting teacher practice in the classroom?

Quantitative	Qualitative
<ul style="list-style-type: none"> • # of sessions • # of participants • # of Hours of Learning • # collaborative meetings with partners • # sessions co-planned with districts & # learning hours / participants in those LO's • # sessions designed for non-certificated staff with districts & # learning hours / participants in those LO's. • YouTube Views • Session Recording Access • Resource/Website Access Hits 	<ul style="list-style-type: none"> • Survey responses from participants • Comments from participants • Follow up feedback and conversation from Regional Stakeholder meetings and Advisory Groups • Chat box feedback in online sessions • Conversation with school and division leads • Conversation/Interviews with participants or study groups • Launch of a revamped website. • Creation of a marketing and communications plan.

<ul style="list-style-type: none"> • survey % who indicate that learning contributed to their understanding of the topic • survey % who indicate practical strategies for applying learning to their practice • # district LO's that were subsidised & # learning hours / participants in those LO's 	
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FOCUS AREA 1: *Programming across Priority Areas that responds to emerging jurisdictional and regional needs, with a focus on curriculum implementation for k-6, and a focus on inclusive education and SEL for k-12.*

Consortia Goal #	Strategies
1, 4	Hold regular formal and informal meetings with instructional leaders and partner organisations to understand emerging needs.
2, 4	Apply the themes of <i>SEL and inclusive practices</i> within and across Priority Areas. Develop intentional targeted marketing and communications that focus on <i>SEL and inclusive practices</i> as themes in our professional learning offerings.
3	Offer cost sharing opportunities that support jurisdictions in providing systemic learning from desired educational experts relevant to their 3 Year Education Plans. Develop intentional targeted marketing and communications strategies to ensure jurisdictions and partners are aware of this possibility.
5	Co-construct jurisdictional and open registration learning opportunities with regional and provincial instructional leaders across Priority Areas. Develop intentional targeted marketing and communications strategies to ensure jurisdictions and partners are aware of this possibility.
6	Provide professional learning from our Designers of Professional Learning to Zone 5 jurisdictions and Committee of Regional Partners member organisations free of cost, with the exception of travel and sustenance. Offer a mixture of cost recovery and Program Support Funded learning opportunities to maximise opportunities for all.

FOCUS AREA 2: *Strong communication of our flexible learning options, which provide a variety of access and delivery models for professional learning.*

Consortia Goal #	Strategies
1, 4, 2	Revamp the CRC website to highlight the variety of learning options available and increase accessibility of learning options to individuals and schools including a "Book With Us" and "PD on Demand" page. <ul style="list-style-type: none"> a. Continue to create high quality flexible learning options and make them available through the CRC website. b. Develop intentional marketing and communications strategies to ensure target audiences are aware of these opportunities.

FOCUS AREA 3: Learning for the whole of the Education Community, focusing on wellness, and Zone 5 needs, with increased opportunities for parents, EAs, pre-service teachers and other education partners to support student success.

Consortia Goal #	Strategies
1	<p>Work with jurisdictional partners to understand learning needs of their staff as a whole learning community, and design targeted supports as appropriate.</p> <p>Work with regional partner organisations like post-secondary institutions and ASCA to support the needs of their members/populations as appropriate.</p>
2	<p>Offer at least 2 open registration learning opportunities each month for audiences beyond teachers.</p> <p style="padding-left: 20px;">a. Develop intentional marketing and communications strategies to ensure target audiences are aware of these opportunities.</p>
4	<p>Implement a student discount code for all CRC open registration sessions, to be shared through post-secondary institutions.</p> <p>Offer parent learning evenings free of cost.</p> <p style="padding-left: 20px;">a. Develop intentional marketing and communications strategies to ensure target audiences are aware of these opportunities.</p>

CRC Budget

Revenue		Expenses	
Alberta Education Funding Infrastructure	191 987	Infrastructure (includes admin staff)	565 376
Alberta Education Funding Implementation	678 900	Implementation	571 372
Other Grants(\$ and Staff Days X*600 allotted for OLEP support, Orange Shirt Day (OSD))	46 542		
Transfers from Reserve(s)	161 319		
Revenue from Sessions	58 000		
Total Revenue	1 136 748	Total Expenses	1 136 748
Balance			0.00

Regional Areas of Focus

FOCUS AREA 1: Programming and Resource Development for NEW Curriculum both Implementation and Pilots. Specific areas of focus regionally and provincially include: K-3 Mathematics (Includes FI), Grade 4-6 Mathematics Pilots, K-3 Language Arts, K-6 Physical Education and Wellness, K-6 Science Pilots (Includes FI).

FOCUS AREA 2: Programming across Priority Areas that responds to emerging pandemic related jurisdictional and regional needs. Key areas of focus for 2022/23 Include: Leadership, Inclusive Education, Literacy/Numeracy Interventions, First Nations, Metis and Inuit Foundational Knowledge, Mental Health/Wellness, Assessment, and French Immersion (FSL).

FOCUS AREA 3: Low cost, quality flexible learning opportunities that provide a variety of access and delivery models in response to curriculum implementation. This includes an increased level of collaborative planning with ARPDC consortia and increased marketing strategies for all provincial learning opportunities and resources.

How Were These Regional Areas of Focus Identified?

In April through June of 2022, the CARC Executive Director met with district leaders and teams across Zone 4 individually to understand emerging needs and priorities for the year ahead. In addition, Zone 4 Think Tank, division curriculum leaders, met to discuss regional needs. With the April 2022 release of the NEW Curriculum, both provincially and regionally, specific subjects and grades were identified. The information from these meetings and the NEW curriculum implementation helped identify both learning opportunities and CARC consultant work for 2022/23. Provincial needs were identified in collaboration with ARPDC consortia Executive Directors and Subject committees.

Measures and Strategies

FOCUS AREA 1: Programming and Resource Development for NEW Curriculum, both Implementation and Pilots. Specific areas of focus regionally and provincially include: K-3 Mathematics (Includes FI), Grade 4-6 Mathematics Pilots, K-3 Language Arts, K-6 Physical Education and Wellness, K-6 Science Pilots (Includes FI).

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 5, 6	# sessions & # learning hours / participants in those LO's #of views and participants of implementation resources testimony and feedback from participants	<ol style="list-style-type: none"> 1. Work with school jurisdictions to identify and prepare for the professional learning needs of instructional staff in Zone 4. 2. Work with school jurisdictions to identify and prepare central office leads for the professional learning needs of instructional staff in Zone 4. (Train the trainer model) 3. Development of regional and provincial learning opportunities and resources supporting curriculum implementation.
1, 2, 3, 4, 5, 6	# sessions & # learning hours / participants in those LO's testimony and feedback from partners and support staff	<ol style="list-style-type: none"> 1. Offer professional learning opportunities on the NEW Curriculum for regional partners including parents (ASCA), school boards (ASBA), and post-secondary (Red Deer Polytechnic). 2. Offer professional learning opportunities on the NEW Curriculum for support staff.

FOCUS AREA 2: Programming across Priority Areas that responds to emerging jurisdictional and regional needs. Key areas of focus for 2022/23 Include: Leadership, Inclusive Education, Literacy/Numeracy Interventions, First Nations, Metis and Inuit Foundational Knowledge and Inuit Foundational Knowledge, Mental Health/Wellness, Assessment, and French Immersion (FSL).

Consortia Goal #	Impact Measures	Strategies
1, 2, 3, 4, 5, 6	#collaborative meetings with partners testimony and feedback from Advisory Committee members in various Priority Areas and the Committee of Regional Partners	<ol style="list-style-type: none"> 1. Hold regular formal and informal meetings with instructional leaders and partner organisations to understand emerging needs. 2. Review regional jurisdiction 3-year plans regularly to identify regional needs. 3. Facilitate at least 3 meetings with advisory committees and jurisdictions over the year.
2, 3, 6	# district LO's that were subsidised & # learning hours / participants in those LO's	<ol style="list-style-type: none"> 1. Offer cost sharing or free opportunities that support jurisdictions needs and 3-year education plans. 2. All Curriculum Implementation sessions offered at no cost.
2, 4, 5, 6	# learning opportunities planned with stakeholders & # learning hours / participants in those LO's testimony and feedback from participants on their professional learning and how it has impacted their professional practice.	<ol style="list-style-type: none"> 1. Create jurisdictional and open registration learning opportunities with regional and provincial stakeholders across priority areas. Regional priorities include: Leadership, Inclusive Education, Literacy/Numeracy Interventions, First Nations, Metis and Inuit Foundational Knowledge and Inuit Foundational Knowledge, Mental Health/Wellness, Assessment, and French Immersion (FSL).
1, 2, 3	# of learning opportunities embedding NEWLearnAlberta or First Nations, Metis and Inuit resources.	<ol style="list-style-type: none"> 1. Embed NEWLearnAlberta and First Nations, Metis, and Inuit foundational knowledge, land based learning and resources aligned with the NEW Alberta Curriculum within professional learning opportunities and resources developed.
2	95% of overall satisfaction rate from feedback survey results	<ol style="list-style-type: none"> 1. Maintain a survey satisfaction rate of 95% or higher for professional learning opportunities.

FOCUS AREA 3: Low cost, quality flexible learning opportunities that provide a variety of access and delivery models in response to curriculum implementation. This includes an increased level of collaborative planning with ARPCD consortia and increased marketing strategies for all provincial learning opportunities and resources.

Consortia Goal #	Impact Measures	Strategies
1, 4, 6	# learning opportunities planned with stakeholders & # learning hours / participants in those LO's	<ol style="list-style-type: none"> 1. Review the cost for all learning opportunities and offer sessions or series no cost for curriculum implementation. 2. Partner with jurisdictions and offer district/school-based sessions at no cost to participants.
1, 2, 3, 4, 5, 6	website data re: unique and return clicks, downloads and/or views	<ol style="list-style-type: none"> 1. Create or partner with other consortia to create provincial learning opportunities which meet regional or provincial needs at a low cost for participation. 2. Create or co-create provincial professional learning resources. 3. Create Boards on NEWLearnAlberta for resources developed and added to www.arpcd.ab.ca

4, 5, 6

#users receiving regional and provincial newsletters.

1. Provide a bi-monthly regional newsletter for subscribers.
2. Share the ARPDC provincial newsletter with regional subscribers monthly.

CARC Budget

Revenue			Expenses	
Alberta Education Funding Infrastructure	191,987		Infrastructure	191,987
Alberta Education Funding Implementation	379,425		Implementation	534,346
Other Grants(\$ and Staff Days X*600 allotted for OLEP support, Orange Shirt Day (OSD))	17,835			
Transfers from Reserve(s)	12,086			
Revenue from Sessions	125,000			
Total Revenue	726,333		Total Expenses	726,333
Balance	0			0

Consortium provincial francophone Plan annuel (CPFPP)

Survol des grandes lignes de notre plan annuel : nous travaillons en étroite collaboration avec les quatre conseils scolaires francophones afin d'établir notre programmation pour les formations et le développement de ressources. Nous organisons de fréquentes consultations avec notre comité d'orientation et nous sollicitons l'avis de nos participants suite à de la formation à travers un formulaire d'évaluation. De plus, nous avons effectué un sondage de besoins auprès du personnel enseignant, aides-pédagogiques et éducatrices en avril 2022. Nous continuons l'élaboration de notre programmation sous le thème **Faire rayonner nos élèves** en donnant priorité aux domaines suivants :

Domaine prioritaire : **Inclusion**

Objectif	Mesures	Stratégies
Objectif #1 Objectif #2 Objectif #3 Objectif #4 Objectif #5 Objectif #6	# de formations # d'accompagnements # d'heures de formation % de satisfaction # accès aux ressources asynchrones	Nous avons un partenariat avec l'Institut des Troubles d'apprentissage et participons dans le Réseau des écoles inclusives pour l'année scolaire 2022-23. En plus d'offrir un accès pour tout le personnel des conseils scolaires francophones de l'Alberta au 48e Congrès de l'Institut, il y a des formations et un forum de soutien aminé par des professionnels et experts de l'Institut TA accessible tout au long de l'année. Des outils et des ressources clé en main sont aussi disponibles, tout cela pour nous aider à faire chemier notre communauté vers des pratiques plus inclusives. La programmation du CPFPP incluent des formations pour appuyer : le modèle de l'apprentissage collaboratif, la littératie culturelle, et le bien-être. Assurer accès sur le site Faire rayonner nos élèves aux ressources synchrones et asynchrones.

Domaine prioritaire : **Éducation pour la réconciliation**

Objectif	Mesures	Stratégies
Objectif #1 Objectif #2 Objectif #3 Objectif #4 Objectif #5 Objectif #6	# de formations # d'heures de formation % de satisfaction # de participants dans nos cours en ligne # accès aux ressources asynchrones	Nous ajoutons de la programmation qui offrira de nouvelles expériences pour nos éducateurs - des Journées d'apprentissage liée à la terre . Ce seront des expériences guidée au sujet de la culture autochtone et la relation avec la Terre. Le CPFPP continue un rôle de leadership provincial avec son partenaire NRLC (Consortium de la région Nord-ouest de la province) pour la planification des formations et ressources du projet "Au-delà de la Journée du chandail orange". À l'automne nous offrons le cours en ligne <i>Tisser les liens</i> . En janvier 2023, nous planifions offrir un nouveau cours, qui sera une combinaison de <i>Rassembler nos forces</i> et <i>Tisser les liens</i> . Assurer accès sur le site Valoriser l'esprit aux ressources synchrones et asynchrones.

Domaine prioritaire : **Nouveau curriculum**

Objectif	Mesures	Stratégies
Objectif #1 Objectif #2 Objectif #3 Objectif #4 Objectif #5 Objectif #6	# de formations # d'heures de formation % de satisfaction # accès aux ressources asynchrones	Des séries de formations seront présenté pour appuyer la mise en oeuvre et la mise à l'essai des nouveaux curriculums en mathématiques, éducation physique et bien-être, ELAL, français, et science. Des efforts seront fait pour assurer de la collaboration et du partage avec nos partenaires en immersion. Assurer accès sur le site eFormation aux ressources synchrones et asynchrones.

CPFPP Budget

Revenue		Expenses	
Alberta Education Funding Infrastructure	191,987	Infrastructure	336,586
Alberta Education Funding Implementation	240,825	Implementation	329,575
Other Grants(\$ and Staff Days X*600 allotted for OLEP support, Orange Shirt Day (OSD))	183,750		
Transfers from Reserve(s)	49,599		
Revenue from Sessions			
Total Revenue	666,161	Total Expenses	666,161
Balance	0		



Regional Areas of Focus

New Curriculum Implementation	Pedagogy and Assessment	Literacy
Math	First Nations, Metis and Inuit	Instructional Leadership
Inclusive Education/EA support	Mental Health and Wellness	French Immersion/FSL

How Were These Regional Areas of Focus Identified?

- Review of the Alberta Education Business Plan
- Reception of the Alberta Education Approved Priority Areas for 2022-2023
- Review of School System and School 3 Year Plans and Reports
- Through Individual meetings/conversations with System Leaders/Division Contacts and CLC curriculum Leads 3-4 times a year each
- ERLC Regional Stakeholder Advisory Committee advice from 3 meetings a year
- Ongoing individual meetings with system Leads during collaborative planning for system supports
- Alberta Education Ongoing Leadership, Initiatives and feedback
- Feedback and requests from the field

Common Measures of the strategies outlined below in both provincial and regional work include:

Quantitative	Qualitative
# of sessions, # of participants, # of Hours of Learning YouTube Views Podcast Listens Session Recording Access Resource/Website Access Hits	<ul style="list-style-type: none"> • Survey responses from participants • Comments from participants regarding • Feedback from meetings with school and school authority leaders assessing impact they are in a position to determine • chat box feedback in online sessions • Conversation with school and division leads • Conversation/Interviews with participants or study groups

FOCUS AREA 1: New Curriculum Implementation

Consortia Strategies
Goal #

- | | |
|------------------|--|
| 1, 2, 3, 4, 5, 6 | <ul style="list-style-type: none"> • Support ARPDC provincial new curriculum implementation committees: ELAL, Math, P.Ed and Wellness, Science, Fi/FSL, etc.. • Intentionally incorporate FNMI, Assessment, Inclusion and Pedagogy into new curriculum sessions • Expanded staffing to include curriculum expertise in new curriculum implementation subject areas • Hired a Position to develop assessment resources as part of new curriculum implementation • Attend to and incorporate initiatives and directions from the Alberta Education Business Plan regarding curriculum implementation, piloting, readiness and gathering feedback for implementation • Include and promote New.learnalberta in learning opportunities • Through continuous consultation, networking and CLCs, address factors that position the Implementation process for success. Culture, Understanding, Assessment, Resources etc. |
|------------------|--|

- Direct support to School Authorities and Schools requesting District PL Day support through ERLC staff and other experts through collaborative planning
- Support to teachers through ERLC Staff in the region and extended provincially in open registration sessions on our website
- Increasing accessibility through asynchronous opportunities
- Ensure ERLC has staff and external experts with the required system level expertise and capacity to provide appropriate support in all subject areas for curriculum implementation

FOCUS AREA 2: Pedagogy and Assessment

Consortia **Strategies**
Goal #

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- | | |
|---------------------|---|
| 1, 2, 3, 4, 5
,6 | <ul style="list-style-type: none"> • Provide learning opportunities that support teacher instructional practices, resource awareness and acquisition and skill development in all priority areas and requested curriculum areas. • Ensure ERLC has staff and external experts with the required system level expertise and capacity to provide appropriate support in all priority areas. • Embed assessment practices in curriculum and grade level specific exemplars in learning opportunities • Maintain and enhance pedagogical capacity in known, requested and emerging areas • Ensure session are designed for sound professional practice - Surface, deep and transfer learning • Planned enhancement Assessment presence in professional learning opportunities in knowledge, skills and curricular outcome specific. |
|---------------------|---|
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FOCUS AREA 3: Literacy

Consortia **Strategies**
Goal #

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- | | |
|---------------------|--|
| 1, 2, 3, 4, 5
,6 | <ul style="list-style-type: none"> • Support School Systems with Initial Assessment, data analysis and strategies for K-3 intervention and ongoing programing. • Specific sessions incorporating the science of reading in a balanced approach • Regular CLC meetings • Direct support to School Authorities and Schools requesting District PL Day support through ERLC staff and other experts through collaborative planning for all K-12 Literacy and extended provincially in open registration sessions on our website • Engaged in ARPDC provincial Literacy Committee collaboration |
|---------------------|--|
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FOCUS AREA 4: Math

Consortia **Strategies**
Goal #

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- | | |
|---------------------|---|
| 1, 2, 3, 4, 5
,6 | <ul style="list-style-type: none"> • Direct support to School Authorities and Schools requesting District PL Day support through ERLC staff and other experts through collaborative planning for all K-12 Math and extended provincially in open registration sessions on our website • Support School Systems with Initial Assessment, data analysis and strategies for K-3 intervention and ongoing programing. • Regular CLC meetings • Build elementary teacher confidence in numeracy and math understanding |
|---------------------|---|
-

- Continue with U of A partnership in the MILE project with website and training and ongoing research.
- Engaged in ARPDC provincial Math Committee collaboration

FOCUS AREA 5: First Nations, Metis and Inuit

Consortia Strategies

Goal #

1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> • Hired Indigenous Education Professional Learning Lead • Increase depth and breadth of Professional Learning Opportunities • Orange Shirt Day programming • Intentional focus in new curriculum offerings • Maintain and enhance support to Indigenous Education authorities • Enhance partnership with Rupertsland Institute for Metis perspective in ERLC offerings. • Partner with Grande Yellowhead School Division with the spring Palisades First Nations, Metis and Inuit Camp • Target efforts on teacher identified need for clarity and comfort in TQS 5 role and responsibilities • Land Based Learning, Foundational Knowledge, Indigenous ways of knowing, Treaties. • Direct support to School Authorities and Schools requesting District PL Day support through ERLC staff and other experts through collaborative planning for all K-12 Math and extended provincially in open registration sessions on our website
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FOCUS AREA 6: Instructional Leadership

Consortia Strategies

Goal #

1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> • Maintain and enhance current supports to school divisions we are working with in leadership development, coaching and content expertise including EPS Catchment Areas • Provide Professional Learning at CLC meetings for curriculum area leaders in leading professional learning and leading implementation of initiatives including curriculum. • Initiated partnership with the U of A - AISCA cohort and series of open leadership sessions
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FOCUS AREA 7: Mental Health and Wellness

Consortia Strategies

a Goal #

1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> • Maintain and enhance programming in Mental Health, Wellness, SEL and Trauma Informed practices. • Maintain and Enhance Collaborative Relationships and Trusted Capacity to deliver desired level of expertise and support • Initiating a number of series of SEL for K-6, 7-12 and Parents • Initiating Series for Leading Wellness in Organizations • Have a series of Wellness Speaker Sessions throughout the year.
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FOCUS AREA 8: Inclusive Education

Consortia **Strategies**
Goal #

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| 1, 2, 3, 4, 5
,6 | <ul style="list-style-type: none">● Increased support for school and school system Educational Assistants● Direct support to School Authorities and Schools requesting District PL Day support through ERLC staff and other experts through collaborative planning for all K-12 Inclusive Education areas and extended provincially in open registration sessions on our website● Expertise on ERLC Staff and relationship/Access to external national and international expertise |
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FOCUS AREA 9: French Immersion and FSL

Consortia **Strategies**
Goal #

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| 1, 2, 3, 4, 5
,6 | <ul style="list-style-type: none">● Host French Immersion CLC and attend MERFIP● Provide a variety and number of sessions throughout the year● Targeted discussion with regional School Authorities in designing customized supports● Meet division requests such a DELF Training● Partner with MERFIP, CPF, OSBA, ARPDC and other partners in collaborative Professional Learning● Support the maintenance and enhancement of the ARPDC French Immersion Website● Create and provide literacy series for K-3 in French Immersion and Dual track schools● Ensuring French Immersion sessions on New Curriculum● Additional French Immersion Consultants engaged under contract |
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FOCUS AREA: Other

Consortia **Strategies**
Goal #

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- | | |
|---------------------|---|
| 1, 2, 3, 4, 5
,6 | <ul style="list-style-type: none">● Continuing with Technology Integration Program Strand, U of A partnership, etc..● Initiating Equity, Diversity and Anti-Racism Program Strand - Contracted Consultant● Continuing and enhancing ELL/EAL program strand● Provision of PL opportunities to U of A, Concordia and Kings University Education Students Associations● Provision of PL opportunities and Conference support to AISCA● Provision of PL opportunities (strand for parents) and support for ASCA conference |
|---------------------|---|
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ERLC Budget

Revenue			Expenses	
Alberta Education Funding Infrastructure	191,987		Infrastructure	191,987
Alberta Education Funding Implementation	725,925		Implementation	1,073,729
Other Grants OLEP - 43,669 OSBA FI Retention - 7,500 Orange Shirt Day - 4,600	55,804			
Transfers from Reserve(s)	142,000			
Revenue from Sessions	150,000			
Total Revenue	1,265,716		Total Expenses	1,265,716
Balance				0

Regional Areas of Focus

Curriculum Implementation (K-3 Mathematics, ELAL; K-6 PEW)	Literacy	First Nations, Métis and Inuit Foundational Knowledge/ Education for Reconciliation/ Land Based Learning
Numeracy and Mathematics	Assessment	Mental Health and Wellness
School Leadership		

How were these Regional Areas of Focus Identified?

Based on ongoing conversations with system leaders from each of the school and education authorities we are privileged to serve, and an analysis of the posted Jurisdiction Three Year Education Plans, the above areas have been identified as Regional Professional Learning Priorities for the 2022-2023 Academic Year:

Measures and Strategies

These common impact measures, found in the majority of strategies outlined below in both provincial and regional work, include both quantitative and qualitative data. Please note, not all methods of feedback will be used in all learning opportunities. The underlying question as we gather this data is of course, how is the professional learning support we provide impacting teacher practice in the classroom?

Quantitative	Qualitative
# of sessions # of participants # of Hours of Learning YouTube Views Session Recording Access Resource/Website Access Hits	<ul style="list-style-type: none"> • Survey responses from participants • Comments from participants • Follow up feedback and conversation from Regional Stakeholder meetings and Advisory Groups • Chat box feedback in online sessions • Conversation with school and division leads • Conversation/Interviews with participants or study groups

FOCUS AREA 1: Curriculum Implementation

Consortia Goal #	Strategies
1, 2, 3, 4, 6	<ol style="list-style-type: none"> 1. Sessions for all stakeholders (parents, school boards, teachers, school leaders, system leaders) to develop understanding of new curriculum design, architecture, as well as outcomes and KUSPs in Mathematics, ELAL, and PEW. 2. Development of Regional Advisory Groups in the areas of ELAL, Math, PEW, FNMI, and French Immersion to promote cross-system collaboration and networking. 3. Sharing lesson resources and ideas via Boards (on New.LearnAlberta) 4. Be responsive to expressed/identified needs of the region (such as Multi-Grade classrooms, French Immersion, building teacher subject area foundational knowledge, etc) 5. Supporting teachers and administrators on PD Days, ATA Days and following up support 'post learning'. Follow up with individual teachers or Division levels to impact the whole school. 6. Collaborating with ARPDC staff to build learning opportunities (sessions or series) that maximize area expertise

7. Continued resource development to support asynchronous learning to be shared on [LNES Resources - Curriculum Implementation](#) and ARPDC Resources sites.

FOCUS AREA 2: Literacy

Consortia Goal #	Strategies
1, 2, 3, 4, 6	<ol style="list-style-type: none"> 1. At-the-Elbow-Work will continue to be responsive to the specific needs of the educators we support. These needs include flexibility of time (during preps) and pacing to create confidence in the teacher as they expand their understanding. 2. Supporting curriculum implementation planning with quality literacy instruction conversations and resources 3. Teacher resources collaboratively developed by ARPDC Designers of Professional Learning to be highlighted in regional conversations/support 4. Ongoing series to support morphology instruction in the classroom 5. Offering online learning opportunities with experts in English Language Arts instruction, including Rebekah O'Dell (mentor texts in the writing classroom), Fiona Hamilton (word inquiry and learning in early years), Empowering Writers, and Mary Beth Steven (morphology in Div II). 6. Active involvement (and leadership) by LNES Designers of Professional Learning with the ARPDC Literacy Focus Team to build collective efficacy and individual skills. 7. Support continued resource development to enhance asynchronous learning 8. All professional learning support for literacy will prioritize high-impact instructional strategies, be connected to content for practical application in the classroom, and represent regional perspectives/realities that may be unique to the needs of the educator(s) we serve (and thereby placing 'humanity' front and center in the learning).

FOCUS AREA 3: First Nations, Métis and Inuit Foundational Knowledge/ Education for Reconciliation/ Land Based Learning

Consortia Goal #	Strategies
1, 2, 4, 5, 6	<p>Building off of the September 30, 2021 National Day of Truth and Reconciliation - Orange Shirt Day AND Beyond:</p> <ol style="list-style-type: none"> 1. Be responsive to expressed/identified needs of the region 2. Create opportunities for community members to come together to increase their foundational knowledge related to the historic and current contexts of Indigenous Peoples. 3. Actively participating in the Heart of Treaty Six Committee serving the entire LNES Region, including the planning of the Spring Inter-School Powwow to be held in Lloydminster. 4. Providing session support at jurisdictional, school-based and community based professional learning events, focusing on land based learning. 5. Continued resource development to support asynchronous learning.

FOCUS AREA 4: Numeracy and Mathematics

Consortia Goal #	Strategies
1, 2, 3, 4, 6	<ol style="list-style-type: none"> 1. Sessions offered to all staff in a school to build numeracy understanding and skills. 2. Be responsive to expressed/identified needs of the region 3. Collaborating with ARPDC staff to build and enhance big ideas in numeracy and mathematics. 4. Accessing the Learn and Go Library to support continued professional learning at the stakeholders' convenience and pace. 5. Continued resource development to support asynchronous learning.

6. Supporting teachers during their preps to answer essential questions to help teachers move forward. Topics included are assessment, foundational outcomes, routines and building relationships.
7. Supporting principals with follow up of support with students and staff
8. Supporting teachers on PD Days, ATA Days and following up support 'post learning'. Follow up with individual teachers or Division levels to impact the whole school.
9. Offering online learning opportunities with expert facilitators with whom our region is familiar (such as Marian Small, Christine Michalysen, and John Sangiovanni) to further enhance relationships within and through our organization. This learning is further supported by at-the-elbow work with teachers and our Designer of Professional Learning.

FOCUS AREA 5: Assessment

Consortia Goal #	Strategies
1, 2, 3, 4, 6	<ol style="list-style-type: none"> 1. Understanding that assessment cannot be addressed outside of subject matter/content areas, conversations will connect all content back to assessment -- it is integral to every aspect of teaching and will be woven into ongoing conversations with educators. 2. Be responsive to expressed/identified needs of the region. 3. Continued access for all educators in our region to the '12 Quick Fixes' asynchronous learning opportunity until June 30, 2023. 4. Sessions with leading experts in the area of assessment will be extended through facilitated conversations with our Designers of Professional Learning in an effort to support immediate understanding of contextual applicability.

FOCUS AREA 6: Mental Health and Wellness

Consortia Goal #	Strategies
1, 2, 3, 4, 6	<ol style="list-style-type: none"> 1. Continuing to provide responsive, targeted, personalized professional learning support. 2. Be responsive to expressed/identified needs of the region 3. Engaging in regular conversation with system leaders, instructional leaders, teachers and support staff to ensure that we are receiving input from stakeholders as we design professional learning opportunities and provide elbow-to-elbow support. 4. Professional Learning supporting social-emotional learning (SEL), personal wellness strategies, and Mental Health First Aid offered throughout the year. 5. Providing session support at jurisdictional, school-based and community based professional learning events, focusing on all areas of mental health and wellness. 6. Continued resource development to support asynchronous learning.

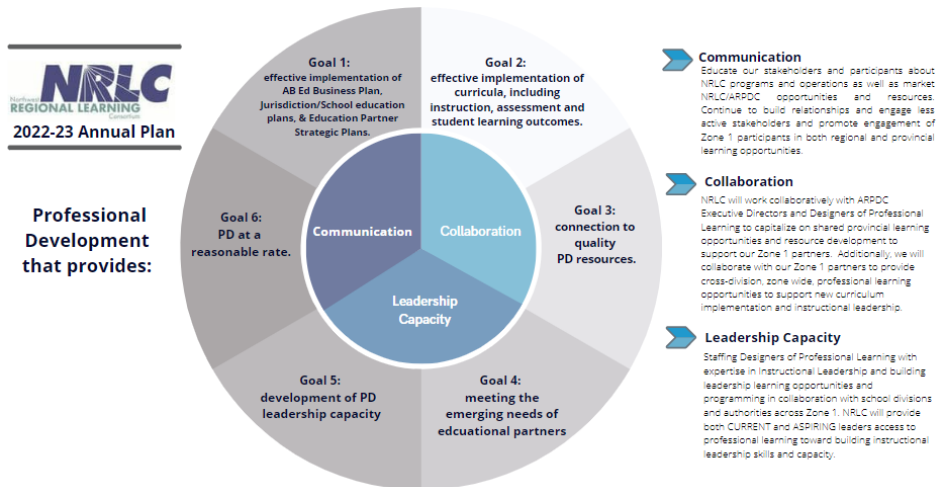
FOCUS AREA 7: School Leadership

Consortia Goal #	Strategies
1, 2, 3, 4, 5, 6	<ol style="list-style-type: none"> 1. Be responsive to expressed/identified needs of the region 2. Offering support as 'Thought Partners' to dialogue and plan through vision → process → implementation → evaluation.

3. Learning sessions designed specifically for school leaders to develop an understanding of curriculum implementation, expectations of subject areas, and how to support implementation through goals and initiatives already in place in their systems/schools.
4. Leveraging Learn and Go library content as an entry point or a follow-up to conversations supporting education partners' learning.
5. Engage with System and School-based leaders as they are available to meet to stay connected to the 'ever-changing' realities facing our education partners and stakeholders.
6. Support Zone 2 and Zone 3 ASBA members, both incumbent and newly-elected as they enter into a new term.
7. Encourage school authorities to ask school leaders and/or lead teachers to participate in LNES Advisory Groups for ELAL, Math, PEW, FNMI, and French Immersion.

LNES Budget

Revenue		Expenses	
Alberta Education Funding Infrastructure	191,987	Infrastructure	299,720
Alberta Education Funding Implementation	302,700	Implementation	346,942
Other Grants	29,692		
Transfers from Reserve(s)	61,983		
Revenue from Sessions	60,300		
Total Revenue	646,662	Total Expenses	646,662
Balance			0



How Were These Regional Areas of Focus Identified?

Each year needs assessment meetings are held with school division/authority leadership and stakeholder partners to draw focus to emerging needs and review the 3-Year Education Plan. Additionally, a three-year trend of NRLC’s qualitative and impact data, as well as stakeholder survey data, is analyzed and reviewed by the Executive Director. These data summaries are shared with the NRLC Regional Stakeholder Advisory Committee for feedback and recommendations. Through this process, regional focus areas are set, and a responsive annual plan is created.

FOCUS AREA 1: COMMUNICATION

Goal	Impact Measures	Strategies
1, 3	<ul style="list-style-type: none"> NRLC sessions, Learning Opportunities (LO), and participation data (region and provincial) Record of ED meetings/stakeholder engagements Number of newly engaged partners Number of NRLC Advisory Committee meetings and participants NRLC Website, Newsletter, Social Media data and comparisons LO Reflection Survey 6. How did you find out about this program? Annual Stakeholder’s Survey: 1.the Consortium was effective in helping address PD needs in our education plan. 5. The Consortium’s coordinating, brokering and/or referral services were effective. 8. Overall, I was satisfied with the services provided by the Consortium 	<p>Operational Norms:</p> <ul style="list-style-type: none"> Building and sustaining relationships with Zone stakeholders, including holding bi-annual individual conversations with Zone 1 school division/authority administrative teams, attending CASS Zone 1 meetings and provincial CASS Conferences. Continue to build relationships and engage less active stakeholders including some First Nations School Authorities, independent schools in Zone 1 and assess their professional development needs. Connecting, communicating, and responding to the needs of all regional stakeholders including: the French Language Resource Centre (FLRC), Grande Prairie Regional College Education Department, Zone 1 ATA Locals, Mighty Peace Teachers Convention Association Capitalizing on the capacity of NRLC Regional Stakeholders’ Advisory, NRLC Literacy Advisory, NRLC Math Advisory, NRLC Inclusive Education Advisory and NRLC First Nation, Metis, and Inuit Advisory Committees. <p>Focused Strategies</p> <ul style="list-style-type: none"> Educate our stakeholders and participants about NRLC programs, opportunities and operations as well as promote and

market both regional, NRLC and provincial, ARPDC opportunities and resources

o le: Design/development of an NRLC Communications & Marketing Plan, improvements to the NRLC website, staffing an NRLC program/communications assistant and support for ARPDC provincial communication of progress and opportunities strategy.

Design/development of an NRLC Communications & Marketing Plan, improvements to the NRLC website, staffing a program/communications assistant.

FOCUS AREA 2: COLLABORATION

1, 2, 3, 4, 5, 6

- NRLC Registration Data, # of regional partnership programming, subsidy funding and # of Learning Hours provided through partnerships.
- # of ARPDC Collaborative meetings & projects
- # of ARPDC/NRLC Resources and 'hits' to created resources
- # of provincially open sessions/learning hours hosted by NRLC
- Annual Stakeholder's Survey Ques. 1. The Consortium was effective in helping address PD needs in our education plans. 2. The Consortium was effective in helping us meet emerging PD needs, outside of those identified in our education plans. 3. PD supported effective implementation of prov. curricula 4. The Consortium provided good value for the grant dollars they were provided to support implementation of provincial curricula. 7. Consortium services are provided at a reasonable cost.

Operational Norms:

Identify common regional and/or provincial learning needs that could be met by collaborating with ARPDC and stakeholder partners.

Budgeting of implementation funds to maximize 'off set' of participation costs for learning opportunities in each Priority area.

Focused Strategies

NRLC will work collaboratively with ARPDC Executive Directors and Designers of Professional Learning to capitalize on shared provincial learning opportunities and resource development, as well as promote and share them with our Zone 1 partners in support of effective implementation of curricula, including instruction, assessment and student learning outcomes.

o le: Support for provincial ARPDC Priority Area Committees and populating the NEW ARPDC new curriculum website,

Collaborate with our Zone 1 partners to provide cross-division, zone wide, professional learning opportunities to support identified regional areas of need including, new curriculum implementation, inclusive education and instructional leadership for a minimal registration fee, that reflects cost recovery of catering and participant supplies.

FOCUS AREA 3: Leadership Capacity

5,4,1, 6

- Regional and Provincial Registration data, inclusive of #sessions data, # of Learning Hours and # & % of Participants
- Priority Area, and focus area registration data # of sessions, learning hours and % of participants for each:
 - Instructional Leadership (IL)
 - New Curriculum, *as they apply to IL*
 - Literacy & Numeracy *as they apply to IL*
- Annual Stakeholder's Survey Questions # 6. The Consortium contributed to the development of PD leadership capacity.
- Professional Learning Opportunity Reflection Survey Questions 1. This professional learning opportunity: a. contributed to my awareness

Operational Norms:

Plan, develop, deliver, and broker a wide range of professional learning opportunities to support implementation priorities based on regional needs, using emerging technologies for adults to learn synchronously and asynchronously

Establish communities of practice

Collaborate with CASS Zone 1 to develop learning opportunities that meet the leadership needs for CASS members, leaders, and teacher leaders in their respective school divisions/authorities.

Focused Strategies:

- Staffing Designers of Professional Learning with experience and expertise in Instructional Leadership

and/or a deeper understanding of the topic.
 b. provided opportunities to be engaged in the learning opportunity. c. provided information and/or specific strategies for integration of this learning into my current practice. 2. Indicate one or two ideas from this session that affirm your current practice. 3. Indicate one or two strategies from this session to implement in your future practice.

- Building instructional leadership learning opportunities and programming in collaboration with school divisions and authorities across Zone 1.
- Offer instructional leadership sessions for a minimal registration fee, that reflects cost recovery of catering and participant supplies.
- Provide both CURRENT and ASPIRING leaders access to professional learning toward building instructional leadership skills and capacity.
- Endeavor to directly connect learning opportunities to TQS and LQS standards

NRLC Budget

Revenue		Expenses	
Alberta Education Funding Infrastructure	191,987	Infrastructure	268,870
Alberta Education Funding Implementation	329,925	Implementation	401,400
Other Grants(\$ and Staff Days X*600 allotted for OLEP support, Orange Shirt Day (OSD))	22,773		
Transfers from Reserve(s)	110,085		
Revenue from Sessions	15,500		
Total Revenue	670,270	Total Expenses	670,270
Balance			0.00

Regional Areas of Focus

New Curriculum Implementation	All Aspects of Literacy	Numeracy & Mathematics
Inclusive Education – Education Assistants	Pedagogy and Assessment Strategies	First Nations, Métis, and Inuit – Indigenous Studies
Instructional Leadership	Mental Health and Wellness	Colony Teachers Multi-Grade Support

How Were These Regional Areas of Focus Identified?

Direct conversation with system leaders from every division, individually and collectively via Pre-CASSIX curriculum and inclusive education committees across the region, May CASSIX, Waterton Summer Conference, September CASSIX Meetings. Regular meetings year-long with regional advisory committees aligned with the priorities inform ongoing work and emergent as do on-going direct engagement with division and school professional development committees, and conversations with division and school-based administrators.

Common Measures of the strategies outlined below in both provincial and regional work include:

Quantitative	Qualitative
# of sessions, # of participants, # of Hours of Learning YouTube Views Podcast Listens Session Recording Access Resource/Website Access Hits	<ul style="list-style-type: none"> ● Survey responses from participants ● Comments from participants regarding ● Feedback from meetings with school and school authority leaders assessing impact they are in a position to determine ● chat box feedback in online sessions ● Conversation with school and division leads ● Conversation/Interviews with participants or study groups

FOCUS AREA 1: Curriculum Implementation

Goal #	Strategies
1 ,3 ,4 ,6	1. Sessions in division and school based pd days as well as open sessions offered provincially 2. Resource development and sharing regionally and provincially, regional and ARPDC website, YouTube, Podcast work 3. Curriculum Implementation support as a standing item of subject specific regional advisories. 4. Presentation to newly elected Board members at the ASBA regional meeting (Nov 16, 2022)

FOCUS AREA 2: "All Aspects of ...Literacy"

Goal #	Strategies
1, 2, 3, 4, 5, 6	<ul style="list-style-type: none">• Support for regional partners on the "next" steps following the literacy screening tool, levels of intervention and the development of supports.• Literacy across the curriculum – Disciplinary Literacy work• Literacy Institute in May• ELAL and French Language Advisory meetings

FOCUS AREA 3: Numeracy and Mathematics

Goal #	Strategies
1, 2, 3, 4, 5, 6	<ul style="list-style-type: none">• Mathematic diagnostic assessments; next steps after screening, analysis and instructional practice supports.• K-12 Numeracy across the curriculum work.• Next steps with Thinking classrooms in Mathematics and Mathematical Mindsets initiated in 2021-22• Collaborating on the development regionally of Openers, rich tasks and games in Mathematics.• Develop asynchronous materials for teachers to access as individuals or small teams

FOCUS AREA 4: Inclusive Education

Goal #	Strategies
1, 2, 3, 4, 5, 6	<ul style="list-style-type: none">• Supporting sessions at division and school-based learning days particularly focused on support staff, educational assistant capacity building.• Development of asynchronous materials to support teachers, education assistants, outside agency representatives (AHS, behaviour specialists).• Sessions and supports for parents to build stronger levels of home support for the work and interventions at the school level.

FOCUS AREA 5: First Nations, Métis, and Inuit Indigenous Studies

Goal #	Strategies
1, 2, 3, 4, 5, 6	<ul style="list-style-type: none">• Supporting sessions at division and school based professional learning days.• Support regional First Nations, Métis and Inuit Elders and leaders in presenting and sharing their knowledge• Further enhance the Asynchronous Supports and Resources Bank developed in 2021-2022• Identify and address issues of access (distance, technology, time, understanding, substitute availability etc.) to learning, possibly contributing to low participation rates from Kainai and Peigan School Authorities.

FOCUS AREA 6: Pedagogy including Assessment

Goal #	Strategies
1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> • Cross Curricular work across the region in support of pedagogical practice • Thinking Classrooms across the curriculum a focus in the region, supported by the SAPDC team building on the work of Dr. Ron Ritchhart and Dr. Peter Lijedahl • Subject Specific focus on assessment both formative and summative k-12 • Standards based reporting in conjunction with new curriculum implementation discussed above.

FOCUS AREA 7: Instructional Leadership

Goal #	Strategies
1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> • Year 2 of the Instructional Leadership Regional Advisory - Develop resources and sessions • Provide professional learning opportunities for leads as part of each meeting • Facilitate coaching opportunities that build capacity within divisions and across the region. • Integrate this priority in the curriculum and pedagogy priority providing regional opportunities to lead.

FOCUS AREA 8: Mental Health and Wellness

Goal #	Strategies
1, 3, 4, 6	<p>Staff – The primary ask of divisions, finding and supporting sessions focused on wellness for staff, exploring skills and strategies educators can use to support their own wellness, time and workload management, meet the demands on their time and improve their sense of satisfaction, control, and efficacy. A focus on Social Emotional Learning has been requested across the region. Social Justice issues are also adding to this area of focus. Additional direct support for staff leaders engaged in student leadership and wellness development. Create and support a regional Teachers of Student Leadership council in support of this work.</p> <p>Students – Regional Student leadership, wellness and mentoring series culminating in a regional/provincial live and online conference in May. Regional Student and Regional Teacher lead</p> <p>Parents – Parent Council supports – parent evening sessions, supporting their work with their children and providing information for their own well-being.</p>

FOCUS AREA 9: Colony and Multi-Grade Classroom Support

Goal #	Strategies
1, 3, 4, 6	<ul style="list-style-type: none"> • Regional and Provincial work in support of Colony instruction and implementation of the curriculum. • System and Session support of the Provincial Colony Educators Conference • Provincial Learning Opportunities specifically for Colony teachers and multi-grade classrooms.

SAPDC Budget

Revenue			Expenses	
Alberta Education Funding Infrastructure	191,987		Infrastructure	253,516
Alberta Education Funding Implementation	342,300		Implementation	445,436
Other Grants (\$ and Staff Days X*600 allotted for OLEP support, Orange Shirt Day (OSD))	33,549			
Transfers from Reserve(s)	81,117			
Revenue from Sessions	50,000.00			
Total Revenue	698,953		Total Expenses	698,953
Balance				0.00