



Alberta **Regional** Professional  
Development Consortia

*Adult learning for students' sake*

# ANNUAL PLAN

Submitted by ARPDC Directors

**2023-24**

## **ARPDC Annual Plan**

Executive Director - Todd Robinson

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# ARPDC Annual Plan 2023-2024

## PREFACE

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The Alberta Education Vision, and identified priorities provide a road map for work of the Alberta Regional Professional Development Consortia (ARPDC). Together the consortia, through the seven regional offices and consultants, work in a collaborative, coordinated manner to design and deliver professional learning and resources in support of the K-12 education community. 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. All aspects of the work of the Consortia are designed to foster dynamic professional learning aligned with the TQS and LQS and provide resources and support; positively impacting teaching and learning at school and at home across Alberta.

### **Vision**

Adult Learning for Students' Sake

### **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.

## PRIORITY AREAS

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Provincial priorities are established annually through a series of conversations with Alberta Education, the CASS Board of Directors, the Provincial Advisory Committee, and Regional consultations, and a review of related documentation including Alberta Education and School Division 3-year Plans.

The priority areas for 2023-2024 are:

<b>New Curriculum</b>	<b>Quality Teaching</b>	<b>Quality Leadership</b>
<p>Provide educators with professional learning opportunities and support needed to grow a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. Learning opportunities and support will be explicitly linked to subjects in the pilot and implementation stages of the new curriculum.</p>	<p>Enhance educators' ongoing analysis of the context, and decisions about which pedagogical knowledge and abilities to apply to support the optimum learning for all students, through the provision of professional learning opportunities.</p> <p>Support all related competencies and indicators of the TQS and LQS.</p>	<p>Build leadership capacity through the provision of professional learning opportunities that support educational leaders to create the conditions within which quality teaching and optimum learning can occur and be sustained, in their schools, divisions, and across the province.</p> <p>LQS and SLQS competencies, where appropriate, further inform this work.</p>

Areas previously identified as priorities (Literacy, Numeracy, First Nations, Metis and Inuit, Mental Health and Wellness for example) are embodied in the focus of specific learning opportunities and enfolded in each of the three identified priorities for 2023-2024.

## **STAKEHOLDER ENGAGEMENT and ARPDC GOALS**

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As previously outlined, ARPDC Directors work with governance and provincial and regional advisory partners to determine the priorities for each year. Within each priority, there may be several areas of focus identified for the specific work of professional learning and resource development. ARPDC is driven by a six goal structure that helps define the nature of the work and reporting structure, and provides assurance to all stakeholders.

For 2023-2024, the goals remain the same as outlined below; however, a revised assurance framework will guide the reporting process at year end. Through this assurance framework, ARPDC seeks to inspire confidence in the teachers and school divisions where they work, ensuring educators are supported in their professional learning and provided with learning opportunities and resources to better meet the needs of all stakeholders (students, parents, and the community). A cycle of continuous improvement is informed and operationalized based on the data and stakeholder feedback, providing evidence of impact and areas for growth.

The six goals of ARPDC are imbued throughout the learning opportunities, and resource planning and development in all priorities. The 6 goals of ARPDC are:

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

- Alberta Education Business Plan;
- Jurisdiction and school education (3-Year) plans; and
- Education Partner Strategic Plans.

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

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

**Goal 4:** Deliver professional development (Learning and Resources) based on educational partners' identified and emerging needs.

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

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

## **PROVINCIAL STRATEGIES and IMPACT MEASURES**

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In 2023-2024, ARPDC will continue to focus on provincial priorities and actualize those priorities in an open, equitable, and provincially accessible manner. The following strategies are key to ensuring all educational stakeholders within the province of Alberta, regardless of role, can access the resources and support offered by ARPDC.

### **Key Strategy One - Collaboration on Curriculum Implementation and Advancement**

- Strengthen Curriculum Committees (ELAL, Mathematics, Science, Physical Education and Wellness, FILAL, FLPL) charged with supporting piloting and implementation in 2022-2023, to support the next phase of implementation and enhance, revise, and revisit learning opportunities and resources to build capacity
- Develop partnerships to supplement the capacity of ARPDC through
  - School Authority Secondments/Partnerships
  - Subject Specific Organizations

**Key Strategy Two - Sharing of Resources**

- Communicate the principles of Open Source sharing embodied in the ARPDC New Curriculum Resources site
- Support school divisions to share resources through the ARPDC New Curriculum Resources site
- Strengthen awareness and development of ‘On Demand’ Learning Opportunities
- Populate the New.Learn Alberta Curriculum Boards with ARPDC-created resources

**Key Strategy Three - Communication of Progress and Opportunities**

- Establish a Stakeholder Assurance Framework
- Strengthen the ARPDC presence on Social Media Platforms
- Strengthen awareness of the ARPDC through enhancement of the New Curriculum Resources site
- Strengthen awareness of the opportunities for professional learning through the ARPDC Newsletter

**Assurance and Impact Measures:**

Common Measures (Table 1) utilized to gather data, report, determine impact, and provide direction for future action are listed below. **Not all methods of feedback may be used in all learning opportunities or in the evaluation and reporting of all resources.**

Table 1

Quantitative	Qualitative
<p><b>Learning Opportunities:</b>                      # of sessions,                      # of participants by session type (School Authority Sessions, In-Person, Live Online, On Demand)                      # of participants by priority/topic/focus                      # of Participating Division/School Authorities                      # of Hours of Learning                      # of Sessions aligned with TQS/LQS Standards</p> <p><b>Resources (In Support of Curriculum and Focus Work Created and Accessed)</b>                      YouTube Views                      Podcast Listens                      Newsletter Open Rates                      Facebook, Twitter, Instagram group/interaction                      Session Recording Access                      Resource/Website Access Hits                      New.Learn Alberta Boards: # created/published</p>	<ul style="list-style-type: none"> <li>● Comments drawn from a developed assurance framework survey.</li> <li>● Comments from learning opportunity participant surveys</li> <li>● Engage school and school authority leaders in reflective dialogue reviewing the ARPDC supported work in their schools.</li> <li>● Chat box feedback in online sessions</li> <li>● Focus groups with session or series of sessions participants</li> <li>● Feedback on Resource/Website Materials</li> <li>● Feedback from Provincial and Regional Advisory Committees (PAC and RAC).</li> <li>● Feedback from regional focus groups.</li> </ul>

## STRATEGIES BY ARPDC GOAL

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

- *Alberta Education Business Plan;*
- *Jurisdiction and school education plans; and*
- *Education Partner Strategic Plans*

### Strategies

- Participate as members of the Provincial Advisory Committee(PAC), identifying provincial needs and opportunities in support of professional learning.
- Engage in dialogue with regional school jurisdictions to discuss school education plans; as appropriate, provincial opportunities will be identified and addressed.
- Review the Alberta Education Business Plan to identify and deliver professional learning opportunities in support of the plan.
- Work with education partners (ASCA, AISCA, ASBA, ASBOA, CASS, TAAPCS, and Universities) to identify and support professional learning opportunities to fulfill partner needs.

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

### Strategies

- Engage in research to identify current trends in professional learning and curriculum implementation, including in-person, online, and on-demand delivery modes.
- Ensure presenters have a robust understanding of current best practices in relation to pedagogy, assessment and priority area content.
- Facilitate provincial collaboration on creating content and resources to support provincial priorities and regional focus areas.

**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.
- Deliver economies of scale opportunities for resources and speakers to ensure effectiveness and efficiency.
- Enhance communication across regional and provincial newsletters, social media and traditional channels.

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

### Strategies

- Engage with stakeholder partners and regional school authorities to identify common areas of professional learning needs that are aligned with provincial priorities.
- Respond to requests for professional learning support from schools, school authorities and education partners to meet unique and specific areas drawing upon the collective ARPDC team of resources.

- Leverage collaboration opportunities for Consultants to understand and respond to the emerging provincial professional learning needs of educational partners.
- Share stories of practice to demonstrate effective ways of responding to emerging provincial professional learning needs.
- Share resources (website, curated resource banks, Boards on NLA) developed in response to identified and emerging professional learning needs.

**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 LQS and TQS to foster professional learning and development at their level within their organization.
- Provide opportunity for teachers, learning leads, and administrators to collaborate with ARPDC in developing and leading professional learning.
- Encourage the role and expectation of leadership at the school and teacher level in session planning and development.

**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.

**Each Regional Office Plan provided below assumes full participation in the provincial goals, priorities, and strategies outlined above, as well as the regional areas of focus as identified.**

**ARPDC BUDGET TOTALS**

Revenue		Expenses	
Alberta Education Funding Infrastructure	\$1,494,222	Infrastructure	\$2,084,716
Alberta Education Funding Implementation	\$2,905,476	Implementation	\$3,868,455
Grants	\$589,290		
Other Revenue	\$564,630		
Transfers from Reserve(s)	\$399,553		
<b>Total Revenue</b>	<b>\$5,93,171</b>	<b>Total Expenses</b>	<b>\$5,953,171</b>
<b>Balance</b>			<b>0</b>



### Regional Areas of Focus

**Cultivate Meaningful Connections**

Build strong relationships within the Zone 5 region to foster understanding, support collaboration, and activate response to emerging professional learning needs

**Build Capacity and Lead Learning**

Deliver and/or lead quality professional learning that connects educators and enhances professional practice in accessible, responsive, and innovative ways

### Stakeholder Engagement Informing Areas of Focus

Calgary Regional Consortium engages in a multi-faceted approach to gathering input. Activities include:

1. Conversations with jurisdictional leaders in our priority area ‘Think Tanks’ and advisories, 1:1 conversations with school division leads, a School Division Needs Survey, and ongoing feedback from educators.
2. A review of impact measures and data arising from the areas of focus for 2022-23 to the end of April 2023, set the stage for informed dialogue of potential strategies & actions for incorporation into the 2023-24 Annual Plan at the May 2023 Leadership Advisory, Committee of Regional Partners, and CASS Zone 5 Meetings.
3. In October 2023, the 2023-24 Annual Plan areas of focus, strategies, and actions will be shared at the Zone 5 Leadership Advisory, Committee of Regional Partners, and CASS Zone 5 Meetings. Further feedback will be incorporated in strategies pursued.

### Assurance and Impact Measures

Common Measures (Table 1) utilized to gather data, report, determine impact, and provide direction for future action are listed below. **Not all methods of feedback may be used in all learning opportunities or in the evaluation and reporting of all resources.**

Table 1

Quantitative	Qualitative
<p><b>Learning Opportunities:</b>                      # of sessions,                      # of participants by session type (School Authority Sessions, In-Person, Live Online, On Demand)                      # of participants by priority/topic/focus                      # of Participating Division/School Authorities                      # of Hours of Learning                      # of Sessions aligned with TQS/LQS Standards</p> <p><b>Resources (In Support of Curriculum and Focus Work Created and Accessed)</b>                      YouTube Views                      Podcast Listens                      Newsletter Open Rates                      Facebook, Twitter, Instagram group/interaction                      Session Recording Access                      Resource/Website Access Hits                      Alberta Education Curriculum Site Boards # created/published</p>	<ul style="list-style-type: none"> <li>● Comments drawn from a developed assurance framework survey.</li> <li>● Comments from learning opportunity participant’s survey</li> <li>● Engage school and school authority leaders in reflective dialogue reviewing the ARPDC supported work in their schools.</li> <li>● Chat box feedback in online sessions</li> <li>● Focus groups with session or series of sessions participants</li> <li>● Feedback on Resource/Website Materials</li> <li>● Feedback from Provincial and Regional Advisory Committees (PAC and RAC).</li> <li>● Feedback from regional focus groups.</li> </ul>

## Regional Areas of Focus and Strategies

<p><b>Focus Area 1: Cultivate Meaningful Connections</b>                      Build strong relationships within the Zone 5 region to foster understanding, support collaboration, and activate response to emerging professional learning needs</p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>● Engage with System and School-Based Leaders to stay informed about the ‘ever-changing’ realities facing our education partners and stakeholders</li> <li>● Hold regular formal and informal meetings with instructional leaders and partner organizations to understand emerging needs</li> <li>● Work with post-secondary institutions, Alberta Charter Schools, and AISCA, to support the needs of their members/community</li> <li>● Maintain a large network of regional education partners and experts in the field to support the delivery of high quality professional learning</li> <li>● Develop intentional marketing and communications strategies responsive to the interests and needs of the education community</li> <li>● Maximize the use of the CRC website to bolster awareness of and accessibility to the variety of learning options available to individuals, schools, and school divisions</li> <li>● Investigate the use of technology systems and practices to enhance the end user experience</li> <li>● Be engaged and visible in our Zone 5 community</li> </ul>

## Focus Area 2: Build Capacity and Lead Learning

Deliver and/or lead quality professional learning that connects educators and enhances professional practice in flexible, accessible, and innovative ways

### Strategies

- Provide a mixture of Program Support and cost recovery funded learning opportunities to maximize opportunities for all
- Offer opportunities with expert facilitators with whom our region is familiar; further support this learning through coaching, co-teaching, and modeling by our Designers of Professional Learning
- Share curated resources responsive to the interests and needs of the education community we serve using eNews and social media campaigns
- Continue resource development to support asynchronous learning
- Apply the themes of Indigenous Ways of Knowing, Land-based Learning, Inclusion, and Wellness in learning opportunities as appropriate

## Budget

Revenue		Expenses	
Alberta Education Funding Infrastructure	191,987	Infrastructure	482,185
Alberta Education Funding Implementation	678,900	Implementation	698,928
Grants	134,596		
Other Revenue	69,900		
Transfers from Reserves	105,730		
<b>Total Revenue</b>	<b>1,181,113</b>	<b>Total Expenses</b>	<b>1,181,113</b>
<b>Balance</b>			<b>0</b>

## Regional Areas of Focus

Curriculum Implementation	High Quality Teaching	High Quality Leadership
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## Stakeholder Engagement Informing Areas of Focus

In August 2023, CARC welcomed Diana White to the role of CARC Director. Under new leadership, CARC is looking to deepen the involvement of stakeholders in the development of the CARC Strategic Plan. A Regional Steering Committee, comprised of representation from jurisdictions and authorities in Zone 4, has been formed and charged with: illuminating the current “balcony view” needs of the Zone in the areas of Curriculum Implementation, High Quality Teaching, and High Quality Leadership, examining perspectives and feedback, co-creating goals/strategies for the CARC Strategic Plan, supporting ongoing monitoring and refinement of these goals, and offering recommendations on other topics such as equity in service, advocacy, reporting, etc. System leaders in Zone 4 are keen to collaborate with CARC and one another in this work.

CARC continues to utilize many additional layers of stakeholder engagement to inform the implementation of its Plan:

- On-going direct consultations with individual division/authority leaders
- CARC Stakeholder Advisory Committee
- Regional Advisory Committees organized to inform specific focus areas common across Zone 4
- Ongoing feedback from provincial and Zone 4 educators/leaders, CARC Designers of Professional Learning, and external stakeholders

The goals and strategies provided in this document represent CARC’s initial direction at the time of publication. As conversations progress and strategies are refined, the CARC Strategic Plan will continue to evolve as a living document. We are looking forward to seeing how the deepened, synergistic approach to Plan development will positively impact educators and stakeholders across central Alberta.

## Assurance and Impact Measures:

Common Measures (Table 1) utilized to gather data, report, determine impact, and provide direction for future action are listed below. **Not all methods of feedback may be used in all learning opportunities or in the evaluation and reporting of all resources.**

Table 1

Quantitative	Qualitative
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## Regional Area of Focus and Strategies

Zone 4 system leaders are expressing a renewed interest in utilizing adaptive, focused collaboration as a mechanism to guide, respond, learn, and lead. CARC is an active partner in the Zone's vision for this work. You will find this mutually advantageous approach woven throughout the strategies listed below:

Focus Area 1: Curriculum Implementation
<ul style="list-style-type: none"> <li>● <b>Leverage expertise within the Zone in order to:</b> <ul style="list-style-type: none"> <li>○ bolster confident &amp; competent curriculum implementation</li> <li>○ maximize and expand opportunities to support the ever-expanding areas of need</li> <li>○ share learned successes/lessons from implementation and strategically determine how to strengthen future curriculum roll-outs</li> <li>○ develop guiding documents and procedures</li> <li>○ coordinate resource analysis and development</li> </ul> </li> <li>● <b>Expand communication strategies to raise awareness regarding:</b> <ul style="list-style-type: none"> <li>○ Zone and provincial learning opportunities</li> <li>○ resource development and acquisition</li> </ul> </li> <li>● <b>Tap into innovative strategies in an effort to:</b> <ul style="list-style-type: none"> <li>○ expand learning opportunities to reach a greater number of jurisdictions/participants</li> <li>○ increase the number of resources available to support learning on-demand</li> <li>○ share regionally developed resources</li> </ul> </li> </ul>

## Focus Area 2: High Quality Teaching

- **Leverage Zone collaboration opportunities in order to:**
  - increase occasions for Communities of Practice
  - expand supports for literacy and numeracy
- **Support for the infusion of Indigenous Ways of Knowing into classroom instruction**
  - vocabulary
  - transference of professional learning into practical classroom strategies
- **Emerging Trends**
  - Artificial Intelligence - how to incorporate this well

## Focus Area 3: High Quality Leadership

- **Assist with the CASS Zone 4 revisioning/redesigning of meeting formats in an effort to meet emerging learning needs of CASS Zone 4 members**
  - quarterly Zone 4 learning topics
  - regional initiatives to fulfill CASS CEP learning needs
- **Instructional leadership capacity building**
  - provide acting and aspiring leaders access to targeted professional learning as it relates to the LQS
  - build capacity & confidence within “need to know/big rock” topics as they pertain to curriculum implementation and the LQS
    - balcony view of how new curriculums are philosophically intended to be implemented
    - alignment of curriculum, assessment, instruction
    - how to read year plans
    - what to look for the in the classroom

## Budget

Revenue		Expenses	
Alberta Education Funding Infrastructure	191,987	Infrastructure	191,987
Alberta Education Funding Implementation	435,214	Implementation	649,617
Grants OLEP	27,973		
Other Revenue - Programming	169,930		
Transfers from Reserve(s)	16,500		
<b>Total Revenue</b>	<b>841,604</b>	<b>Total Expenses</b>	<b>841,604</b>
<b>Balance</b>			<b>0</b>

### Domaines prioritaire

<p><b>Collaboration et réseautage :</b> Collaborer et consulter avec nos partenaires en éducation francophone, les membres de ARPDC et les intervenants de la francophonie Albertaine et Canadienne.</p>	<p><b>Conception, création et adaptation de formations et ressources :</b> Concevoir et adapter des occasions d'apprentissage professionnel et des ressources dans des modalités innovantes, flexibles et facilement accessibles</p>	<p><b>Communication :</b> Informer, former et partager utilisant une variété de plateformes qui sont flexibles, accessibles et innovantes</p>
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### Engagement avec nos partenaires pour informer les domaines prioritaires:

Nous poursuivons l'élaboration de notre programmation dans les domaines prioritaires de ARPDC - les nouveaux curriculums, la qualité de l'enseignement et du leadership. Nous avons travaillé en étroite collaboration avec les quatre conseils francophones au printemps pour établir l'offre de quelques séries de formation et les grandes lignes de notre offre de formations pour 2023-24. Le développement de ressources est étroitement lié à ce que nous offrons en termes de formation et répond aux besoins exprimés par les conseils scolaires francophones et par nos partenaires en immersion. Nous consultons régulièrement les membres de notre comité d'orientation et sollicitons les avis de nos participants à la suite des formations, notamment à travers un formulaire d'évaluation.

La planification des offres de formations que nous soutenons pour le groupe de nos directions scolaires, le CÉDÉFA, est établie en fonction de sondages d'intérêts et de réunions avec leur comité exécutif.

### Garanties et mesures d'impact:

Les mesures communes (Tableau 1) utilisées pour recueillir des données, afin de mesurer l'impact et orienter les actions futures sont énumérées ci-dessous. Toutes les méthodes de retour d'information peuvent ne pas être utilisées dans toutes les opportunités d'apprentissage ou dans l'évaluation et la communication de toutes les ressources.

Tableau 1

<p><b>Quantitatif</b></p> <p><b>Possibilités d'apprentissage :</b></p> <ul style="list-style-type: none"> <li>● # Nombre de sessions,</li> <li>● # Nombre de participants par type de session (sessions de l'autorité scolaire, en personne, en ligne, à la demande)</li> <li>● # Nombre de participants par priorité/sujet/centre d'intérêt</li> <li>● # Nombre de divisions/autorités scolaires participantes</li> <li>● # Nombre d'heures d'apprentissage</li> <li>● # Nombre de sessions alignées sur les normes TQS/LQQ</li> </ul> <p><b>Ressources</b> (à l'appui du programme d'études et des travaux thématiques créés et consultés)</p> <ul style="list-style-type: none"> <li>● Vues sur YouTube</li> <li>● Écoutes de podcasts</li> <li>● Taux d'ouverture des bulletins d'information</li> <li>● Groupe/interaction Facebook, Twitter, Instagram</li> <li>● Accès à l'enregistrement de la session</li> <li>● Accès aux ressources/sites web</li> <li>● Alberta Education Curriculum Site Boards # créé/publié</li> </ul>	<p><b>Qualitatif</b></p> <ul style="list-style-type: none"> <li>● Commentaires tirés d'une enquête sur le cadre d'assurance développé.</li> <li>● Commentaires tirés de l'enquête auprès des participants aux opportunités d'apprentissage</li> <li>● Engager les responsables des écoles et des autorités scolaires dans un dialogue réflexif sur le travail soutenu par ARPDC dans leurs écoles.</li> <li>● Commentaires sur la boîte de dialogue lors des sessions en ligne</li> <li>● Groupes de discussion avec les participants à une session ou à une série de sessions</li> <li>● Rétroaction sur les ressources et le matériel du site Web</li> <li>● Rétroaction des comités consultatifs provinciaux et régionaux (Provincial Advisory Committee et le Comité d'orientation)</li> <li>● Rétroaction des groupes de discussion régionaux.</li> </ul>
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## Domaines prioritaires et stratégies régionales

<p><b>Collaboration et réseautage</b></p>
<p><b>Stratégies</b></p> <ul style="list-style-type: none"> <li>● Assurer qu'il y a de la représentation sur chacun des comités provinciaux de ARPDC afin d'assurer un accès équitable aux formations et ressources en français.</li> <li>● Rencontrer de façon régulière les leaders et conseillères pédagogiques des 4 conseils scolaires francophones afin de planifier et préparer des ressources et formations pour appuyer la mise en oeuvre des nouveaux curriculums</li> <li>● Coordination et développement du réseau provincial de personnes contacts en PNMI (Conseil scolaires, Campus St Jean de l'Université de l'Alberta)</li> <li>● Coordination, animation et le rayonnement des cohortes du secondaire (Français, Études sociales, Sciences - Biologie, Physique et Mathématiques)</li> <li>● Campus St Jean - accès à nos formations et ressources pour les étudiants du Campus</li> <li>● FPFA - partage des ressources de l'institut pour la petite enfance et pour parents</li> </ul>



- Appel à de l'expertise et aux organismes francophones dans certains domaines spécifiques et répondant à des besoins provinciaux et régionaux : École Branchée, Communication Jeunesse, Benoît Hammarrenger, Édith Jolicoeur,....

### Conception, création et adaptation de formations et ressources :

#### Stratégies

- Varier l'heure de nos formations offertes par webinaire
- Offrir des accompagnements pédagogiques hors des journées pédagogiques avant, pendant et après les journées scolaires.
- Création d'occasions d'apprentissage professionnel délivrées en petites bouchées, partagées sur une variété de médias.
- Création et partage de ressources sur les sites ARPDC et New Learn Alberta

### Communication :

#### Stratégies

- Infolettres - continuer avec notre infolettre pour francophones et faire un rebranding de l'infolettre pour l'immersion à un infolettre ARPDC - ressources et services en français
- Explorer la possibilité d'avoir des comptes sur les plateformes suivantes :
  - Facebook (groupes de discussion et de partage de ressources)
  - LinkedIn
  - TikTok

## Budget

Revenue		Expenses	
Alberta Education Funding Infrastructure	191,987	Infrastructure	354,869
Alberta Education Funding Implementation	240,825	Implementation	401,427
Other Grants and others	246,896		
Revenue from Sessions	10,000		
Transfers from Reserve(s)	66,588		
<b>Total Revenue</b>	<b>756,296</b>	<b>Total Expenses</b>	<b>756,296</b>
<b>Balance</b>			<b>0</b>



## Edmonton Regional Learning Consortium (ERLC)

### Regional Areas of Focus

New Curriculum	Quality Teaching	Quality Leadership																		
<p>Provide educators with professional learning opportunities and support needed to grow a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. Learning opportunities and support will be explicitly linked to subjects in the pilot and implementation stages of the new curriculum.</p>	<p>Enhance educators' ongoing analysis of the context, and decisions about which pedagogical knowledge and abilities to apply to support the optimum learning for all students, through the provision of professional learning opportunities.</p> <p>Support all related competencies and indicators of the TQS and LQS.</p>	<p>Build leadership capacity through the provision of professional learning opportunities that support educational leaders to create the conditions within which quality teaching and optimum learning can occur and be sustained, in their schools, divisions, and across the province.</p> <p>LQS and SLQS competencies, where appropriate, further inform this work.</p>																		
<p><b>ERLC Planned Areas of Programming</b></p>																				
<p>Provide purposefully planned programming in the following specific areas identified through stakeholder engagement as an extension of the three Provincial Priority areas identified above; Also plan/partner with Conferences</p> <table border="0" data-bbox="191 1325 1349 1545"> <tr> <td data-bbox="191 1325 587 1360">ELAL K-12 (Secondary)</td> <td data-bbox="646 1325 878 1360">Inclusive Education</td> <td data-bbox="1032 1325 1349 1360">Schools of Choice (AISCA)</td> </tr> <tr> <td data-bbox="191 1360 587 1396">Math Numeracy K-12 (Secondary)</td> <td data-bbox="646 1360 748 1396">CTS/CTF</td> <td data-bbox="1032 1360 1219 1396">Parents (ASCA)</td> </tr> <tr> <td data-bbox="191 1396 245 1432">PEW</td> <td data-bbox="646 1396 927 1432">Technology Integration</td> <td data-bbox="1032 1396 1138 1432">Trustees</td> </tr> <tr> <td data-bbox="191 1432 277 1467">Science</td> <td data-bbox="646 1432 748 1467">EAL/ELL</td> <td data-bbox="1032 1432 1300 1467">Educational Assistants</td> </tr> <tr> <td data-bbox="191 1467 358 1503">Mental Health</td> <td data-bbox="646 1467 781 1503">Assessment</td> <td data-bbox="1032 1467 1300 1503">Pre-Service Teachers)</td> </tr> <tr> <td data-bbox="191 1503 537 1539">First Nations, Metis, and Inuit</td> <td></td> <td></td> </tr> </table>			ELAL K-12 (Secondary)	Inclusive Education	Schools of Choice (AISCA)	Math Numeracy K-12 (Secondary)	CTS/CTF	Parents (ASCA)	PEW	Technology Integration	Trustees	Science	EAL/ELL	Educational Assistants	Mental Health	Assessment	Pre-Service Teachers)	First Nations, Metis, and Inuit		
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Mental Health	Assessment	Pre-Service Teachers)																		
First Nations, Metis, and Inuit																				
<p><b>Collaborative Relationships</b></p>																				
<p>Enhance efficacy, capacity and impact through trusted and reciprocal connectedness both internally and externally</p>																				

### Stakeholder Engagement Informing Areas of Focus

- Feedback and direction from Alberta Education (Business Plan) and CASS and the Provincial Advisory Committee through the ARPDC Executive Director relative to ARPDC Provincial Priorities
- ERLC Regional Stakeholder Advisory Committee advice from 3 meetings a year
- Ongoing conversations and formal meetings with System leaders - Review 3 Year Plans and Reports
- Collaborative Learning Community Discussions with System Curriculum Leaders (CLC’c)
- Ongoing individual meetings with system Leads during collaborative planning for system supports
- Feedback from participants in surveys, emails, conversations with DPL’s and requests from the field

### Assurance and Impact Measures

Common Measures (Table 1) utilized to gather data, report, determine impact, and provide direction for future action are listed below. **Not all methods of feedback may be used in all learning opportunities or in the evaluation and reporting of all resources.**

Table 1

Quantitative	Qualitative
<p><b>Learning Opportunities:</b>                      # of sessions,                      # of participants by session type (School Authority Sessions, In-Person, Live Online, On Demand)                      # of participants by priority/topic/focus                      # of Participating Division/School Authorities                      # of Hours of Learning                      # of Sessions aligned with TQS/LQS Standards</p> <p><b>Resources (In Support of Curriculum and Focus Work Created and Accessed)</b>                      YouTube Views                      Podcast Listens                      Newsletter Open Rates                      Facebook, Twitter, Instagram group/interaction                      Session Recording Access                      Resource/Website Access Hits                      Alberta Education Curriculum Site Boards # created/published</p>	<ul style="list-style-type: none"> <li>● Comments drawn from a developed assurance framework survey.</li> <li>● Comments from learning opportunity participant’s survey</li> <li>● Engage school and school authority leaders in reflective dialogue reviewing the ARPDC supported work in their schools.</li> <li>● Chat box feedback in online sessions</li> <li>● Focus groups with session or series of sessions participants</li> <li>● Feedback on Resource/Website Materials</li> <li>● Feedback from Provincial and Regional Advisory Committees (PAC and RAC).</li> <li>● Feedback from regional focus groups.</li> </ul>

# Regional Areas of Focus and Strategies

<p><b>Focus Area 1: New Curriculum</b></p>
<ul style="list-style-type: none"> <li>● Assign ERLC Staff to all provincial New Curriculum Committees for province wide collaboration in implementation efforts, sessions, resources etc.</li> <li>● Provide ERLC New Curriculum sessions that supplement provincial committee efforts and meet the identified and requested support of schools and school systems</li> <li>● Undertake and complete projects enhancing teacher efficacy in Implementation of New Curriculum - Assessment and Planning, Curriculum support documents.</li> <li>● Engage with School systems seeking support and partnerships in curriculum Implementation initiatives at the regional and provincial level collaboratively</li> <li>● Continually monitor success and challenges in curriculum implementation efforts by schools, school systems and ERLC/ARPDC</li> <li>● Engage in purposeful capacity building and recruitment for expertise in current and future new curriculum</li> <li>● Plan for and begin the process of preparing for ongoing phases of curriculum implementation</li> </ul>
<p><b>Focus Area 2: Quality Teaching</b></p>
<ul style="list-style-type: none"> <li>● Maintain and enhance the focused priority work in New Curriculum in a manner that achieves increased capacity of all stakeholders to positively impact optimal student learning</li> <li>● Purposefully plan and design professional learning opportunities that serve the needs of all teachers at all grade and subject levels in a manner that positively impacts optimum learning for all students.</li> <li>● Purposefully design and deliver learning opportunities that enhance the capacity of teacher in the Teaching Quality Standard (TQS)</li> <li>● Design learning opportunities that increase capacity, confidence and efficacy through coherence that addresses, knowledge, planning, pedagogy, assessment and accessibility of resources.</li> <li>● Program in a manner that addresses the various capacity of teachers throughout the implementation process</li> </ul>
<p><b>Focus Area 3: Quality Leadership</b></p>
<ul style="list-style-type: none"> <li>● Design every CLC meeting with specific Leadership Development</li> <li>● DPL's purposefully develop leadership capacity through collaborative planning and delivery of professional learning opportunities</li> <li>● Target the delivery of learning opportunities for leadership in the area of curriculum implementation</li> <li>● Continue ongoing service to leaders in partnership with AISCA</li> <li>● Continue successful leadership strand with various School Systems and expand opportunities</li> <li>● Purposefully attend to the TQS and SLQS in designing capacity building with a focus on optimal student learning.</li> <li>● Engage in constant monitoring of feedback and experiences to inform ERLC/ARPDC supports</li> </ul>
<p><b>Focus Area 4: ERLC Planned Areas of Programming</b></p>
<ul style="list-style-type: none"> <li>● Provide professional learning opportunities targeted to meet the needs of stakeholders in identified strands to ensure a breadth and depth of support from ERLC</li> <li>● Parents - evening sessions on mental health, inclusive education, family health and relationships, new</li> </ul>

curriculum and other topics of benefit.

- Schools of Choice - Learning opportunities customized for leadership in context,
- First Nations, Metis and Inuit Strand -
- English an Alternative Language - timely need and opportunity with new standards
- Secondary Math - Jr High Cohort, Sr High Cohort, Assessment Cohort and sessions
- Secondary ELAL - Jr High Cohort, Sr High Cohort and sessions
- CTS/CTF - Annual Conference and speakers at system PL Days
- Preservice teachers sessions at U of A, Concordia and Kings Universities
- Continue Physical Education and Wellness Sessions
- Continue Mental Health Strand focus
- Technology Integration sessions and partnership with U of A diploma courses
- French Immersion Strand supplemental to New Curriculum and Provincial Committee
- MILE project with U of A and school systems

### Focus Area 5: Collaborative Relationships

- Regular Regional Stakeholder Partner Committee Meetings
- Attend CASS Zone 2/3 meetings, CASS Conferences - collaborative learning and networking
- Annual Meeting with each system contact and ongoing collaboration and planning
- Professional and personal relationship through ongoing service and communications with all systems and partners while supporting Professional Learning opportunities.
- Regular internal meetings with ERLC DPL's and additional meetings with Teams and individuals
- Enculturate service orientation and TEAM relationship amongst all ERLC DPL's and staff
- Meet with ARPDC Directors bi-monthly and informal connections on a constant basis
- Collaborate and coordinate efforts as an ARPDC Team
- Continue to enjoy and also nurture trusted partnerships an all areas of ERLC/ARPDC service

## Budget

Revenue		Expenses	
Alberta Education Funding Infrastructure	191,987	Infrastructure	191,987
Alberta Education Funding Implementation	725,925	Implementation	894,773
Conditional Grants : Indigenous Languages in Education & OLEP	98,848		
Other Revenue (Registration)	70,000		
Transfers from Reserve(s)	0		
<b>Total Revenue</b>	<b>1,086,760</b>	<b>Total Expenses</b>	<b>1,086,760</b>
<b>Balance</b>			<b>0</b>

## Regional Areas of Focus

<b>Curriculum Implementation</b>	<b>Literacy</b>	<b>First Nations, Metis and Inuit Knowledge/Education</b>
<b>Numeracy and Mathematics</b>	<b>Mental Health and Wellness</b>	<b>School Leadership</b>

## Stakeholder Engagement Informing Areas of Focus

Learning Network Educational Services engages with stakeholders in a variety of ways to gather input:

1. Direct consultation (1:1) with jurisdictional leaders and school division leads
2. Regional Stakeholder meetings that occur four times per year
3. Annual review of Jurisdiction Three Year Education Plans
4. Ongoing feedback from educators in the region

## Assurance and Impact Measures

Common Measures (Table 1) utilized to gather data, report, determine impact, and provide direction for future action are listed below. **Not all methods of feedback may be used in all learning opportunities or in the evaluation and reporting of all resources.**

Table 1

<b>Quantitative</b>	<b>Qualitative</b>
<p><b><i>Learning Opportunities:</i></b></p> <p># of sessions,            # of participants by session type (School Authority Sessions, In-Person, Live Online, On Demand)            # of participants by priority/topic/focus            # of Participating Division/School Authorities            # of Hours of Learning            # of Sessions aligned with TQS/LQS Standards</p> <p><b><i>Resources (In Support of Curriculum and Focus Work Created and Accessed)</i></b></p> <p>YouTube Views            Podcast Listens            Newsletter Open Rates            Facebook, Twitter, Instagram group/interaction            Session Recording Access            Resource/Website Access Hits</p>	<ul style="list-style-type: none"> <li>• Comments drawn from a developed assurance framework survey.</li> <li>• Comments from learning opportunity participant's survey</li> <li>• Engage school and school authority leaders in reflective dialogue reviewing the ARPDC supported work in their schools.</li> <li>• Chat box feedback in online sessions</li> <li>• Focus groups with session or series of sessions participants</li> <li>• Feedback on Resource/Website Materials</li> <li>• Feedback from Provincial and Regional Advisory Committees (PAC and RAC).</li> <li>• Feedback from regional focus groups.</li> </ul>

## Regional Areas of Focus and Strategies

### Focus Area 1: Curriculum Implementation

#### Strategies

- Sessions for all stakeholders that continue the understanding and implementation of the new curriculum.
- Development of Regional Advisory Groups to promote networking and collaboration within the region.
- Being responsive to regional needs that have been identified.
- Continued support of teachers and admin on PD days and ATA days.
- Designers of Professional Learning will be actively involved in the ARPDC Provincial Curriculum Committees.
- Provincial collaboration with ARPDC staff to develop learning opportunities for the region.
- Continued resource development to be shared regionally and provincially.

### Focus Area 2: Literacy

#### Strategies

- Continued focus on “elbow to elbow” support for teachers in the region.
- Supporting teachers with resources and quality literacy instruction
- Ongoing series supporting morphology in the classroom
- Offering online opportunities with experts in Language Arts Instruction. Presenter list to be developed with Regional Advisory Group and Designers of Professional Learning.
- Designers of Professionally Learning will be actively involved in the ARPDC Provincial ELAL Committee.
- Continued support of teacher and admin on PD days and ATA days.
- Prioritize regional needs that have been identified to ensure LNES is meeting the unique needs of those we serve.

### Focus Area 3: First Nations, Metis and Inuit Knowledge/Education

#### Strategies

- Highlight and support the National Day for Truth and Reconciliation with Orange Shirt Day and Beyond learning opportunities for the region.
- Be responsive to identified regional needs.
- Create opportunities for community members to increase their knowledge and understanding of Indigenous Peoples’ current and historic context.
- Actively participate in the Heart of Treaty Six committee.
- Provide support in events showcases and promote land based learning.
- Continue to develop resources for educators.

### Focus Area 4: Numeracy and Mathematics

#### Strategies

- Continued focus on “elbow to elbow” support for teachers in the region.
- Supporting teachers with resources and quality mathematics instruction
- Offering online opportunities with experts in Mathematics Instruction. Presenter list to be developed with Regional Advisory Group and Designers of Professional Learning.

- Designers of Professionally Learning will be actively involved in the ARPDC Provincial Mathematics Committee.
- Continued support of teacher and admin on PD days and ATA days.
- Prioritize regional needs that have been identified to ensure LNES is meeting the unique needs of those we serve.

### Focus Area 5: Mental Health and Wellness

#### Strategies

- Prioritize regional needs that have been identified to ensure LNES is meeting the unique needs of those we serve.
- Continued focus on “elbow to elbow” support for teachers in the region.
- Offering online opportunities with experts in Mental Health and Wellness. Presenter list to be developed with Regional Advisory Group and Designers of Professional Learning.
- Continue to develop resources for educators

### Focus Area 6: School Leadership

#### Strategies

- 1:1 engagement opportunities with system and school based leaders to stay in tune with the realities facing our educational partners and stakeholders
- Prioritize regional needs that have been identified to ensure LNES is meeting the unique needs of those we serve.
- Offering online opportunities with experts in School Leadership. Presenter list to be developed through conversations with jurisdictional leaders and Designers of Professional Learning.
- Development of a Leadership Academy for school administrator leadership learning.
- Encourage school leaders to be members of LNES Regional Advisory Groups.

## Budget

Revenue		Expenses	
Alberta Education Funding Infrastructure	191,987	Infrastructure	322,220
Alberta Education Funding Implementation	302,700	Implementation	366,750
Grants	64,217		
Other Revenue	120,400		
Transfers from Reserve(s)	9,666		
<b>Total Revenue</b>	<b>688,970</b>	<b>Total Expenses</b>	<b>688,970</b>
<b>Balance</b>			<b>0</b>





# Northwest Regional Learning Consortium (NRLC)

## Regional Areas of Focus

NRLC plans to support the provincial strategic plan as well as support regional needs and accomplish the six goals of consortia through the lenses of :

<p><b>Collaboration</b>          Capitalize on shared provincial learning opportunities and resource development, while seeking to maximize partnership and collaboration with our Zone 1 stakeholders.</p>	<p><b>Communications</b>          Promote the ARPDC collective, regional and provincial learning opportunities in support of quality teaching, learning and leadership to our Zone 1 stakeholders and participants.</p>	<p><b>Leadership Capacity</b>          Provide both CURRENT and ASPIRING leaders access to professional learning toward building instructional leadership skills and capacity in Zone 1.</p>
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## Stakeholder Engagement Informing Areas of Focus

The NRLC Regional Stakeholder Advisory Committee meets three times per year. In addition, quarterly meetings of the NRLC Priority Area Committees including Literacy, Numeracy, Inclusive Education, and the First Nation, Metis and Inuit committee review strategic planning documents and advise on professional learning needs. To further inform the conversations, the Director hosts ongoing dialogue and meetings with school division/authority system leaders on a regular basis, inclusive of reviewing 3 Year Annual Education Plans and Reports.

## Assurance and Impact Measures

Common Measures (Table 1) utilized to gather data, report, determine impact, and provide direction for future action are listed below. **Not all methods of feedback may be used in all learning opportunities or in the evaluation and reporting of all resources.**

Quantitative	Qualitative
<p><b>Learning Opportunities:</b>            # of sessions,            # of participants by session type (School Authority Sessions, In-Person, Live Online, On Demand)            # of participants by priority/topic/focus            # of Participating Division/School Authorities            # of Hours of Learning            # of Sessions aligned with TQS/LQS Standards</p>	<ul style="list-style-type: none"> <li>● Comments drawn from a developed assurance framework survey.</li> <li>● Comments from learning opportunity participant's survey</li> <li>● Engage school and school authority leaders in reflective dialogue reviewing the ARPDC supported work in their schools.</li> <li>● Chat box feedback in online sessions</li> <li>● Focus groups with session or series of sessions</li> </ul>

<p><b>Resources (In Support of Curriculum and Focus Work Created and Accessed)</b></p> <p>YouTube Views  Podcast Listens  Newsletter Open Rates  Facebook, Twitter, Instagram group/interaction  Session Recording Access  Resource/Website Access Hits  Alberta Education Curriculum Site Boards # created/published</p>	<p>participants</p> <ul style="list-style-type: none"> <li>● Feedback on Resource/Website Materials</li> <li>● Feedback from Provincial and Regional Advisory Committees (PAC and RAC).</li> <li>● Feedback from regional focus groups.</li> </ul>
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## Regional Areas of Focus and Strategies

<p><b>Focus Area 1: Collaboration</b></p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>● Seek and maximize opportunities for partnership and collaboration for each Zone 1 learning opportunity offered. <ul style="list-style-type: none"> <li>○ including support for new curriculum implementation and instructional leadership for a minimal registration fee, that reflects cost recovery of catering and participant supplies.</li> </ul> </li> <li>● Providing leadership and support to Designers of Professional Learning (DPL) for collaboration on ARPDC provincial learning opportunities and resource development through participation in the provincial curriculum implementation committees <ul style="list-style-type: none"> <li>○ including the staffing of, regional, Designer’s of Professional Learning in the new curriculum subject areas to support both provincial and regional learning needs.</li> </ul> </li> <li>● Staffing additional, regional, Designer’s of Professional Learning in the new curriculum subject areas to support professional learning needs in Zone 1</li> <li>● Collaborating with Zone 1 curriculum leaders and specialists in the development of on-demand learning opportunities and resources, particularly in support of new curriculum implementation.</li> </ul>
<p><b>Focus Area 2: Communications</b></p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>● Staffing a program communications/marketing assistant.</li> <li>● Promotion of the ARPDC collective and provincial re-branding inclusive of: <ul style="list-style-type: none"> <li>○ circulation of a provincial monthly newsletter</li> <li>○ including the ARPDC branding on all promotion materials and social media</li> <li>○ using ARPDC/provincial collective in vocabulary of conversation with partners and stakeholders</li> <li>○ Contributing to the design of an ARPDC communications plan</li> </ul> </li> <li>● Design/development of an NRLC Communications &amp; Marketing Plan to promote and share provincial and regional learning opportunities and ARPDC resources with our NRLC Zone 1 partners,</li> </ul>

- inclusive of the potential for NRLC rebranding, in line with provincial rebranding.
- Target information/awareness of NRLC/ARPCD to less frequent stakeholder users including, School Board Trustees, Parents, Independent and Charter Schools as well as Zone 1 First Nation Education Authorities
- Promoting Quality Teaching and Learning and Quality Leadership standards by directly identifying each learning opportunity to TQS/LQS standards on our registration websites

### Focus Area 3: Leadership Capacity

#### Strategies

- Develop instructional leadership learning opportunities and programming in collaboration CASS Zone 1 division/authority leaders, to meet the regional needs for CURRENT and ASPIRING school leaders
- Expenditure of an specified allocation of NRLC financial reserves on leadership learning opportunities and resources,
  - to individual school divisions/authorities
  - open to participants across Zone 1
- Promoting Quality Leadership standards by directly identifying each learning opportunity to LQS standards on our registration websites

## Budget

Revenue		Expenses	
Alberta Education Funding Infrastructure	191,987	Infrastructure	294,000
Alberta Education Funding Implementation	329,925	Implementation	464,260
Grants	6,760		
Other Revenue - Prov. Orange Shirt Day Grant	84,000		
Transfers from Reserve(s)	145,588		
<b>Total Revenue</b>	<b>758,260</b>	<b>Total Expenses</b>	<b>758,260</b>
<b>Balance</b>			<b>0</b>



# Southern Alberta Professional Development Consortium (SAPDC)

## Regional Areas of Focus

### Collaboration and Connection

Building upon the traditions of the region, specifically the CASSIX ethos of working together, to leverage learning and growth expanding upon the shared projects, resources and learning opportunities regionally, while facilitating connections provincially, all with a focus on meeting regional and provincially identified needs.

### Capacity and Leadership

Support Division and School leaders along with Instructional leads and classroom teachers in developing and sharing their knowledge and instructional practice in support of regional and provincial objectives. Facilitate the development and sharing of resources and learning opportunities that build capacity in all areas of the Teacher and Leadership Quality Standards.

## Stakeholder Engagement Informing Areas of Focus

- The Southern Alberta Regional Professional Development Consortium continues to engage in direct consultation with all school authorities in the south in a series of individual consultations with divisions, and collective consultation through CASSIX meetings throughout the year.
- Presentations with division school based administration teams, online and in person, further inform the work each year.
- A collection of regional advisories allow for specific consultation and collaboration in areas such as Early Learning, Numeracy/Mathematics, Literacy/English Language Arts, First Nations, Métis, and Inuit, and French Language, further inform the work and provide direction for both learning opportunities and resource development collaborations.
- All annual plans and reports are shared with the Regional Advisory; each CASSIX Curriculum and CASSIX Inclusive Ed Collaborative meeting in the year provides an opportunity for additional networking.

## Assurance and Impact Measures

Common Measures (Table 1) utilized to gather data, report, determine impact, and provide direction for future action are listed below. **Not all methods of feedback may be used in all learning opportunities or in the evaluation and reporting of all resources.**

Table 1

Quantitative	Qualitative
<p><b>Learning Opportunities:</b></p> <ul style="list-style-type: none"> <li># of sessions,</li> <li># of participants by session type (School Authority Sessions, In-Person, Live Online, On Demand)</li> <li># of participants by priority/topic/focus</li> <li># of Participating Division/School Authorities</li> <li># of Hours of Learning</li> <li># of Sessions aligned with TQS/LQS Standards</li> </ul> <p><b>Resources (In Support of Curriculum and Focus Work Created and Accessed)</b></p> <ul style="list-style-type: none"> <li>YouTube Views</li> <li>Podcast Listens</li> <li>Newsletter Open Rates</li> <li>Facebook, Twitter, Instagram group/interaction</li> <li>Session Recording Access</li> <li>Resource/Website Access Hits</li> <li>Alberta Education Curriculum Site Boards # created/published</li> </ul>	<ul style="list-style-type: none"> <li>● Comments drawn from a developed assurance framework survey.</li> <li>● Comments from learning opportunity participant’s survey</li> <li>● Engage school and school authority leaders in reflective dialogue reviewing the ARPDC supported work in their schools.</li> <li>● Chat box feedback in online sessions</li> <li>● Focus groups with session or series of sessions participants</li> <li>● Feedback on Resource/Website Materials</li> <li>● Feedback from Provincial and Regional Advisory Committees (PAC and RAC).</li> <li>● Feedback from regional focus groups.</li> </ul>

## Regional Area of Focus and Strategies

<p><b>Focus Area 1: Collaboration and Connection</b></p> <p>Building upon the traditions of the region, specifically the CASSIX ethos of working together, to leverage learning and growth expanding upon the shared projects, resources and learning opportunities regionally, while facilitating connections provincially, all with a focus on meeting regional and provincially identified needs.</p>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>● Attendance at Quarterly CASSIX Curriculum Leads and Inclusive Education Leads meetings</li> <li>● Regular visits with School Division Central Office Teams in concert with a review of Division 3-year plans.</li> <li>● At minimum, attendance by the Director at one Division School Administrators meeting each year to provide an overview of the work of the ARPDC team, the regional office’s role in supporting that work, and connecting schools with the collective resources of the province.</li> <li>● Support and connect with Medicine Hat College, Lethbridge College, and the University of Lethbridge in the work with pre-service teachers and educational assistant training.</li> <li>● Actively contribute to ARPDC initiatives website, asynchronous learning resources, and podcast episodes, while inviting regional participation in both development and use.</li> <li>● Work with Regional teams to build economies of scale in accessing resources, developing learning opportunities for all at an affordable and scalable cost.</li> </ul>

## Focus Area 2: Capacity and Leadership

Support Division and School leaders along with Instructional leads and classroom teachers in developing and sharing their knowledge and instructional practice in support of regional and provincial objectives. Facilitate the development and sharing of resources and learning opportunities that build capacity in all areas of the Teacher and Leadership Quality Standards.

### Strategies

- Develop and recruit teachers and leaders in the region to assist in building resources and presenting learning opportunities available both regionally and provincially.
- Provide learning opportunities and resources that serve both as informative for individual practice in the classroom and as models of work that can be emulated by those interested in developing and sharing their work.
- Budget for sessions to be developed and presented by regional educators.
- Expand the opportunities for asynchronous learning; including the curation of regionally developed materials from local educators and leaders.
- Actively leverage technology and social platforms to communicate and raise awareness of opportunities and the work created.
- Identify and draw attention to all opportunities to imbue themes of Indigenous Ways of Knowing and Land-based Learning in the development and presentation of learning opportunities and related resources.
- Mindfully be engaged in inclusive practices and language in all our work.
- Champion the pillars of wellness throughout our work as an SAPDC team, and in our interactions, language and expectations for and with those with whom we work.

## Budget

Revenue		Expenses	
Alberta Education Funding Infrastructure	342,300	Infrastructure	247,467.51
Alberta Education Funding Implementation	191,987	Implementation	392,700.00
Grants	10,000		
Other Revenue	40,400		
Transfers from Reserve(s)	55,480.51		
<b>Total Revenue</b>	<b>640,167.51</b>	<b>Total Expenses</b>	<b>640,167.51</b>
<b>Balance</b>			<b>0</b>