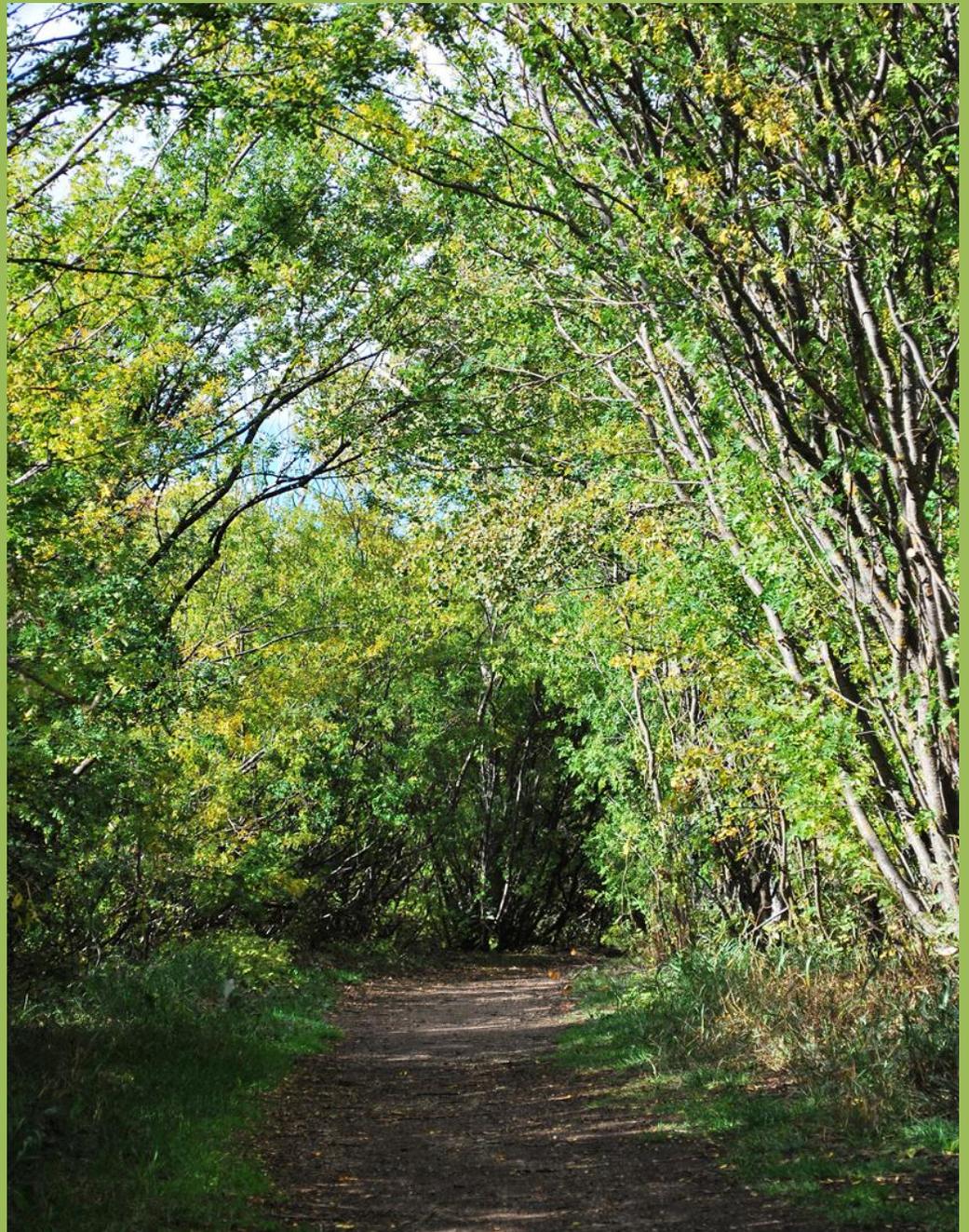


# Annual Report 2011-2012



Submitted to Alberta Education  
January 25, 2013

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- A. **NRLC Audited Financial Statements**
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### ALBERTA EDUCATION VISION STATEMENT

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

### ***Accountability Statement***

The Northwest Regional Learning Consortium Annual Report for the 2011-2012 school year was prepared under the direction of the Management Team of the Northwest Regional Learning Consortium and in accordance with the reporting requirements provided by Alberta Education.

The results of this report are used, to the best of NRLC's ability, as an advocate for quality professional development; and from the point of view of the service provider to work with its partners to develop, implement and assess professional development programs and comprehensive plans that support learning for students' sake. The 2011-12 Annual Financial Statement is submitted as Appendix A to this report.

**Submitted by: Jean Reston & Karen Egge**

### ***Board Chair***

2011-2012 was another rich year for the delivery of high quality professional development in Zone 1. Through collaboration of school districts and NRLC, many cooperative opportunities for professional development were accomplished. This collaboration was an excellent example of creative, responsible and responsive use of the available resources. As the Ministry of Education moves to reframe education through the 21<sup>st</sup> Century Learner perspective, Karen Egge, Executive Director of the NLRC, and the rest of the dedicated staff have worked hard to meet expectations and objectives. On behalf of the Management Board of the NRLC, I thank the staff for their able shepherding of this array of PD programs and offerings. We look forward to another year working together.

**Submitted by: Jean Reston**



## ***Executive Director***

As Executive Director for the Northwest Regional Learning Consortium, I present the 2011-2012 Annual Report as a record of the types of programs and professional development activities that have been completed in the past year, within our region, to support the continued improvement of learning for students. The investment and engagement in this learning is outstanding and I thank all our participants, jurisdiction leaders, funders, and learning communities for the commitment, clear direction and collaboration.

Our real work is putting into operation the plans that develop from supportive implementation of curriculum, school district initiatives and specific projects. We value the grant dollars from Alberta Education that increase accessibility, build local leadership capacity and encourage regional networks, as well as provincial connections through Community of Practice. This report also reflects the increased provincial focus of our work and you will continue to see this effective collaboration in the coming years. Using distributed learning and technologies is becoming more evident; however, users are asking for face-to-face and elbow-to-elbow learning time too.

The feedback data from participants and stakeholders reflected in this report is quite contradictory, from my point of view. We had an increase of 1171 participants over 2011-12, engaged in 436 learning activities. They responded to our feedback surveys after each event with a 94-96% satisfaction rating on their learning experience; the knowledge they are taking back to the classroom; the services NRLC provided and the cost; as well as the use of technologies, where applicable. All seems positive, meaningful, responsive and on track.

The stakeholder survey numerical responses show declines in our effectiveness in helping address needs identified in planning documents; meeting emerging needs; coordinating, brokering and acting as a referral center; delivering programming based on needs of stakeholders; promoting leadership capacity; and providing access at a reasonable cost. The written responses are positive, specific, and very encouraging; and the NRLC is thankful that our work is appreciated and recognized.

Going forward into 2012-2013 I commit to initiating conversations on these findings with our education stakeholders; seeking advice and direction as we continue to work with our ATA PD locals, our school jurisdictions, advisory groups, and curriculum coordinator contacts to provide the best service possible under our mandate.

I thank the NRLC staff team for the focus on outstanding service and efficient use of the resources available to us. We work effectively with staff who live hundreds of miles away, working diligently on good communication and processes. The Management Team continues to guide with wisdom and advocacy and their leadership is much appreciated. Every challenge is an opportunity and the NRLC organization met every expectation with a positive attitude and a high level of persistence. I am proud of them and our work together. We look forward with great energy and the trust that our work makes a difference.

**Submitted by: Karen Egge**



**Management Team**

Jen Clevette	ATA (Peace Wapiti School Division #76)
Jennifer Wroszek	ASBA
Peppler, Judy	ASBOA (Peace River School Division #10)
Ray Sylvester	ATA (Grande Prairie Public School District #2357)
Patrick Loyer	Alberta Teachers Association
Therrien, Lance	CASS (Grande Prairie Public School District #2357)
Reston, Jean (Chair)	Teacher Education North, GPRC
Rubuliak, Jim/ Dempsey Heidi	Alberta Education, Education Manager School Improvement
No Representative	ASCA

**Staff and Consultants**

Egge, Karen	Executive Director
Diesel, Tammie	Systems Coordinator
Labrecque, Jennifer	Administrative Assistant
Snyder, Leslie	Curriculum Coordinator & DL Coordinator
Lorway, Geri	Mathematics Curriculum Coordinator
Dechant, Wanda	Educational Technology (DL) & Math Curriculum Support
Cook, Terry Lynn	FNMI PD Facilitator Consultant
Lakey, Terry	FNMI PD Facilitator Consultant
Tenove, Lorianne	FNMI PD Facilitator Consultant

**Mission**

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

**Vision**

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

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

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

**Regional Context**

In the 2011-2012 school year, NRLC operated with one Executive Director and two administrative support positions. Additionally, Leslie Snyder was seconded as a part time Curriculum/Tech Consultant; Wanda Dechant as part time Math/DL Tech; Terry Lynn Cook, Terry Lakey and Lorianne Tenove as FNMI PD Facilitator Consultants; and Geri Lorway was contracted as a part time Math Curriculum Consultant. NRLC connected with five advisory committees as well as contacts from the nine school jurisdictions and regional private and band schools.

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

**Zone 1 Jurisdictions**

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

**Zone 1 Advisory Committees**

- \* FNMI Advisory \* French Language Advisory \* Math Advisory \*
- \* Curriculum Coordinators \* Inc Ed Advisory \*

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

- \* Northwest Regional Learning Consortium (NRLC)
- \* Learning Network Educational Services (LN)
- \* Edmonton Regional Learning Consortium (ERLC)
- \* Central Alberta Regional Consortium (CARC)
- \* Calgary Regional Consortium (CRC)
- \* Consortium provincial francophone pour le perfectionnement professionnel (CPFPP)
- \* Southern Alberta PD Consortium (SAPDC)

### **Overarching Understanding**

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

### **Our pillars**

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

### **Enduring Understandings**

*We have come to understand:*

- ✿ *effective curriculum implementation is a shared responsibility for all stakeholders.*
- ✿ *effective curriculum implementation is developmental and contextual.*
- ✿ *effective curriculum implementation must be systemic, systematically planned and sustained.*
- ✿ *collaboration leads to deeper understanding and shared commitment.*
- ✿ *PD is interactive, continuous and reflective.*
- ✿ *effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for all stakeholders.*

### **Essential Questions**

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

Our consortium work continues to change as we build our knowledge of effective professional development design and meet the expectations of Alberta Education and School Jurisdiction Business Plans and the continued focus on Student Learning.

Information provided to ARPDC Executive Directors by Alberta Education Lead managers and Directors was utilized in the development of program implementation plans and supports. Conversations and planning meetings provincially and regionally have enabled NRLC to develop plans to coordinate with and complement the work of school districts in the region effectively with resources provided through conditional and pilot grants and sharing of regional expertise and lessons learned.

A specific process we use in Zone 1 is hosting a regional meeting with the opportunity for sharing information around jurisdiction priorities and jointly we establish professional learning opportunities for educators in our region. We discuss processes, promising practices about what is working and what resources we have together in a transparent manner. I truly appreciate these meetings along with the more specific advisory meetings and value the direction and opportunity to assist and in some cases ease the load too. *An example that set the stage for the 2012-2013 year was the recognition that approximately 100 staff in the region would have Coaching responsibilities and the group help design a Coaching Cohort support process that would bring Coaches together with Experienced Regional Mentors and also other expertise as needed throughout the year and the linkage provincially through a thriving Community of Practice.*

It should be noted that NRLC staff including Karen Egge, Leslie Snyder and Geri Lorway often have individual meetings to refine professional development programs and or design specific sessions based on their requests. We search for ways to be most cost effective and the combination of some grant dollars from the annual implementation grant and from district resources continue to make professional development accessible and job-embedded.

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

On a larger scale, we provide staff time to take an active role with the Mighty Peace Teachers Convention Board. Leslie Snyder is a ratified voting member from her ATA local; and is directly responsible for planning up to 60 programs and brings expertise from her NRLC role to this project. Work began in 2011-2012 between NRLC and Northland School Division to develop a four-day, six-location three-speaker literacy project for NSD teaching staff with Leslie coordinating and developing programming through NRLC.

Locally, 2011-2012 was the second year of district collaboration with local school districts to coordinate three common professional development days as an opportunity for embedded PD that creates professional learning communities across the three districts and promotes local collaboration. These programs are also open for all Zone One teachers and support staff. We are confirmed to continue the project for the 2012-2013 school year with a full slate of 27 cohort streams being offered. **(see Appendix B)**

We continue to primarily use electronic online PD evaluations sent directly to each participant at the end of their learning activity. As we work on building the return rate, we also attempt to convey the importance of participant feedback as the guide for our work; as well as for the presenters. In comparison to the moderate return rate, teachers are willing to clearly voice their outcomes from the learning activity in depth.

Paper evaluations are used in certain circumstances where the number of participants is low, or the focus is unique, or when a full return of remarks is crucial for next steps. Often, for multi-day programs evaluations are collected at specific points in the program to help guide the facilitator based on group feedback. It is still in our planning to use follow-up evaluations and conversations to encourage teachers to voice how they are applying new knowledge and strategies into their classroom practice. As we meet our mandate of serving the needs of students, we recognize the need to empower teachers, offering them continual support to sustain that involvement. Effective delivery and processing of evaluations is one tool we can use in this task.

### PD Satisfaction Results

- **Cumulative Stakeholder Survey Responses 2012:** 96% satisfaction with the following:
  - I increased my knowledge of this topic.
  - I learned strategies/skills to support student learning on this topic.
  - I was able to reflect on my attitudes and beliefs about the topic.
  - I plan to apply the information learned into my practice.
- **Participant Survey Response 2012:** NRLC provided services at reasonable cost: 99%
- **Participant Survey Response 2012:** Overall session satisfaction: 96%
- **Participant Survey Response 2012:** Satisfaction with tech-mediated sessions: 95%
- **Participant Survey Response 2012:** Overall satisfaction with technology mediated PD 94%

Zone Curriculum Coordinators Meeting Oct 2011



Provincial collaboration has increased over the past few years as we continue to provide services and meet our mandate. Regional teachers have increased opportunity to participate provincially, especially as web-based delivery is becoming the norm with Blackboard or webcast sessions. The following section details the provincial aspects of the NRLC in conjunction with the ARPDC in a format that has been developed and used provincially.



Alberta Regional Consortia

## Coordinated, Collaborative, Comprehensive Provincial Professional Development Leadership

The Alberta Regional Professional Development Consortia (ARPDC) is the term regional consortia use to highlight collective provincial “adult learning for students’ sake” learning opportunities. The ARPDC is representative of the collective work of the regional Executive Directors and their teams, who report to their respective boards and provide service to school authorities in a region or for a group of school authorities assigned.

During 2011 - 2012, ARPDC took a leadership role in many provincial initiatives based on direction and grant deliverables provided by Alberta Education. ARPDC provides in-person, as well as synchronous and asynchronous, technology-mediated learning opportunities to support adult learning, relying on consultation from the region to ensure Professional Development program designs support participants and school authorities’ context. Programs are based on our knowledge and expertise of effective professional learning design and delivery, aligned with the Alberta Programs of study and are research sound. In 2011 - 2012, besides regional PD delivery and implementation support work, the following provincial activities occurred:

- Provincial pilot projects
- Provincial projects
- Provincial conferences
- Technology-mediated learning opportunities

The information that follows includes a reporting of the provincial work/input, output, lessons learned and implications for the future of PD design, delivery and implementation support in Alberta.

### Provincial Pilot Projects

Alberta Education initiates pilot projects to build teacher/district capacity or to evaluate the effectiveness of specific strategies or resources. During pilot projects, the lead regional consortium works collaboratively with Alberta Education and identified jurisdictions. Pilot project deliverables may include design and organization of meetings, professional learning opportunities, administering contracts and communities of practice for individuals participating in the project as well as disbursement of funds to support the pilot project work. All planning becomes a joint effort of Alberta Education and the lead consortium to support pilot participants/school authorities involvement. Some pilot projects used technology to distribute learning.

**For 2011—2012, Pilot Projects included:**

<p><b>Early Learning – Early Years Evaluation:</b>  <b>2</b> learning opportunities  <b>50</b> participants in person  <b>1</b> wiki space created  <b>102</b> unique views /<b>246</b> hits</p>	<p><b>Early Learning – Positive Parenting Program:</b>  <b>12</b> learning opportunities  <b>41</b> participants in person  <b>1</b> Moodle course  <b>50</b> Moodle users</p>
<p><b>Literacy Pilot with Pearson:</b>  <b>5</b> school authorities involved; <b>4</b> learning opportunities - <b>313</b> participants in person  <b>2</b> webinars - <b>120</b> participants in webinars</p>	<p><b>IEPT Pilot:</b> Logistics arranged for learning opportunities across the province  <b>11</b> learning opportunities across the province - <b>417</b> participants in person  <b>5</b> webinars  <b>104</b> webinar participants</p>
<p><b>High School Flexibility:</b>  <b>4</b> learning opportunities  <b>246</b> participants in person</p>	<p><b>Essential Conditions:</b>  <b>10</b> school authorities piloted the use of the guide; data was collected and analyzed</p>
<p><b>Literacy for All – Meville to Weville:</b> <a href="http://abliteracyforall.wikispaces.com/">http://abliteracyforall.wikispaces.com/</a>  <b>2</b> learning opportunities  <b>50</b> participants in person and online  <b>1</b> Moodle course - <b>26</b> registered users  <b>3,625</b> Interactions to August 31, 2012  <b>25</b> webinars – <b>221</b> participants  <b>1</b> wiki space created – <b>2,367</b> unique visitors, <b>9,072</b> page views  <a href="#">Videos</a> created to share promising practices based on participants learning and sharing</p>	

**Lessons Learned Based on Facilitating Pilot Projects:**

- Learning stays with the group involved in the pilot.
- Within a pilot, participants can feel isolated.
- Pilot project design varies depending on grant resources and deliverables.

**Implications for Future Pilot Projects Design:**

- Exploration of ways to share the learning with a broader audience following the pilot.
- Consideration for all pilots to use technology to connect pilot participants and develop a community of practice between face-to-face opportunities.
- Consideration of analyzing/comparing pilot project models for use in future pilots.

## Provincial Projects

Alberta Education requests regional consortium to manage PD design for provincial projects. These projects vary in scope and requirements. Project deliverables can range from setting up a series of learning opportunities across the province, hiring and coordinating provincial team members, or the development of various PD delivery designs using technology. Some projects or grants have technical components like the production of video, development of a website, or the development and administration of a NING. Project/PD design delivery is to the benefit of all school authorities and regions in the province.

### **FNMI Provincial Professional Learning Project:**

**3** FNMI Provincial PD Facilitators hired for the purpose of researching, developing and delivering a variety of FNMI-focused PD throughout the province.

**69** learning opportunities – **1,180** participants in person

**232** project meetings for program planning and development

**(See Appendix B Project Summary)**

### **FNMI Family, Parent and Community Engagement:**

Regional learning opportunities presented by FNMI Branch, logistics arranged by each region;

**24** learning opportunities in **24** locations with **469** participants in person.

**FNMI PD Modules:** PD modules developed for FNMI branch to support facilitation of sessions. Modules developed for traditional parenting and administrators' cultural awareness.

### **FNMI Collaborative Framework Digital Image:**

Collaborative framework digitized to create an interactive tool to coordinate the access of PD resource materials developed. Digital image developed for FNMI branch to use on their site.

### **Walking Together Digital Resource Project:**

**7** learning opportunities - **173** participants in person, **3-part** webinar series - **102** participants and approximately **14** "Walking Together" Provincial Facilitators trained.

### **Alberta Approach to Collaborative Practice:**

Workshop materials developed for "Train the Trainer" and shared at **10** learning opportunities in **9** sites across the province for **89** participants in person. Materials posted online for all to access at [http://www.inclusiveeducationpdresources.ca/collaborative\\_practices/](http://www.inclusiveeducationpdresources.ca/collaborative_practices/) **1,041** page views / **230** unique users

**(See Appendix E Project Report)**

### **Inclusive Education Community of Practice - NING:**

Online Community of Practice **500** members in **6** months.

### **Inclusive Education Videos and Learning Guides:**

[Collaborating with Parents](#) (9 videos, tip sheets and learning guides) and [School Leadership and Inclusion](#) (in English and French, 6 videos, tip sheets and learning guides) <http://www.inclusiveeducationpdresources.ca/>

### **Alberta PD Project:**

Organized by a collaborative community of professional learning providers;  
7 webinars offered - 65 webinar participants

### **Career and Technology Studies (CTS):**

33 learning opportunities - 769 participants in person  
27 webinars - 255 cached views; 18 online participants  
66 Summer learning opportunities planned / 35 held - 215 participants  
161 cached webinars since 2009 – 4,315 cached views

### **CTS Health:**

18 learning opportunities - 372 participants in person  
10 webinars - 30 cached views; 4 online participants

### **Lessons Learned Based on Facilitating Provincial Projects:**

- A broad range of PD design and delivery being offered and developed.
- High cost of the development stage is making use of regional consortia infrastructure and not incorporated into project costs.
- Online materials viewed with great potential for job-embedded learning.

### **Implications for Future Provincial Projects Design:**

- Continue the wide variety of new approaches to distribute learning. (i.e., video and learning guide creation, FNMI Provincial Facilitators providing service to school authorities and band schools, PD module development, Community of Practice on a NING, digital image creation)
- Budget for the resources required to design and record processes for new initiatives for replication by others. (e.g., knowledge management)
- Develop a communication plan to adequately provide awareness and understanding of use of new PD resources.

## Provincial Conferences

Alberta Education approaches regional consortium to design and deliver provincial conferences based on grant funds available to support implementation. Participants can choose to attend with conference registration costs ranging from no cost to a subsidized fee. Many provincial conferences incorporate technology to distribute the learning and provide accessibility for attendance.

<p><b>Learning Coaches Kaleidoscope Conference:</b> In-person conference with distribution through videoconference to <b>13</b> sites across the province with <b>123</b> participants in person and <b>134</b> participants via videoconference.</p>
<p><b>Early Learning Promising Practices:</b>  <b>139</b> in person at host site and <b>218</b> via <b>8</b> different webcast sites across the province. Sessions archived for all to access via <a href="http://www.inclusiveeducationpdresources.ca/early-learning/early_learning_symposium2012.php">http://www.inclusiveeducationpdresources.ca/early-learning/early_learning_symposium2012.php</a> with <b>1,041</b> page views / <b>230</b> unique users from January 2012—August 2012</p>
<p><b>Rethinking High School Symposium (Online Conference):</b>  <b>138</b> online participants - <b>395</b> cached views</p>
<p><b>Inclusive Education Community of Practice:</b>  <b>193</b> participants in person with a Google site developed for use at the conference for reference/process purposes.  <a href="https://sites.google.com/site/enhancinginclusiveenvironments/home/copinfo">https://sites.google.com/site/enhancinginclusiveenvironments/home/copinfo</a>  <b>3,188</b> page views; <b>2,111</b> unique users from January—August 2012.</p>
<p><b>FNMI Learning Together for Success Education Conference (2-Day Conference):</b>  <b>620</b> participants in person <a href="#">LTFS Video Project</a> (see Appendix D Project Report)</p>
<p><b>FNMI Literacy and Numeracy (2-Day Conference):</b>  <b>636</b> participants in person; wiki developed for sharing at and following event <a href="http://erlc.wikispaces.com/FNMI+May+2012+Forum">http://erlc.wikispaces.com/FNMI+May+2012+Forum</a></p>
<p><b>ConnectED Canada Conference (3 days):</b>  <b>525</b> participants in person</p>
<p><b>FSL in the 21 Century Conference (2 days):</b>  <b>68</b> participants in person</p>
<p><b>High School Math Symposium (webcast):</b>  <b>14</b> webcast sites across the province - <b>84</b> participants via webcast  <b>162</b> participants in person  <b>3</b> follow-up webinars - <b>57</b> webinar participants</p>

## Lessons Learned Based on Designing and Delivering Provincial Conferences:

- Time to plan and communicate adds to quality of event.
- Access increased when technology was used to distribute learning.
- Access to materials following the conference increased when technology was used to host materials online.

## Implications for Future Provincial Conferences:

- Consider setting dates for provincial conferences the year prior so school authorities can budget to attend.
- Consider access to attend via technology such as webcasting or videoconferencing.
- Consider follow-up online materials to be developed as part of a comprehensive PD plan to support job-embedded learning opportunities and individual learning.

## Technology-Mediated Learning Opportunities

2011-2012 saw an increase in accessibility of learning opportunities for Alberta educators as a result of technology tools that facilitate the distribution of learning. Synchronous learning opportunities provided in-person access via webinars, webcast, and videoconference. Asynchronous learning opportunities, that participants could access at their own time, pace and place, were provided via video, wiki spaces, learning portals and a Community of Practice. (NING)

ARPCD successfully merged the regional learning management systems to the new provincial Learning Portal: <http://learning.arpdc.ab.ca/>. A provincial Inclusive Education website provided access points for online learning and a location to host the videos and learning guides was developed. <http://www.inclusiveeducationpdresources.ca> Regional consortium also developed archived learning materials to support job-embedded learning



opportunities as well as allowing for individual access to learning. The joint licensing agreement for the online webinar platform Blackboard-Collaborate (Elluminate) was extended for two years. Social networking was introduced with the establishment of a provincial Community of Practice on NING. The initial steps were also taken to re-design and align the provincial ARPCD website and each of the regional sites with the primary intent being accessibility.

<b>Synchronous</b>		
<b>Webinars</b>	<b>2011—2012</b>	<b>285</b> webinars
	<b>2011—2012</b>	<b>98</b> meetings
		<b>3,591</b> webinar participants <b>2,291</b> cached views -webinars <b>637</b> meeting participants <b>685</b> cached views - meetings
<b>Videoconferences</b>		
<ul style="list-style-type: none"> <li>Learning Coaches Kaleidoscope, Kathleen McConnell-Fad – Wainwright, Diploma Prep 30-1, 30-2 – Sandi Berg</li> </ul>		<b>14</b> sites <b>5</b> dates
		<b>333</b> participants in person <b>140</b> participants at remote sites
<b>Webcasts</b>		
<ul style="list-style-type: none"> <li>Early Learning and High School Math Institute</li> </ul>		<b>2</b> host sites <b>25</b> remote sites
		<b>217</b> participants at host sites <b>302</b> participants at remote sites
<b>Asynchronous - Online Resources</b>		
<b>Wikis</b>		
<ul style="list-style-type: none"> <li>EYE Project, Math 20-1, Social Studies, Literacy for All</li> </ul>		<b>187</b> wikis
		<b>20,954</b> unique users, <b>246</b> hits <b>39</b> pages on the wiki <b>92,741</b> page views
Learning Portal - 2011—2012		<b>153</b> Courses
		<b>1,375</b> unique users <b>1,153,409</b> page views
Online Community of Practice: Enhancing Inclusive Environments January-August 2012		Social Networking (NING)
		<b>534</b> participants
Videos/Learning Guides Created 2011—2012		<b>49</b> videos <b>32</b> learning guides
Inclusive Education Website 2011—2012 <a href="http://www.inclusiveeducationpdresources.ca/">www.inclusiveeducationpdresources.ca/</a>		<b>7,126</b> unique users <b>21,001</b> page views
Archived Webinars September 2009—August 2011		<b>718</b> cached webinars <b>193</b> cached meetings
		<b>20,210</b> cached webinar hits <b>1,450</b> cached meetings hits

#### Lessons Learned Based on Designing and Delivering Technology-Mediated Learning Opportunities:

- Appreciated accessibility and the savings of time and costs when learning opportunities are provided using technology-mediated delivery.
- Creation of "black books" which contain organizational operations allows consortia to learn from one event to the next.
- Creation of learning guides, discussion guides and other documents to assist educators to use the resources for embedded or personalized PD.

#### Implications for Future Delivering Technology-Mediated Learning Opportunities:

- Continue exploration of new and emerging technologies to deliver PD.
- Develop a communication plan to adequately provide awareness and understanding of use of PD resources.
- Evaluate usage and applicability of PD resources annually, to determine continuation or removal of the resource.

## Consortia Partnerships

ARPDC, through grants based on our goals and expectations from the ministry, collaborates and partners with other PD providers and provincial organizations. Over the past year, ARPDC has established or continued many partnerships with education stakeholders representing board membership: Alberta Education, CASS, ASBA, ASBOA, ASCA, Post-Secondary and ATA. Also, ARPDC has partnered with other organizations such as 2 Learn, Alberta PD, AAC, TC2, Galileo and Publishing Companies. These partnerships have resulted in a variety of learning opportunities such as: specific events and projects, resource development, innovative programming and logistical support.

### For 2011—2012 Fee for Service Partnerships included:

Event	Service Provided	# of Registrants
AISI (Out of province)	Registration	2 days - 3 participants
Alberta PD	PD Design, Registration, Delivery	4 webinars – 36 participants
ATA Specialist Councils HPEC, CTS, CARFAC, Calgary Regional Special Ed Council	Registration, Coordination, Delivery	6 events – 939 participants
Canadian Association of Immersion Teachers DELF Symposium, ACPI	PD Design, Registration, Delivery	1 event – 42 participants
CASS Events	Registration	9 events – 1,781 registrations
Charter Schools Provincial Conference	Registration/Event Management/Planning	2 events - 970 participants in person
Rural Education Sustainability Symposium	Webcast, Webinar Registration, Follow-up Survey	29 webcast/webinar sites
Action on Curriculum Symposium #3	Registration/Event Management/Hosting	2 events 700 participants in person
Northern Tier Leadership	Registration, Moderation, Facilitation, Hosting	12 events 300 participants in person 300 participants via webinar
Creating a Restorative Culture in Your Classroom	Registration	2 events - 71 registrants
NWATE 2012	PD Design, Registration Coordination, Hosting	23 registrants
Preparing for AISI Teacher Research	PD Design, Registration, Hosting	31 registrants

## Challenges, Celebrations & Trends in Professional Learning

In recent years, the ARPDC) has experienced a myriad of changes and complexities as they respond to the goals, initiatives and areas of foci of the Alberta Education Business Plan and the identified professional learning needs of educators and jurisdictions throughout Alberta. The provincial education vision, and recent trends in education, provides a road map for consortia to be responsive and work in a collaborative, coordinated manner, continuing to design and deliver cost-efficient professional learning opportunities to Alberta educators.

We strive to support/prepare educators in Alberta by providing adult learning opportunities designed to support adult learning for students' sake. Consortia accept, and celebrate these changes and challenges and have responded by:

- Researching trends and current developments in the field of education, selecting best practices, and sharing this information with our stakeholders.
- Collecting and analyzing data, and utilizing the evidence to collaboratively plan programs responsive to the needs in each region, yet coordinating provincially, specifically when using technology.
- Organizing and supporting coaching cohorts to provide continuous, personalized support to educators as they enhance/refine their educational practice.
- Forming partnerships with a variety of PD providers, or brokering presentations on behalf of regional stakeholder groups.
- Hiring, training, and supervising staff involved in regional and provincial projects, such as the ARPDC FNMI PD Facilitator project.
- Leading/modeling and exploring new learning strategies, such as Communities of Practice. (online NING and face-to-face)

The ARPDC shares the vision of Alberta Education and our regional stakeholders to improve the learning of all teachers and other education stakeholders so they can best support student learning.

In the role of Executive Director for NRLC, Karen Egge served as the Alberta Regional Professional Development Consortia (ARPDC) lead or co-lead for the following grants and projects in the 2011-2012 year.

**First Nations, Metis, Inuit Provincial Professional Learning Project (2011-2014)**

Purpose: The purpose of the FNMI PPLP is to provide leadership and support for Alberta Schools across the province to implement specific strategies outlined in the Alberta Education Business Plan 2011-14. Over the next two years, the FNMI PD Facilitators/Consultants will address Goal 3 of the Business Plan.

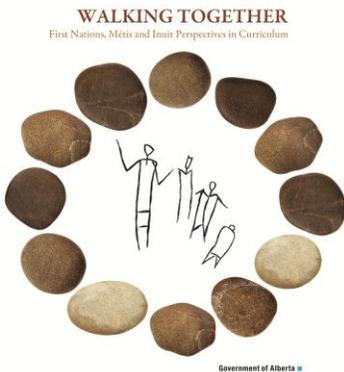
Facilitator Roles and Responsibilities: The role of the Provincial FNMI PD Facilitators is to create and deliver professional development opportunities and provide resources that build teacher capacity to enhance success for all Alberta students; in addition to seeking and categorizing existing provincial resources. The initial role has further developed into principal leadership and project video development. Three consultants were seconded into a two-year agreement to provide provincial coverage and support to the project, effective August 1, 2011-July 31, 2013. In the spring of 2012, a fourth position was announced and subsequently filled in the fall.

**(see Appendix C for first year report excerpt)**



**Walking Together Digital Resource Project (2011-2013)**

Grant deliverables required the provision of a provincial orientation plan to build leadership capacity within schools and districts to support effective use of the digital resource developed by Alberta Education (<http://www.learnalberta.ca/content/aswt/>) This project was planned collaboratively with the Alberta Education project leads in early 2012 with provincial deliveries beginning in March. The FNMI PD Facilitators also worked with the Alberta Ed FNMI leads in delivering the regional sessions. From each session, leaders were identified to provide the district capacity as identified. Coordination and tracking of provincial learning opportunities and presenter is ongoing in 2012-2013.



**FNMI Learning Together For Success Provincial Education Conference (2011-12 complete)**

The opportunity to host a two-day provincial conference and showcase the northern FNMI communities’ educational practices and cultures was eagerly accepted by the Zone 1 Regional FNMI Advisory Committee. The engagement of community leaders was exceptional as they reflected on the successful student experiences of the Maori Aboriginal people of New Zealand as shared by Dr. Russell Bishop through his ten years of research and practice.

**(see Appendix D for [LTFS Final Report with Video](#))** (or click this link to view the video)

### **Alberta's Approach to Collaborative Practices (2011-12 complete)**

Grant deliverables required the provision of a provincial orientation plan to build leadership capacity with schools, districts and cross-ministry agencies which provide supports and services for children, youth and their families. The intent is to support effective use of these digital resources in an inclusive education system through innovative professional learning models including Community of Practice.



**(see Appendix E for Report)**

### **Joint ATA/ARPDC Teacher Efficacy Research Project (2011-2013) (Karen Egge as Co-Chair)**

The purpose of this project is to gain a better understanding of teacher perceptions of efficacy related to their professional learning and development; as well as the range of teachers' learning opportunities which they identify as best meeting their professional growth needs. The project will examine teacher beliefs, self-efficacy, and practices pertaining to five specific modalities of teacher professional learning:

1. Supporting the Individual
2. Personal/Professional Services
3. Social Constructions of Knowledge and Actions
4. Curriculum Instructional Initiatives
5. Workshops (Joyce and Calhoun, 2010, P.12)

## REGIONAL PD STATISTICS & PARTICIPATION RATES 2011-2012

The NRLC planned well over three hundred (380) regional professional development opportunities through our Consortium in 2011-12; hosted primarily in Grande Prairie, and Peace River, with some sessions in High Prairie and High Level. These locations have proven to be the most readily and easily accessible by participants across our geographical area. The NRLC has experienced an increase in PD offered virtually through Elluminate (Ell), or by using Elluminate for follow-up sessions to the face-2-face (F2F). Additionally, some innovative steps were taken to provide delivery via webcast for some provincial ARPDC symposiums. Distributed learning opportunities continue to develop, regionally and provincially; as do well-trained and able facilitators. Provincial PD opportunities are reported on pages 11-19, and include those specifically orchestrated through provincial grant programs.

Over the past six years, NRLC has consistently planned, developed, and implemented a greater number of PD opportunities. Many of these opportunities continue on the emphasis of building into long term learning plans and cohorts. The chart below provides a summary of programs by subject areas that indicate the variety of ongoing professional learning opportunities offered through this past year. This is an overall summary of programming, the majority of which flows through the Curriculum Implementation Grant as profiled in Appendix F.

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

### Session Count by Subject Theme (Evidence of ARPDC Goals)

- **Total session planned:** all curricula: 380 (442 planned in 2010-11)
- **Total sessions held 358** (54 cancelled or postponed)
- **Total participants 7639 (see bottom box)**

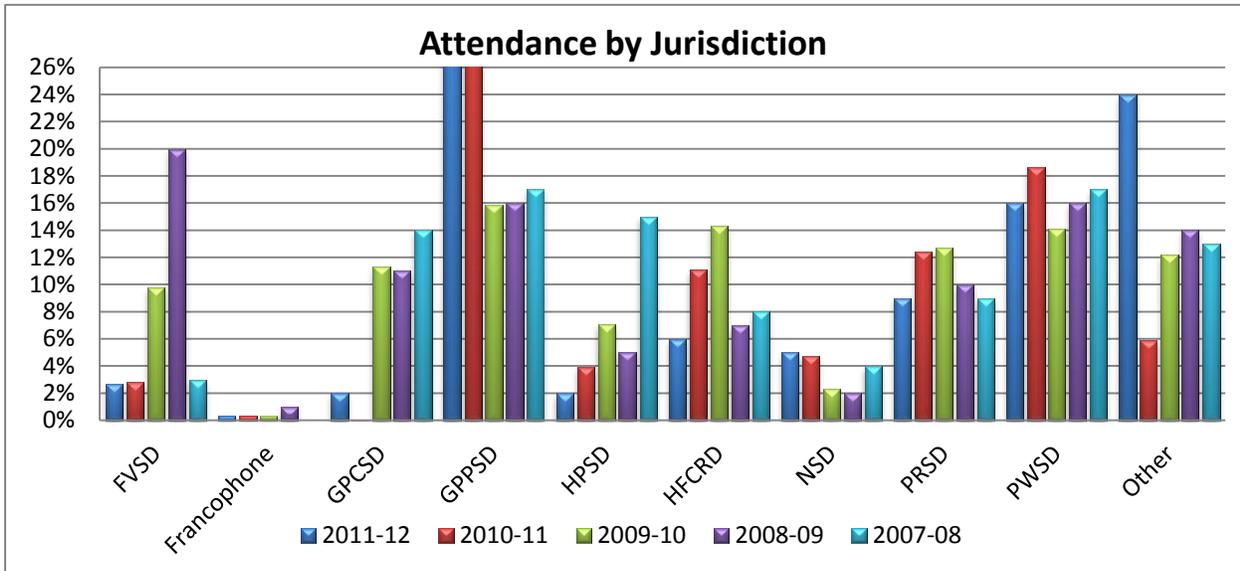
Subject Area	Programs	Participants	Perc/Area
• Math	64	843	11%
• Technology Integration	44	458	.06%
• FNMI *	58	1346	.17%
• French & FSL	27	326	.04%
• Inclusive Education & Early Learning	41	1079	.14%
• Literacy/ Language Arts	34	1387	.18%
• Health and Wellness	11	201	.02%
• Science (including Gizmos)	7	129	.02%
• Social Studies	3	36	.01%
• Fine Arts	9	132	.02%
• Leadership (including PARCSA)	35	679	.08%
• CTS	13	157	.02%
• General Curriculum (many subjects)	21	91	.01%
• Meetings	13	147	.01%

MPTC/NRLC partnership with an additional 56 sessions, 1453 participants not included in totals above

ATA/NRLC partnership with 41 programs, 508 participants are included in totals

\*FNMI include programs funded by several grants

Meetings include: Curriculum Coordinators, Management Team, Comp PD Planning, plus Regional Advisory Teams.



### PD Programs & Participants

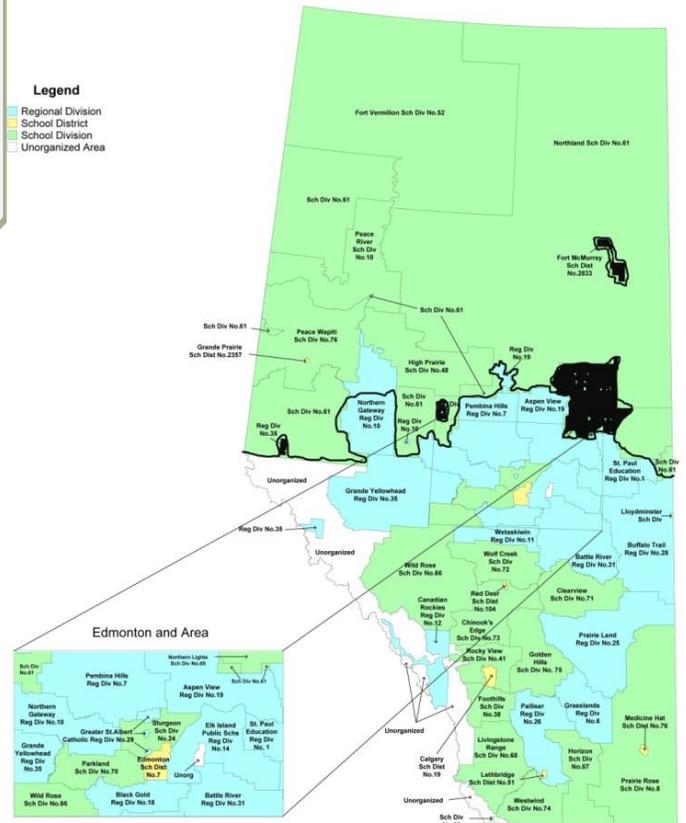
	2011-12	2010-11	2009-10	2008-09	2007-08
Participants	9092*	7921 *	7617	7282	9096
Programs Planned	436*	506 *	439	281	346

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

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

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

### Alberta Public School Districts, School Divisions and Regional Divisions

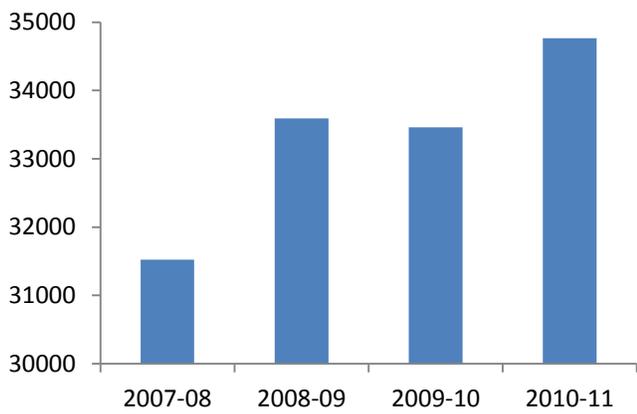
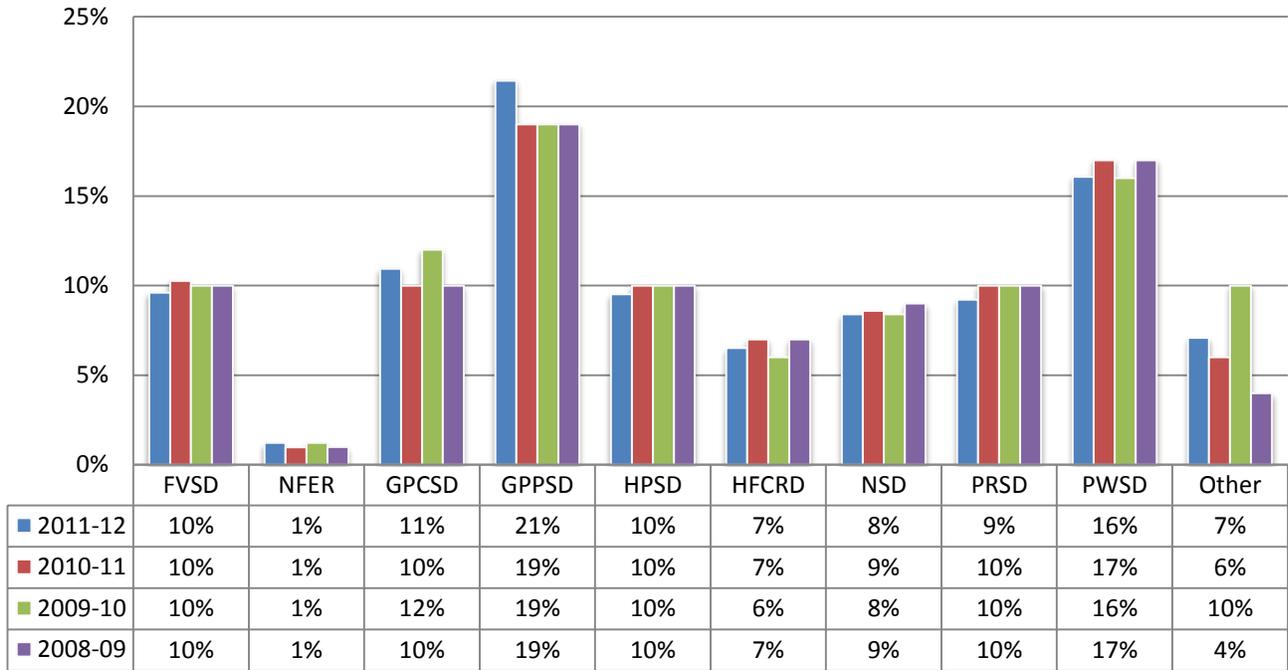


School District Attendance		
	2011-12	2010-11
FVSD	215	155
Francophone	27	18
GPCSD	183	326
GPPSD	2638	1897
HPSD	161	216
HFCRD	454	611
NSD	383	262
PRSD	768	684
PWSD	1307	1027
Other	1879	325

### ALBERTA EDUCATION STUDENT STATISTICS

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

Student Population by District

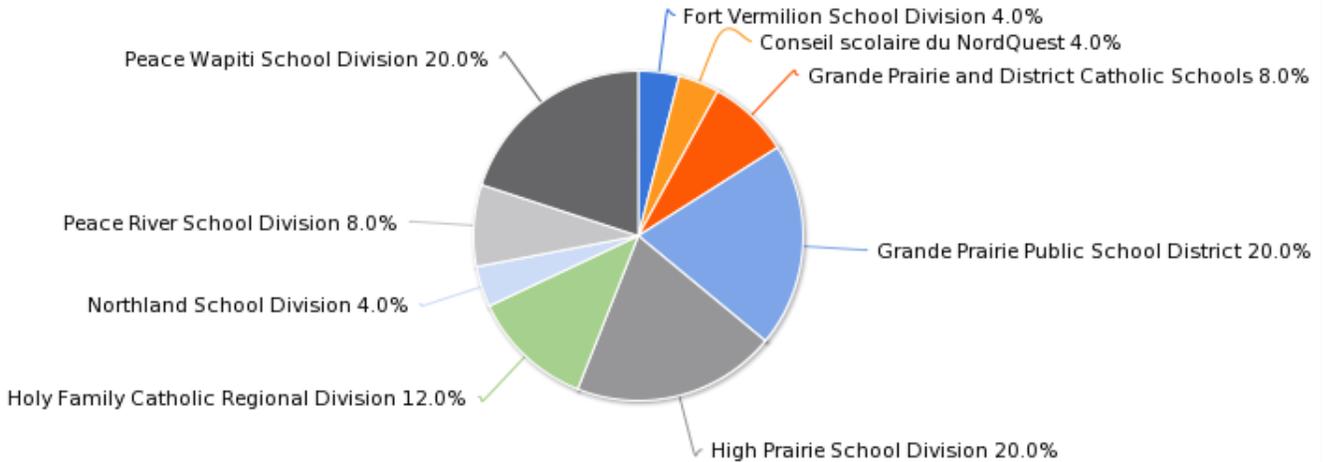


#### NRLC Zone 1 Student Population Comparison

- Student count includes those students served through Northern Gateway School District, Colony, Federal and Provincial Band/Christian schools.
- Data is gathered by Alberta Education reports for the 2011-12 year.

The Northwest Regional Learning Consortium reports annually through a Stakeholder Survey from educational stakeholders, the school jurisdictions we serve. Approximately 60 surveys (up from 30) were distributed within Zone 1, much later than in previous years, with a 42% return rate from nine (9) jurisdictions.

I work in the following school authority:



Comments by School Jurisdiction Respondents

- NRLC has been instrumental in spear heading and sustaining the Zone Inclusive Education Advisory Committee as well as the Zone Learning Coach cohort. NRLC has been the main “event planner” for the last five years for the fall PD day. We have appreciated the professional learning events that the NRLC has helped to bring to our teachers but we acknowledge that the majority of the work behind this fall PD day is done by Leslie Snyder of the NRLC.
- *Because of the support for the ATA PD Day from NRLC: a. We have been able to use the NRLC website for pre-registration thus cancelling sessions that have low numbers. b. We are now using electronic NRLC evaluation links and the responses are provided to us in “report format” through consortia resources. c. We have professional session descriptors prepared and available for viewing on the NRLC website. This has also allowed us to have teachers from outside our local attend our PD day. d. Contracts, event details, all items are now run through professional PD planners – NRLC. e. Detailed updates are provided by NRLC to presenters prior to the event, and on a weekly basis. This lets them know who/how many will be in their sessions and provides other details related to event planning.*
- I am at a loss to respond to the questions as I have had no direct contact with the Consortium. Other than meeting the director at meetings outside of the area I would have limited knowledge of what services they provide to us. When we did ask for help with set up of an event there was a charge and I am not clear if there was value added for the PD. We as a district had to pull things together at the last minute and try to make things work. I believe that this year was smoother but we provided most of the PD to teachers. Since I am unclear after

one year of the function I cannot agree that it was effective in supporting our division. Still learning in GP.

- *The support provided by NRLC in support of our embedded District PD Days is especially significant. The support provided by NRLC is extensive: identifying and booking facilitators, tracking travel and accommodations, tracking contracts, paying facilitators, booking venues, supervising venues, surveying participant interests, advertising sessions, participant registrations, follow-up satisfaction surveys, tracking of participant payments, tracking of out-of-district participants ...*
- All of this tremendous work is very much appreciated and highly valued by our division administration and our teachers. In addition, the NRLC plays an important role in supporting our emerging PD needs throughout the year. The leadership that they provide in supporting professional development in Zone One is critical for sustaining and expanding teacher capacity to deal with changing and expanding demands of 21C teaching and learning.
  - *The consortium has been very helpful in assisting us to find speakers and organize PD presentations. Face to face pd is a very expensive model for rural jurisdictions. I encourage the consortium to further develop professional development that utilizes video conferencing and Elluminate as well as access to asynchronous learning opportunities on key topics.*
- Appreciate the diverse and flexible PD options (face to face, webinars, webcasts, cohorts, online communities, series, and learning coaches).
  - *This Consortium is well run and very supportive of any ideas and initiatives we are working on in our Division. Thanks to Karen, Leslie and Geri for really good teamwork.*
- We are so very fortunate in the North West to have a wonderfully supportive regional consortia. We DEPEND on it!!
  - *Karen and her staff are always so EXCELLENT to work with*
- The NRLC staff and programs are an amazing resource.
  - *Great relationship with NRLC!*

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

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

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

<b>The Consortium was effective in helping us address needs identified in our planning documents.</b>				
2011-12	2010-11	2009-10	2008-09	2007-08
80%	89%	94%	100%	100%
<i>Outcomes: NRLC offerings align with stakeholders’ needs identified through planning documents and consultation.</i>				
<b>Target is 80-89% Satisfaction</b> <b>Goal Achieved</b>				

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

**ZONE PARTICIPANT COMMENTS**

The right combination of research, presenter-led, and involvement by participants.

It was pertinent to my teaching; reaffirming that spending lots of time building relationships with my students is worthwhile. I will continue to expect the best of my students and do whatever it takes to get them there.

There was a lot of discussion in the feasibility of integration of traditional work and changing to digital learning. It was good to see that others were not necessarily just adding technology to add technology, but were considering the ramifications to learning as well.

I like how we, as a district group, have a lot to say in the direction of the PD. This allows us to tailor the session to our needs.

Nancy was a very enthusiastic presenter who is positive and believes in her topic. She believes that the emergent approach is far better suited to meet the needs and interests of the children as well as following the Alberta Ed curriculum.

I needed that last piece of information about how to put all of the different parts of this method (AIM) together for the kids. I have seen and worked with the gestures, but I needed more information and I needed a verbal/visual explanation of how the scaffolding works.

The best learning situations are short and intense, and this one, like all with Geri, was short and intense. Similarly, when teachers gather around issues that concern them, and participate in the conversation the best learning happens.

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

<b>The Consortium was effective in helping us meet emerging PD needs, outside of those identified in our planning documents.</b>				
2011-12	2010-11	2009-10	2008-09	2007-08
76%	90%	100%	86%	96%
<i><b>Outcomes:</b> NRLC facilitated PD supports, effective implementation of curricula (inclusive of instruction and assessment), and student learning outcomes.</i>				
<b>Target is 80-89% Satisfaction</b> <b>Goal Not Achieved</b>				

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

**ZONE PARTICIPANT COMMENTS**

I found both the theoretical overview and the practical strategies discussed to be highly engaging. The sessions really helped me think through better ways to deepen critical thinking inquiry in my classroom.

The level of teaching was appropriate for my current level of understanding of Smartboard; also very timely to get this level of technology in-service.

Our main goal was to network. As a “seasoned” teacher my role was mostly to advise and support those teachers who were new to teaching the (CTS) program. The new teachers came away feeling very supported.

Dr. Bishop is superb and his message needs to go to educators of FNMI students.

Please continue next year, offer sessions on flexible grouping and differentiation. All this year’s sessions were great.

It was practical and gave me suggestions to further my teaching practices (and fit into my busy schedule, convenient to be able to do this without travelling or taking a day off work). It addressed some areas that I have been personally reflecting upon. The presenter was comfortable using Elluminate as a presentation tool and was responsive to questions whether written or asked.

Dr. Carter takes a statistical course and makes it fun and exciting. He uses stories and pictures to illustrate topics discussed within the course, such as reliability and validity by using an analogy of a steam engine. We covered a great deal of material in two days but were not rushed, very valuable session.

I couldn’t think of a more relevant, pressing topic to discuss than this ‘digital citizenship’. I was encouraged by the dialogue this session produced and troubled by the fact that there is so much more work to be done to link school policies and get everyone involved.

Need more discussion with educators and researchers about engaging students in problem solving. Need to talk about the assessment piece.

### Goal 3

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

<b>The Consortium's coordinating, brokering and or referral services were effective in helping us access PD resources.</b>				
2011-12	2010-11	2009-10	2008-09	2007-08
80%	94%	100%	86%	96%
<b>Outcomes:</b> <i>NRLC coordination, brokering and referral services are responsive to stakeholder needs.</i>				
<b>Target is 80-89% Satisfaction</b> <b>Goal Achieved</b>				

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

#### ZONE PARTICIPANT COMMENTS

I really liked the templates for taking notes during lecture type lessons.

Without it (Elluminate) I would not have had this opportunity.

The PD session was interactive. I was able to see real life teaching opportunities within the suggested technology.

I'll be including LearnAlberta gizmos and resources in my Science and Math classes.

I appreciated the organization of the material presented. I have been creating a pool of universal strategies and I will be adding several of these to the pool.

Participants need to know how to go to the printer icon and print off the whiteboard – to make themselves a handout to follow along with the Elluminate session.

Now I have a high quality resource that I can use next year for resources. I was always stressed that I didn't have an Elder to speak to my students and now I can use some of the videos on the site.

This is a timely topic (Play) for my district and with the changes in Alberta Education. Scientific information was explained in lay terms and backed up with excellent videos clips for proof/explanation.

I will visit the Everactive website and utilize the handouts, warm-ups and games to increase variety and enjoyment for my students. Plan to share this site with my colleagues too!

#### Goal 4

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

PD facilitated by the Consortium supported effective implementation of curricula.				
2011-12	2010-11	2009-10	2008-09	2007-08
84%	94%	100%	92%	91%
<b>Outcomes:</b> <i>NRLC programs meet the identified and emerging needs of educational stakeholders.</i>				
<b>Target is 80-89% Satisfaction</b> <b>Goal Achieved</b>				

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

#### ZONE PARTICIPANT COMMENTS

Strong and extremely appropriate keynote. Relatable, passionate, knowledgeable, flexible, concrete, accountable – his words cross all Aboriginal borders and tell the truth for all of our children.

It was realistic, valuable, doable, easy, child related teacher friendly; and not just another busy useless initiative that actually takes us away from the children.

The information was rooted in research and there were many valuable resources shared. Please continue to provide opportunities to build capacity in the area of inclusion. This is very helpful as we work with schools to implement a more inclusive education system.

I liked the FNMI presentation. Would like to see more from this presenter (Russell Bishop) with respect to understanding our own cultural lens and impact it has on students as well as what 'being in relationship' with our student learners means. How do we assess this on a personal level and what are the best approaches to building this?

I'm going to look at creating 3-column rubrics with students, and have students each start a question in breakout rooms in Elluminate. Then have students switch rooms to continue working on what another student started...another idea for collaborative thinking.

It really helped me understand how others work in the classroom. I was struck by a desire to find strategies as opposed to finding out how the classroom/teaching might need to change so behaviours don't emerge.

Nancy has a clear no nonsense interesting way of presenting ideas. She is still teaching so her ideas are realistic, she speaks from experience.

I have taught Grade 3 for several years but have had no PD on any of the PATs. I found it valuable to learn about them from start to finish. I was glad to find out that former teachers are involved in creating the PAT and that current teachers help create the questions.

I'm glad this workshop is in three parts and that we will follow up on progress and deepen the subject as we go along.

**Goal 5**

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

<b>The Consortium has contributed to the development of PD leadership capacity within my organization.</b>				
2011-12	2010-11	2009-10	2008-09	2007-08
79%	100%	100%	93%	97%
<b>Outcomes:</b> <i>NRLC contributes to the development of PD leadership capacity.</i>				
<b>Target is 80-89% Satisfaction</b> <b>Goal Not Achieved</b>				

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

**ZONE PARTICIPANT COMMENTS**

Finally (OH&S) these sources will make my job easier rather than harder. Also, thank you to Joe (GPPSD) for all that you do in moving the CTS teaching profession forward.

She did an amazing job of teaching us in the style she wants us to teach our kids. As a teachers it is often difficult to sit through PD sessions all day as we are not used to being the student, but with this session I was engaged the whole time as the topic as interesting, there was a lot of opportunity for discussion as well as the presenter’s passion for the topic was contagious!

Continue to attend PD sessions that improve my teaching and understanding of children with a variety of needs.

Spend time talking with my teachers about student understanding and the importance of using student work with students to improve understanding and communication.

This was an excellent opportunity missed by our teachers. Only 3 attended, although every teacher in the area has at least one FNMI student. The opportunity to network, share information and experiences with peers is appreciated.

Several of the templates and handouts shared will be used this week with teachers from my division for helping with coaching classroom management and developing stronger PLC’s

Need to remember that adult learners have their own styles of learning just as children do. They have to be willing to learn; otherwise, they will put up borders between you as their learning coach and them as the professional.

**Goal 6**

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

<b>The Consortium provided good value for the grant dollars they were provided to support implementation of curriculum</b>				
2011-12	2010-11	2009-10	2008-09	2007-08
84%	100%	100%	93%	96%
<i>Outcomes: NRLC provides professional development at a reasonable rate.</i>				
<b>Target is 80-89% Satisfaction</b> <b>Goal Achieved</b>				
<b>The Consortium services are provided at reasonable cost</b>				
2011-12	2010-11	2009-10	2008-09	2007-08
84%	100%	100%	100%	96%
<i>Outcomes: NRLC offers professional development on an overall cost recovery basis.</i>				
<b>Target is 80-89% Satisfaction</b> <b>Goal Achieved</b>				

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

**ZONE PARTICIPANT COMMENTS**

The session was timely. It allowed teacher assistants to participate so we can all be on the same page when it comes to Reggio background.

This really needed to be a three day session. I feel like we needed one more day to pull everything together.

I'm very happy with the communication and registration process. NRLC does a wonderful job and I have absolutely no criticism of them.

Thank you for the reminder emails! Thanks for being flexible.

More practice of goals and objectives of (WTDR) session.

The conference was very well organized, friendly people, and well taken care of.

Great conference. I appreciated having all the meals included, I loved the entertainment at the banquet.

The instructor for the program is very knowledgeable and well planned. She had a good grasp of the needs of classroom teachers and gave pertinent background information.

This was time well spent. Excellent hands on activities and collaboration.

Please keep up with Elluminate sessions for next year. I would not have been able to take advantage of the professional development opportunities that I have this year, as travel and distance can be an issue.

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

During the 2011–2012 school year, Jim Rubuliak worked extensively with the seven consortium executive directors and a large number of their staff in his role as liaison between Alberta Education and ARPDC. From April to June 2012 Heidi Dempsey joined the Workforce Planning and Development Team and worked with Jim in this role during his transition into retirement. Heidi Dempsey has now taken on the role of Coordinator of Professional Learning. Both Jim and Heidi were involved in the majority of consortium Board of Directors' meetings as well as other information meetings. Communication between Workforce Planning and Development Branch staff and the various consortia staff is regular and ongoing.

The ARPDC provides service to school jurisdictions in Alberta and to the Ministry. Alberta Education Team Leaders were invited to share feedback regarding how the consortia developed their implementation plans and supported curriculum implementation and other Alberta Education initiatives through the planning and delivery of programs.

### **Successes:**

- Consortia staff were described as being:
  - responsive, flexible, accommodating, creative and collaborative in their interactions with all education stakeholders.
  - easy to work with.
  - eager to share their Implementation Plans and open and responsive to feedback.
- Consortia leveraged particular strengths and talents of individual staff to create conditions for authentic job-embedded professional development and sustained learning and effectively facilitated two communities of practice for teachers of students with significant disabilities.
- FNMI PD consultants have been open in sharing information and receiving direction. Responses regarding their work from consortia, Education, districts, schools, First Nations organizations and schools have been positive.
- The ARPDC have provided teachers with a comprehensive approach to professional development in support of the implementation of the revised CTS Program of Studies. They worked with school authorities to provide for information sharing and curriculum education, provided individual sessions as requested, organized a provincial Health Symposium,

developed partnerships with post-secondary institutions to provide summer learning opportunities, and collaborated with the ATA CTS Specialist Council to provide enhanced learning opportunities for Alberta teachers.

- Consortia were flexible in developing, organizing and hosting a two day FNMI literacy forum as well as in the creation of legacy pieces—both print and digital—to support this work explore and develop new ways to continue the conversations started at the face-to-face session.
- Consortia supported the work of Re-thinking High School and the High School Flexibility Enhancement Project with the High School Completion team. They have provided excellent consultative support in terms of how to move this work forward using innovative technologies, and have backed that up with great technical support.

#### **Challenges:**

- Difficulty in coordinating a series of regional sessions across the province.
- The regional nature of the consortium does not support provincial initiatives easily.
- Working with the team to define and support the Ministry's goals as these sometimes did not mesh with findings in the field.
- PD activities need to be revisited regularly to ensure alignment with conditional grant and ministry goals.

#### **Moving Forward**

Workforce Planning and Development Branch through Heidi Dempsey will continue to provide liaison services to ARPDC and will work with Alberta Education staff to ensure that ARPDC receives guidance and feedback as they continue to provide learning opportunities to the K-12 education workforce in Alberta.

Respectfully Submitted,

*Heidi Dempsey*

Coordinator, Professional Learning  
Workforce Planning and Development  
Alberta Education

Through examination, consultation and discussions with NRLC educational partners and ARPCD Executive Directors, the following trends were identified, and have been addressed in the [2012-2013 NRLC Regional Implementation Plan](#).

**1. TREND: Development of a coordinated, collaborative and comprehensive provincial approach to professional development**

**IMPACT:** The NRLC will enhance and continue to explore a more coordinated collaborative and comprehensive approach to informing and planning professional learning. Supporting and coordinating programming opportunities with local district teams, ATA specialist councils, and ATA Convention Boards will continue to be a priority.

**2. TREND: Challenges in professional development learning opportunity attendance**

**IMPACT:** As a consortium, we have reviewed best practices in adult learning, and investigated with our jurisdictions to design learning plans which will be responsive to the needs of individual teachers, schools, and jurisdictions, delivering professional learning in such a way as to create learning communities. We will continue to develop online professional development resources for educators, as appropriate, that allow for anytime, anyplace and any pace access to professional development.

Our ability to stretch PD resources has always been a challenge in the large geographical region NRLC serves. Travel costs to bring in presenters are higher than in central regions, and even regional access requires teacher travel and sub release. The use of technology is an option, but it is not less expensive in the developmental stages. We will continue to offer more sessions at the district level and through PD days and conventions. The development of teacher-coaches is expanding the reach of curriculum specialists and will be part of our comprehensive planning.

**3. TREND: Supporting job embedded learning**

**IMPACT:** One of our goals is to provide opportunity for a variety of job embedded learning opportunities, designed in collaboration with educators at a school and district level. The design of PD is evolving to include the development of online learning opportunities that can be accessed by school based instructional leaders, coaches and individual teachers. Learning about how to design online learning includes experiences with developing video, archived webinar conversation guides and managing the production of these learning opportunities. This job embedded learning may involve the use of a variety of technology mediated learning opportunities, as well as direct mentorship and support for teacher coaches through cohorts.

**4. TREND: Financial sustainability**

**IMPACT:** Grant funds for curriculum implementation are decreasing due to the deceleration of revised or new curriculum. The three year curriculum implementation grant concluded in 2010-2011; with a one year grant being provided for the 2011-12 year, followed another one year grant for 2012-2013. Advocating for sustained professional development funding combined with increased collaboration and coordination at a regional level to effectively utilize these funds will be a necessity if NRLC is to be able to provide cost effective professional learning which supports the initiatives and foci of Alberta Education, while aligning with and supporting the priorities of our jurisdictions and the learning needs of individual educators.

NRLC responded to this emerging need with the creation of a re-design of our professional learning delivery model. The Differentiated Professional Learning Project, designed in

collaboration with the 10 school jurisdictions in Zone 6 and the SAPDC Board of Directors, is designed to deliver professional learning as close to the school or district as possible. Utilizing four part time Learning Facilitators, working closely with a district designate to plan and implement learning opportunities to address specific learning needs based on the individual district, SAPDC is hoping to provide continuous, job-embedded PLOs to support the learning of individual teachers. In addition, the majority of our Programming for this year is designed and implemented in partnership with our jurisdictions and is closely aligned with the district and school improvement plans. These opportunities will continue to be part of the regional comprehensive plan open to registrations from other districts. This approach assists districts implement curriculum and initiatives with their decreased professional development funds. We continue to explore other opportunities where teachers are gathered (Teachers' Conventions, ATA Specialist Council Conferences) to provide quality professional development.

**1. Distributed / technology mediated learning**

NRLC and the Board of Directors, is committed to the provision of technology mediated learning and technology implementation support for our teachers. NRLC retains the services of two part-time Technology Support consultants despite the absence of additional funding for the position once the Distributed Learning grant expired. School jurisdictions in our region and indeed Alberta Education have come to expect and even rely on the availability of technology mediated learning options and technology support for implementation.

**2. Promotion and Support of Embedded Professional Learning Opportunities**

NRLC continues to support and promote availability of embedded professional learning opportunities that are accessible to teachers accessed in a variety of ways based on feedback from our teachers regarding preferred methods of learning.

**3. Partnering and Collaborating Provincially**

There is an increasing expectation provincially that NRLC/ARPDC will partner, broker and plan collaboratively with a variety of PD providers beyond our ARPDC partners in order to develop coordinated and comprehensive learning opportunities across the province. Regionally, motivation to plan more cooperatively and collaboratively in order to share resources and establish learning communities that span districts is becoming more evident. NRLC will continue to actively support regional ATA Teachers' Conventions, Specialist Councils, and ATA locals by sponsoring presentations, providing information, and attending learning opportunities

## Curricular Areas of Focus 2012-2013

During the next year, in response to Needs Assessments and prioritization at the NRLC regional Curriculum Coordinators meetings, NRLC will focus on the following curricular areas:

**1. Inclusive Education (including ESL, Early Learning, Assessment, FNMI, and Leadership Capacity Education):** working with school districts to support provincial and regional initiatives and provide appropriate learning opportunities designed to address needs identified by jurisdictions and our Inclusive Education advisory committee.

**2. Mathematics (including embedding technology):** includes supports for continued implementation at all grade levels, with particular focus on high school mathematics including Math demo classes through ARPDC.

**3. Literacy Support (including grade 12 English Language Arts comprehension):** focusing on cross-curricular literacy, NRLC will design learning opportunities to support teachers in core subjects, grades K- 12, to enhance student literacy, critical thinking,

problem solving, promoting ownership and becoming critical readers and writers, not only in Language Arts/ English, but also in Social Studies, Math and Science.

4. **First Nation, Métis, Inuit:** continued work with sharing and collaboration of best practice and emerging strategies, support for the emergent work of the ARPDC FNMI PD Coordinators through direct involvement of PD coordinators from northern Alberta as members of our FNMI Advisory committee
5. **Early Learning:** working with Alberta Education and school districts collaboratively to address the identified learning needs of early learning educators, and to support early learning inclusive education initiatives.



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

**A. NRLC Audited Financial Statements**

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

**B. 2011-2012 Grande Prairie Region Tri-District PD Collaboration Project**

**C. FNMI Provincial Professional Learning Project Report Summary**

**D. Learning Together For Success FNMI Education Conference Report**

**E. AACP 2011-12 Grant Report**

**F. NRLC Curriculum Implementation Grant Report Summary**

**G. Mathematics Implementation Project Summary**

As prepared by Geri Lorway





Government of Alberta ■  
Education

Regional Consortium  
Statement of Revenues and Expenses  
For the Year Ended August 31, 2012 (in dollars)

CONSORTIUM NAME:		Northwest Regional Learning Consortium		
	Budget	Actual	Actual	
	2011/2012	2011/2012	2010/2011	
<b>REVENUES</b>				
<b>Alberta Education:</b>				
Management & Infrastructure (Note 1)*	188,223	188,223	188,223	
Net Conditional Grant Revenues:			565,226	
Provincial Programs (Schedule 1)	840,523	911,478		
Regional Programs (Schedule 1)	80,497	67,747		
Fee For Service Contracts (Note 2)				
Other Alberta Education				
<b>Total Alberta Education</b>	<b>1,109,243</b>	<b>1,167,448</b>	<b>753,449</b>	
<b>Other Revenue:</b>				
Conditional Program Registration Fees:			122,353	
Provincial Programs (Schedule 1)	192,500	194,797		
Regional Programs (Schedule 1)		5,450		
Grants - Non government sources (Note 3)				
Cost Recovery Programs: (Note 5)			95,587	
Registration Fees (Schedule 4)		95,793		
Other fees (Schedule 4)		3,918		
Other (Note 4):				
Other Provincial and Federal Government				
Miscellaneous		4,929		
<b>TOTAL REVENUES</b>	<b>1,301,743</b>	<b>1,472,335</b>	<b>971,389</b>	
<b>EXPENSES</b>				
<b>Management &amp; Infrastructure (Note 6):</b>				
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	202,807	278,029	198,594	
Board expenses (Note 8)	4,000	2,445	2,865	
Less: Program Cost Allocations (Note 9)	(50,000)	(87,322)		
Net Management & Infrastructure expenses (Note 9)				
<b>Program Delivery Costs (Note 10):</b>				
Conditional programs:				
Provincial Programs (Schedule 1)	1,033,023	1,106,275	687,579	
Regional Programs (Schedule 1)	80,497	73,197		
Cost Recovery Programs (Schedule 4)		99,711	95,587	
<b>Other:</b>				
Fee for Service Contracts				
Accounting and Audit Fees				
Legal Fees				
(Specify)				
(Specify)				
<b>TOTAL EXPENSES</b>	<b>1,270,327</b>	<b>1,472,335</b>	<b>984,625</b>	
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>31,416</b>	<b>-</b>	<b>(13,236)</b>	
Accumulated Surplus at beginning of year	44,301	44,301	57,537	
Accumulated Surplus at end of year	<b>75,717</b>	<b>44,301</b>	<b>44,301</b>	

\* See notes to Forms 1 and 2 on page 7 and 8.

PLEASE RETURN hard copies of completed statements and schedules and the certification to:

Regional Consortium  
Statement of Financial Position  
As at August 31, 2012 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

	August 31, 2012	August 31, 2011
<b>ASSETS</b>		
Cash in Bank and Temporary Investments	808,658	1,053,761
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions	50,738	-
Other		23,559
Prepaid Expenses (e.g. deposits for future programming)	7,096	607
Other assets		
<b>TOTAL ASSETS</b>	<b>866,492</b>	<b>1,077,927</b>
<b>LIABILITIES</b>		
Accounts payable	2,625	1,875
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	799,697	1,015,523
Regional Programs (Schedule 3)	13,339	
Prepaid registration (Note 13)	6,530	
Other:		
Program Expenses Recoveries - deferred (Specify)		16,228
<b>Total Deferred Revenue</b>	<b>819,566</b>	<b>1,031,751</b>
<b>TOTAL LIABILITIES</b>	<b>822,191</b>	<b>1,033,626</b>
<b>ACCUMULATED SURPLUS</b>		
Unrestricted Funds (Note 14)	44,301	44,301
Operating Reserves (Note 15)		
Capital Reserves (Note 16)		
<b>TOTAL ACCUMULATED SURPLUS (Note 17)</b>	<b>44,301</b>	<b>44,301</b>
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>	<b>866,492</b>	<b>1,077,927</b>

Schedule 1 (Note 5, Note 10)  
Conditional Grant Program Costs and Net Grants Revenue  
For the Year Ended August 31, 2012 (in dollars)

CONSORTIUM NAME: Northwest Regional Learning Consortium

2011/2012

	Cost of Delivering Programs (Note 7)		Total Cost of Delivering Programs	DEDUCT:		Net Conditional Grant Revenue
	Allocated (Note 18)	Incremental (Note 19)		Program Registration Fees	Note (a)	
<b>Conditional Grant Programs:</b>						
<b>Provincial Programs</b>						
Curriculum Implementation	22,755	399,035	421,790	132,747	289,043	
FNMI Provincial PD Partnership	48,681	465,240	513,921		513,921	
Curriculum Coordinators Grant	1,019		1,019		1,019	
Off Campus Safety Handbook						
Alberta Approach to Collaborative Practices	4,000	34,100	38,100		38,100	
Walking Together Digital Resource	3,000	18,717	21,717	320	21,397	
Learning Together for Success	7,867	77,263	85,130	52,130	33,000	
FNMI Northland School Division Supports		24,598	24,598	9,600	14,998	
(Specify)						
(Specify)						
(Specify)						
<b>Total:</b>	<b>87,322</b>	<b>1,018,953</b>	<b>1,106,275</b>	<b>194,797</b>	<b>911,478</b>	
<b>Regional Programs</b>						
French Languages (ERLC) & Ess Conditions		13,622	13,622	3,325	10,297	
CTS/HW Programming (CARC)		13,259	13,259	250	13,009	
FNMI FPCE (LN)		37,780	37,780		37,780	
Learning Coaches (SAPDC) & Comm of Practice (ERLC)		8,536	8,536	1,875	6,661	
<b>Total:</b>	<b>-</b>	<b>73,197</b>	<b>73,197</b>	<b>5,450</b>	<b>67,747</b>	

Notes to Schedule 1:

a. Registration Fees are to be applied to the costs of delivering conditional programs and must be net of registration refunds.

CONSORTIUM NAME: Northwest Regional Learning Consortium

	Amount Transferred 2011/2012 Note (b)
<b>Walking Together Digital Resource</b>	
Calgary Regional Consortium	1,300
Central Alberta Regional Consortium	1,665
Southern Alberta PD Consortium	1,300
Edmonton Regional Consortium	1,313
Learning Network	1,251
(Specify Consortium)	
(Specify Consortium)	
<b>Program Total Walking Together Digital Resource</b>	<b>6,829</b>
<b>Alberta Approach to Collaborative Frameworks</b>	
Calgary Regional Consortium	1,355
Central Alberta Regional Consortium	443
Southern Alberta PD Consortium	411
Edmonton Regional Consortium & Learning Network	452
<b>Program Total Alberta Approach to Collaborative Frameworks</b>	<b>2,661</b>
<b>Off Campus Safety Handbook</b>	
Central Alberta Regional Consortium	37,758
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
<b>Program Total Off Campus Safety Handbook</b>	<b>37,758</b>
<b>(Specify Program)</b>	
(Specify Consortium)	
<b>Program Total (Specify Program)</b>	<b>-</b>
<b>(Specify Program)</b>	
(Specify Consortium)	
(Specify Consortium)	
<b>Program Total (Specify Program)</b>	<b>-</b>
<b>Total transfers to Other Consortia</b>	<b>47,248</b>

**Notes to Schedule 2:**

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

Schedule 3  
Conditional Grant Program Deferred Revenue  
For the Year Ended August 31, 2012 (in dollars)

CONSORTIUM NAME:		Northwest Regional Learning Consortium				
		2011/2012				
	Deferred Revenue from Previous Year Note (a)	ADD: Conditional funds invoiced to other Consortia	ADD: Current Year Receipts and Transfers-In Note (b)	DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	DEDUCT: Net Conditional Grant Revenue = Net Conditional Grant Revenue (Schedule 1 and Page 1)	Deferred Revenue: Conditional Grants Note (d) (Page 2)
<b>Conditional Grant Programs: Note (e)</b>						
<b>Provincial Programs</b>						
Curriculum Implementation	289,043				289,043	-
FNMI Provincial PD Partnership	639,508		600,000		513,921	725,587
Curriculum Coordinators Grant	1,019				1,019	-
Off Campus Safety Handbook	37,758			37,758	-	-
Alberta Approach to Collaborative Practi	48,195			2,661	38,100	7,434
Walking Together Digital Resource		5,000	74,900	6,829	21,397	46,674
Learning Together for Success			28,000		33,000	-
FNMI Northland School Division Supports (Specify)			35,000		14,998	20,002
(Specify)					-	-
(Specify)					-	-
(Specify)					-	-
<b>Total:</b>	<b>1,015,523</b>	<b>5,000</b>	<b>737,900</b>	<b>47,248</b>	<b>911,478</b>	<b>799,697</b>
<b>Regional Programs</b>						
French Languages (ERLC) & Ess Conditions		10,297			10,297	-
CTS/HW Programming (CARC)		13,009			13,009	-
FNMI FPCE (LN)		37,780			37,780	-
Learning Coaches (SAPDC) & Comm of Practice (ERLC)		20,000			6,661	13,339
<b>Total:</b>	<b>-</b>	<b>81,086</b>	<b>-</b>	<b>-</b>	<b>67,747</b>	<b>13,339</b>

Notes to Schedule 3:

- Total will agree to Page 2 Deferred Revenue: Conditional Grants for the previous year and the previous year's Deferred Revenue Schedule.
- Where necessary, the Alberta Education conditional grant manager should be contacted for approval to transfer deferred revenue from the original approved program to another program. The transfer in (and out-a negative number) should be recorded in this column on the appropriate program lines. Current year receipts include conditional program amounts transferred in from other Consortia.
- Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.
- Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.
- Conditional Grant Program names should match Schedule 1.

NRLC Note: Due to lack of rows available, some Regional Programs have been combined.



Certification of  
Regional Consortium Financial Statements  
For the Year Ended August 31, 2012

CONSORTIUM NAME: Northwest Regional Learning Consortium

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

  
Chair of Consortium (Signature)

Jan. 15, 2013  
Date

  
Financial Officer (Signature)

13 JAN 2013  
Date

**NOTES TO FORMS 1, 2 AND SCHEDULES**

- Note 1** Management and Infrastructure grant from Alberta Education (total amount received for the year).
- Note 2** Alberta Education pays consortia for services provided under certain contracts/agreements.
- Note 3** E.g. grants and subsidies from private partnerships (e.g. Shaw).
- Note 4** Funding from other provincial government departments or the Federal government; bank interest, conference and cost recovery program registration and other cost recovery revenue, and operational fees recovered from other consortia.
- Note 5** Cost Recovery Programs are Programs that are not supported through Conditional Grants. Such programs are funded through provincial or regional registration fees and other fees.
- Note 6** Costs of operating and maintaining the consortium office.
- Note 7** Including Office Staff (Executive Director, Executive Assistant and other office staff). Fixed overheads include office space, utilities, and office supplies. These are indirect costs that benefit all programs. Where Office Staff work on a particular program or, for example where leased space is used to deliver programs, these costs should be allocated to programs. Purchases for equipment used primarily for office overhead (e.g. photocopiers), some of which should be allocated to programs (See Note 18), should also be charged to management and infrastructure expense.
- Note 8** Including meeting fees, supplies, travel and subsistence and board development.
- Note 9** Program cost allocations are M&I (Head Office) expenses that have been charged to conditional grant or cost recovery programs because the program benefited directly from M&I employee time or other overheads. (Where M&I expenses benefit all or many programs equally (indirect benefit) these costs should not be allocated to programs). The entry to charge M&I expenses to programs is Dr. Program costs (by program); Cr. Program cost allocations. This method will leave all M&I expenses, whether allocated or not, on the Note 7 expense line. It is hoped that "Net Management & Infrastructure" expenses (i.e net of program cost allocations) will be less than or approximately equal to the M & I grant from Education.
- Note 10** Program delivery costs include part-time staff and contracted coordinators or consultants (e.g. program host, presenters, registration staff), and other direct costs including materials, site, audio-visual, catering, leased space, equipment used primarily for conditional programs, etc. Equipment costs attributed to more than one program (e.g. video conferencing) should be allocated to programs proportionate to other program costs. These are direct costs that can be attributed to programs. These costs do not include amounts transferred to other consortia, but do include costs invoiced to other consortia.
- Note 11** Amounts owed to the consortium at the end of the year.
- Note 12** Unpaid balances pertaining to the year. E.g. Unpaid wages, vacation pay.
- Note 13** Pertaining to programming planned for subsequent year(s).
- Note 14** Unrestricted Funds represent the net assets (total assets minus total liabilities) less any operating or capital reserves for earmarked programming.
- Note 15** Funds earmarked for future operations or programming.
- Note 16** Capital Reserves represents the net assets restricted for future capital expenditures.
- Note 17** Total Accumulated Surplus is the total of operating and capital reserves and unrestricted funds.

**Note 18** Allocated costs are M&I costs that directly benefit a specific conditional grant or cost recovery program controlled by the consortium and that have been credited to Program Cost Allocations (see Note 9). Allocated costs are funded by registration fees, conditional grants, or other cost recovery fees.

**Note 19** Incremental costs are out-of-pocket expenses attributable to specific programs controlled by the consortium, also funded by registration fees, conditional grants or other cost recovery fees. They include costs incurred by participating consortia and reimbursed to them. These other consortia net their reimbursement against their initial expense, thereby zeroing out the expense. This eliminates the duplication of expenses. Where other consortia bill an administration fee in addition to their out-of-pocket costs, miscellaneous revenue should be credited with that portion of the reimbursement.

### *Background*

- Peace Wapiti School District #76, Grande Prairie Public School District #2357 and Grande Prairie Catholic District #28 representatives agreed to coordinate three (3) common professional development days for the 2011-2012 school year and brought in the Northwest Regional Learning Consortium to assist with surveys, program development and coordination as well as registration, contracts with presenters and follow-up reports.
- The District PD days have been created as opportunities for embedded professional development for teachers and support staff and as an opportunity for cohorts of teachers to create professional learning communities across the three districts and work together over the course of the year on identified PD goals.
- The inter-division planning has enabled sufficient numbers to provide specialized professional learning programs.
- Meetings and program development started in February 2011 with the complete program ready for staff to register prior to June 30, 2011.
- August 29, 2011; October 28, 2012 and February 17, 2013 make up the three days of PD; with some sessions operating outside of these dates due to scheduling and availability.

### *Highlights of Programming*

- 41 programs were developed, each with a focus that carried forward over the three designated days, with a budget of approximately \$80,000.00 overall.
- Two (2) education partnerships were included: the Master of Education Introductory Course (27 participants) partnered with UNBC and GPRC; and the TA Autism Spectrum Disorder (12 participants) with GPRC.
- Almost one thousand participants had registered by October 30, 2011 for the year. These registrations can be identified by School Authority, and School; and attendance into each program easily tracked. There were over 2800 registrations from Zone 1 through the year.
- Almost all of these participants were able to pre-register for the series which greatly reduced the number of cancelled sessions.
- Over the year participants were identified as PWSD 450 - GPPSD 675 - GPCSD 44
- Other community children, post-secondary, and health service providers also accessed these learning opportunities (i.e., Alberta Health Services, FCSS County of GP).
- Electronic feedback surveys were used throughout the PD year, collecting much needed data and feedback for fine-tuning future sessions and meeting teacher needs with flexible programming where possible.

### *Observations*

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





**AlbertaRegionalConsortia**

Dedicated to provision of professional learning opportunities  
at the local, regional and provincial levels



# *First Nations, Métis, Inuit Provincial Professional Learning Project*

*Grant 2011-0151 & Grant 2011-1044*

*Year One Report 2011-2012*



Submitted by: Karen Egge, Executive Director  
Northwest Regional Learning Consortium (Grant Recipient)  
Alberta Regional Professional Development Consortium  
SEPTEMBER 28, 2012



## EXECUTIVE SUMMARY

This report summarizes numerous activities, initiatives and projects conducted, along with results achieved, during the initial year of the First Nations, Métis and Inuit (FNMI), Provincial Professional Learning Project. Information is organized into three sections as follows:

*1. Project overview:* Provides information on the purpose, goals and involvement of community stakeholders. The vision and scope of the project is established in a framework and learning principles that guide the project in establishing goals and priorities, monitoring progress and evaluating results.

*2. Project results:* Summarizes achievement from year one; with activities organized within four goal areas. A sense of optimism and willingness to be involved in future endeavours, along with direct application for improved teaching and student engagement, is reflected in evidence of learning gathered from participant feedback. In addition, highlights from 5 exemplars illustrate the diversity of work accomplished in year one of the project, along with stories that depict success in establishing positive relationships. In addition to providing tangible outcomes from the project, the activities and stories capture a feeling and tone of excitement and enthusiasm generated from these involvements.

*3. Additional information:* Contains additional compilation of evidence from year one that includes professional learning opportunities, facilitator feedback regarding challenges and lessons learned, and year one budget.

The appendices contain further information to provide context for the project, such as review of team activities and collaborative projects, professional learning opportunities, and sample artifacts such as a project brochure and newsletters.

In reviewing year one, it is important to consider that not all activities of this project can be captured and presented in a manner that speaks to the relationships forged and trust established among community stakeholder groups. Moving forward into year two, a strong foundation developed in year one provides a basis for working together to achieve results that promote future success of First Nations, Métis, and Inuit students in Alberta.

## SECTION I: PROJECT OVERVIEW

Background: The First Nations, Métis and Inuit (FNMI) population is the fastest growing population in Alberta. Alberta Education, along with the FNMI Partnership Council, identified success for all First Nations, Métis and Inuit students as a priority, to eliminate the achievement gap between FNMI and non-FNMI students. In response, a conditional grant was awarded to the Alberta Regional Professional Development Consortia (ARPD), leading to the creation of a two year FNMI Provincial Professional Learning Project (PPLP).

Purpose: The purpose of the FNMI PPLP is to provide leadership and support for Alberta Schools across the province to implement specific strategies outlined in the Alberta Education Business Plan 2011-14. Over the next two years, the FNMI PD Facilitators/Consultants will address Goal 3 of the Business Plan:

### **Goal 3: Success for all First Nations, Métis and Inuit Students**

All Alberta teachers must have the knowledge, skills and attributes necessary to teach FNMI students and the FNMI content in Alberta curriculum.

And the First Nations, Métis, Inuit (FNMI) Education Partnership Council (FEPC) Action Plan:

- **Strategy #9:** Establish a provincial FNMI professional development strategy to build capacity of teachers to support FNMI students and communities.
- **Strategy #10:** Develop teacher orientation programs: FNMI communities to work with school authorities and relevant stakeholders to develop teacher orientation programs and encourage teacher retention.

Collaborative Stakeholders & Partners: The FNMI Learning Project recognizes that educational stakeholder communities are foundational supports which serve to enable and promote student success. The project is informed and supported by collaborative efforts of the Alberta Regional Professional Development Consortia, Memorandum of Understanding for First Nations' Education, the First Nations, Métis and Inuit Educational Partnership Council and recommendations from the Northland Inquiry Report. (See Appendix A: List of Collaborative Stakeholders & Partners).

Facilitator Role and Responsibilities: The role of the Provincial FNMI PD Facilitators is to create and deliver professional development opportunities and provide resources that build teacher capacity to enhance success for all Alberta students. Three consultants were seconded into a two-year agreement to provide provincial coverage and support to the project, effective August 1, 2011-July 31, 2013.

- Terry Lynn Cook: based out of a supported project office in Kinuso, Alberta.
- Lorianne Tenove: based out of Calgary, supported through the Consortium Provincial Pour le Perfectionnement Professionnel office.
- Terry Lakey: based out of Red Deer, supported through the Central Alberta Regional Consortium office.

Overall project management and coordination: provided by Karen Egge, Executive Director of Northwest Regional Learning Consortium.

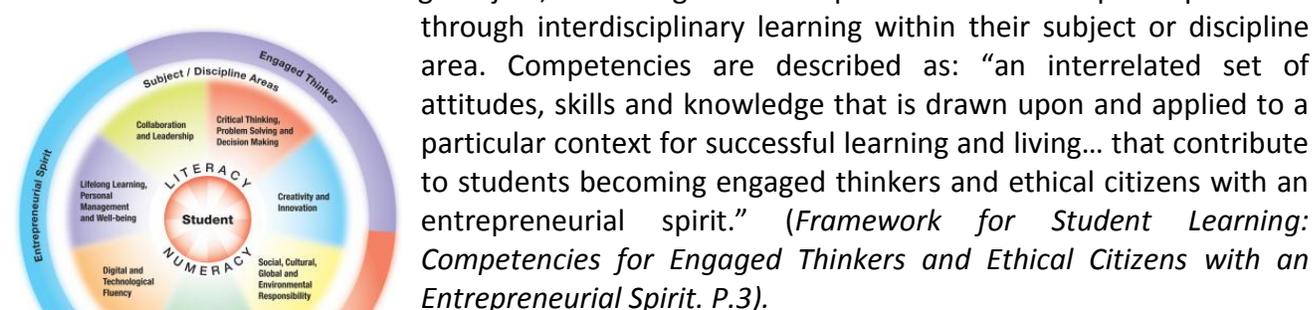
**Framework and Learning Principles:** The PPLP embraces a vision outlined in *Inspiring Education: A Dialog with Albertans* which is informed by the four UNESCO pillars [www.unesco.org/delors/fourpil.htm](http://www.unesco.org/delors/fourpil.htm). These four pillars serve as a foundation and framework for organizing goals and work plans. The four learning principles are interdependent and work together to support improved teaching and learning.

- learning to be;
- learning to know;
- learning to do; and
- learning to live together.

**FNMI Learning Project: Learning to Be.** The FNMI Learning Project recognizes that one of the most influential factors affecting student learning is the teacher. A focus on teaching highlights a need for teachers to incorporate and model the attributes of engaged thinker, ethical citizen, and entrepreneurial spirit. Through professional development offered by the ARPDC Provincial FNMI PD Consultants, teachers have the opportunity to gain greater understanding and awareness of the issues related to FNMI perspectives in the curriculum.

**FNMI Learning Project: Learning to Know.** Significant historical events have impacted the FNMI people and influenced education in the Alberta context. Consultants are well-versed in this history and can provide learning opportunities for staff to deepen their understanding of how this affects student learning. Gaining knowledge and context enables teachers to critically evaluate and apply this learning in planning and delivering appropriate and engaging curriculum based activities.

**FNMI Learning Project: Learning to Do.** Professional development opportunities provided through the ARPDC and FNMI Learning Project, are designed to help educators develop competencies through interdisciplinary learning within their subject or discipline area. Competencies are described as: “an interrelated set of attitudes, skills and knowledge that is drawn upon and applied to a particular context for successful learning and living... that contribute to students becoming engaged thinkers and ethical citizens with an entrepreneurial spirit.” (*Framework for Student Learning: Competencies for Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit. P.3*).



**FNMI Learning Project: Learning To Live Together.** The Project recognizes that building trust and promoting healthy relationships among community stakeholders underpins student success. Facilitators provide an opportunity for educational stakeholders to explore and develop a deeper understanding of FNMI perspectives and community context. Understanding of Aboriginal Worldviews provides insight into ways to be relationally responsive in strengthening communities.

Digital and Technological Fluency image (above) is used with permission from the Framework for Student Learning: Competencies for Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit <http://education.alberta.ca/media/6581166/framework.pdf>

## PROJECT GOALS

<b>Goal 1: LEARNING TO BE.</b>	To build relationships within and among communities and education stakeholders to develop a collective will to improve student learning by resolving challenges and exploring opportunities for student success. <b>(Shared Vision)</b>
<b>Strategy 1:1</b>	Develop a provincial presence
<b>Strategy 1:2</b>	Establish relationship and shared vision with the stakeholders group
<b>Strategy 1:3</b>	Increase awareness of the importance of FNMI Educational success
<b>Strategy 1:4</b>	Develop relationships through meeting with Elders in all Zones & Treaty areas
<b>Goal 2: LEARNING TO KNOW.</b>	To promote a deeper understanding and “Ways of Knowing” of FNMI culture among all stakeholders in education. <b>(Leadership, Community Engagement, Research and Evidence)</b>
<b>Strategy 2:1</b>	Provide workshops/sessions to assist stakeholders in understanding the histories, cultures and worldviews of the FNMI peoples
<b>Strategy 2:2</b>	Complete needs assessment (survey) in other FNMI communities
<b>Strategy 2:3</b>	Share promising practices and success stories around student engagement
<b>Strategy 2:4</b>	Build awareness of ARPDC/Alberta Education(AE) intent
<b>Goal 3: LEARNING TO DO.</b>	To improve student learning through organized and coordinated staff professional development activities and targeted PD resources, for both new and existing teachers. <b>(Teacher Professional Growth, Resources, Research and Evidence)</b>
<b>Strategy 3:1</b>	Form partnerships with education and community stakeholders to develop and share resources
<b>Strategy 3:2</b>	Provide training workshops to support teachers in their learning and understanding of all the aspects of FNMI education success
<b>Strategy 3:3</b>	Form partnerships to create resources on “Ways of Knowing” that infuse FNMI perspectives into curriculum and teaching activities
<b>Goal 4: LEARNING TO LIVE TOGETHER.</b>	To enable all stakeholders to support implementation through consultation, curriculum development and initiatives. <b>(Community Engagement, Shared Vision, Time)</b>
<b>Strategy 4:1</b>	Develop a provincial Moodle site, for teachers to access lesson plans, resources, contacts, links, projects, FNMI initiatives, newsletter, webinars aligned with the curriculum at the various grade levels. .
<b>Strategy 4:2</b>	Gather local resources and knowledge to promote via ARPDC site.
<b>Strategy 4:3</b>	Provide resources to support the implementation of FNMI content and infusion learning methods into the Alberta Curriculum.

*A key priority for the Government of Alberta is to enhance educational opportunities for FNMI students. Treaty Grand Chiefs and Presidents of the Métis Settlements General Council and the Métis Nation of Alberta Association agree that success in education for FNMI students and communities requires leadership from all levels in order to build community and family values that embrace education and encourage and provide the opportunity for success of FNMI students.*

## SECTION II: PROJECT RESULTS

### YEAR ONE ACHIEVEMENTS

*The ARPDC FNMI team of consultants consistently uses a collaborative approach when developing relationships, seeking partnerships and resources, delivering sessions, educating and enlightening stakeholders, and fulfilling the intent of this project. A consistent priority throughout the entire project is to establish trust in building and maintaining relationships among all stakeholders. A foundation of strong relationships is integral to working together to achieve FNMI success.*

**Goal 1: LEARNING TO BE.** To build relationships within and among communities and education stakeholders to develop a collective will to improve student learning by resolving challenges and exploring opportunities for student success. (Shared Vision)

**Strategy 1:1** Develop a provincial presence

**Strategy 1:2** Establish relationship and shared vision with the stakeholders group

**Strategy 1:3** Increase awareness of the importance of FNMI Educational success

**Strategy 1:4** Develop relationships through meetings with Elders in all Zones and Treaty areas

**Activities:**

- \* 240+ recorded interactions including face-to-face (F2F) and virtual meetings, consultations, delivered PD, Advisory meetings
- \* 3800+ personal connections through these activities
- \* 50+ individual connections made with districts, organizations, partners
- \* 40+ F2F meetings and consultations to develop relations within First Nations, Métis and Inuit communities and organizations
- \* FNMI Connector Newsletter is produced quarterly and distributed to all partners and stakeholders provincially.
- \* Provincial project communications 25+ F2F and virtual meetings to discuss, update, provide strategies and sharing.
- \* Promotional brochure was developed, printed in full color, and made available provincially.



**Samples**

- \* **Terry** and **Lorianne** both facilitated sessions at “Knowing Your Spirit Conference” to develop relationships, share background on the ARPDC FNMI Team role, discuss possible support and opportunities for collaboration.
- \* **Terry Lynn** presented sessions provincially on High School Completion Barriers.
- \* **Lorianne** met with individual stakeholders outside of ARPDC FNMI Advisory Committees to discuss FNMI initiatives and projects in their specific areas.
- \* **Terry Lynn** co-facilitated with Ann Mah on the Response Ability Pathways (RAP) at Baldwin School (Edmonton Public Schools). They are following the RAP program from the Circle of Courage as one of their projects under their Community Development goal. All the staff at the Baldwin school are training in the RAP program and have their classroom goals aligned with the philosophy of the Circle of Courage.
- \* **Lorianne** presented Infusing FNMI Perspectives into Curriculum Workshop at Treaty 7 Conference in December.  
**Terry** has engaged in numerous consultations to review existing resources and seek partnership and provincial sharing: Oski Pasikoniwew Kamik School, Chinooks Edge, Michif Cultural & Métis Resource Institute, Edmonton Public School.

<b>Goal 2: LEARNING TO KNOW.</b> To promote a deeper understanding and “Ways of Knowing” of FNMI culture among all stakeholders in education. <b>(Leadership, Community Engagement, Research and Evidence)</b>	
<b>Strategy 2:1</b>	Provide workshops/sessions to assist stakeholders in understanding the histories, cultures and worldviews of the FNMI peoples
<b>Strategy 2:2</b>	Complete needs assessment (survey) in other FNMI communities
<b>Strategy 2:3</b>	Share promising practices and success stories around student engagement
<b>Strategy 2:4</b>	Build awareness of ARPDC/Alberta Education(AE) intent
<b>Activities:</b>	<ul style="list-style-type: none"> <li>* 18 F2F Meetings to introduce and complete FEPC Surveys provincially</li> <li>* 50 Sessions or workshops delivered provincially, including sessions as part of other projects, i.e. Walking Together Digital Resource, Alberta PD Collaborative Project</li> <li>* 15 ARPDC FNMI Advisory meetings</li> <li>* 13 AE Curriculum Coordinators meetings</li> </ul>
<b>Samples</b>	<ul style="list-style-type: none"> <li>* <b>Lorianne</b> delivered Weaving FNMI Perspectives into the Curriculum, Understanding Historical Trauma, and Exploring FNMI Resources.</li> <li>* <b>Terry</b> delivered Making FNMI Hands on Curriculum Connections (Gr 4-9 teachers): ideas/activities connected to FNMI culture &amp; history, in which teachers make Aboriginal games.</li> <li>* <b>Terry</b> presented two Aboriginal Games workshops at the Mamawihtowin Conference (NRLC hosted) in Slave Lake (60 participants).</li> <li>* <b>Terry Lynn</b> delivered a High School Completion session at a local PD day. Connections were made with all the participants of this session, representing FNMI Liaison staff from two school districts; one of which had all staff in attendance. It was the first session in which all the participants were FNMI. The discussions were insightful, valued, and focused on increasing student engagement and achievement. One of the participants had to leave early due to receiving notice of a family death. The group offered tobacco to an Elder in the group to say a prayer for her and her family. This modeled appropriate and timely example of following protocol; and was well received.</li> <li>* <b>Terry Lynn</b> delivered two sessions for the KeeTasKee Now (KTC) and Northland School Division (NSD) Wilderness camp: “High School Completion” and “I Want to be a Rock star” (partnership with Rupertsland Institute) to Superintendents, Directors of Education, Principals, Band Counselors, FNMI supervisors of programs and students from six schools. The purpose of the camp was to engage students and staff in sharing ideas on ‘How to Build a Successful High School’.</li> <li>* <b>Terry Lynn</b> delivered Pluses and Perils of Working in Home Community (FNMI), workshop at an NRLC FNMI Advisory Meeting. This workshop promotes understanding of FNMI perspectives to enhance and promote stakeholder involvement.</li> </ul>
<p><b>Participant Comments:</b> <i>“I thoroughly enjoyed this session because of the curriculum connections.” “Very practical; Tons of resources; able to take things directly back to class; activity based learning”. Concepts clearly explained in an interesting way. Traditional skills (dog sleigh, snow shoe, fish net) excellently delivered”</i></p>	



<b>Goal 3: LEARNING TO DO.</b> To improve student learning through organized and coordinated staff professional development activities and targeted PD resources, for both new and existing teachers. (Teacher Professional Growth, Resources, Research and Evidence)	
<b>Strategy 3:1</b>	Form partnerships with education and community stakeholders to develop and share resources
<b>Strategy 3:2</b>	Provide training workshops to support teachers in their learning and understanding of all the aspects of FNMI education success
<b>Strategy 3:3</b>	Form partnerships to create resources on “Ways of Knowing” that infuse FNMI perspectives into curriculum and teaching activities
<b>Activities:</b>	<ul style="list-style-type: none"> <li>* 5 F2F meetings to develop the Association of Professional Engineers Geologists Geophysicists Association Infusing FNMI Perspectives Junior High Science Project</li> <li>* 4 F2F planning meetings to develop and deliver the Wolf Creek Public School PD resource Sacred Places in Alberta, FNMI Perspectives on Curriculum Outcomes</li> <li>* 20 F2F and virtual planning meetings, interviews, webinars, to develop and deliver the Alberta PD Collaborative Webinar Project</li> <li>* 60+ Meetings and sessions delivered to Teachers, Education Assistants, Administrators on infusing FNMI in curriculum</li> <li>* 8 sessions pertaining to infusion of FNMI culture and history into curriculum presented at provincial teachers conventions</li> </ul>
<b>Samples:</b>	<ul style="list-style-type: none"> <li>* <b>Terry</b> delivered Modeling Ways to Infuse FNMI Culture and History Into the Curriculum/FNMI Curriculum Connections (Gr 2, 4, 5) at Calgary’s City Teachers Convention.</li> <li>* <b>Lorianne</b> delivered Infusing FNMI Perspectives into the Curriculum at Greater Edmonton Teachers Convention.</li> <li>* <b>Terry</b> attended Mentorship PD for 1st &amp; 2nd Year Teachers to assist with cultural understanding/awareness; and to help teachers gain knowledge of infusion, cultural awareness, and hands on activities and identifying barriers.</li> <li>* <b>Terry Lynn</b> delivered Staying in School: Supports &amp; Barriers to Paddle Prairie School &amp; Keg River staff assist staff with FNMI infusion techniques.</li> <li>* <b>Team</b> has facilitated Walking Together Digital Resource sessions provincially, to promote awareness and understanding of FNMI perspectives and ways to incorporate into curriculum and teaching activities</li> <li>* <b>Team</b> delivered four part APPDC webinar to online participants</li> <li>* <b>Lorianne</b> presented on The Circle of Courage is for Everyone at the South Western Alberta Teachers Convention in Lethbridge.</li> <li>* <b>Terry</b> facilitated Elluminate Session for Red Deer Catholic to introduce this technology to Education Assistants as a means of sharing expertise with each other.</li> <li>* Treaty 7 Siksika Lifelong Learning Education Conference: Delivered workshops on Implementing FNMI Culture and history into curriculum for teachers &amp; curriculum supervisors.</li> <li>* <b>Terry Lynn</b> delivered session to Hobbema facilitators on how to engage K-12 students through interactive exercises through Life Skills Program.</li> </ul>



Challenges of conflicting teaching styles  
 → Aboriginal teachers are more successful teaching Aboriginal students because of the *relationship* connection  
 → Aboriginal teachers tend to teach in a more cultural fashion than non-native (have harder rather than “traditional” teaching methods)  
 → Aboriginal teachers are more willing to adapt to their student's needs as opposed to the “rigidness” teaching style of non-aboriginal teachers.  
 → Aboriginal teachers were taught by their elders how to pass on significant knowledge  
 → non-aboriginal teacher prefer to “checkbox” the



**Participant Comments:** “This will help me as a facilitator in getting students engaged.” – “organization was excellent. The actual voices of the students being heard.” - “Change some of the language I use with kids. E.g.; talking about “human courtesy” - “Interesting, informative and interactive.”

**Goal 4: LEARNING TO LIVE TOGETHER.** To enable all stakeholders to support implementation through consultation, curriculum development and initiatives. (Community Engagement, Shared Vision, Time)

**Strategy 4:1** Develop a provincial Moodle site with lesson plans aligned with the Alberta curriculum at the various grade levels for teachers to access.

**Strategy 4:2** Gather local resources and knowledge to promote on ARPDC site.

**Strategy 4:3** Provide resources to support the implementation of FNMI content and infusion learning methods into the Alberta Curriculum.

**Activities:**

- \* Approx. 100 lesson plans circulated and shared provincially by the team
- \* 6 F2F and ELL meetings to discuss and develop the ARPDC Moodle <http://learning.arpdc.ab.ca/>
- \* 20+ meetings and events to plan, develop and deliver the Alberta PD Collaborative Webinar Project (Team)
- \* 10+ F2F consultations and meetings to specifically discuss and gather provincial sharing of existing resources
- \* Curriculum Development: prepare Bison Project & Inuktitut dictionary/booklet for program delivery (Red Deer Public Schools) (Terry)
- \* Research and observe Ashmont School programs for First Nation Students, one-to-one laptop program (Lorianne)
- \* Meetings with Admin to research and observe Ashmont School and Le Goff School programs (Lorianne)



**Samples:**

- \* Online resources are available through several ARPDC sources.



Districts sharing their expertise regarding the Edukits and handson items they share with classes in their districts.

- \* Numerous kits, tools and samples of Aboriginal games or artifacts have been developed and circulated throughout PD events.
- \* Collaboration with Alberta Education to develop the Curriculum Coordinators Corner website to support Alberta curriculum initiatives continues as that resource develops.
- \* **Terry Lynn** and **Terry** lead PD presentations for Grande Yellowhead SD, and other invited districts, in Hinton. Presentations included High School Completion and Hands-On FNMI Activities and Curriculum Connections. (a highlight was having two participants play the 'Run And Scream' game) .
- \* APEGA/CRC: Developing Science Cross - Cultural Units to share provincially.



**Learning Together for Success**  
**March 29 & 30, 2012**  
“Strengthening Our Voice”

Government of Alberta  
Education



Conference Contact: NRLC 9625 Prairie Road Grande Prairie, AB T8V 6G5

Tel: 780-882-7988 Fax: 780-882-7908 www.nrlc.net

Appendix D

“Everything we do, every decision we make, affects our family, our community,  
it affects the air we breath, the animals, the plants, the water in some way.  
Each of us is totally dependent on everything else.”

Evelyn Steinhauer, *Our Words, Our Ways*, Alberta Education

**Learning Together for Success FNMI Education Conference 2012**  
**FINAL REPORT (May 2012)**

*A collaboration between*  
Alberta Education FNMI & Field Services Sector Services Branch,  
Northwest Regional Learning Consortium & Alberta Regional Professional Development Consortia  
(Report prepared by Northwest Regional Learning Consortium, grant holder)

**Schedule A for the grant states:**

- (1) The Grant Recipient will deliver the “**Learning Together for Success**” conference *Strengthening Knowledge: FNMI Families, Parents and Communities* on March 28-30, 2012.
- (2) The Grant Recipient will be responsible for all logistics which include:
  - a. Conference Deliverables: Facility, AV, Presenters/Entertainment/Displayers, Participants/Registration, Food, Communications/Advertising, Budget/Finances, Moderators, Evaluations.
  - b. Providing a Summary Report that includes:
    - i. an overview of the final conference program (Appendix A)
    - ii. The results of the satisfaction survey distributed to attendees (Appendix B)
    - iii. Suggestions for improvement (included in Appendix G)
    - iv. A detailed final budget (Appendix C)



## Project Summary & Planning

(1) **Committee** Conference coordination and planning responsibilities were shared among:

- a. Karen Egge, Leslie Snyder & Tammie Diesel (Northwest Regional Learning Consortium)
- b. FNMI Education Manager Sandra Skare
- c. Representatives of four of our Zone One school districts (Grande Prairie Public, Grande Prairie Catholic, Northland School District, and Peace Wapiti School District)
- d. Local stakeholders (Native Counseling Services of Alberta, Grande Prairie Friendship Centre, Métis Nation of Alberta Local Council #1990)
- e. ARPDC FNMI provincial facilitators (Terry Lynn Cook, Terry Lakey, Lorianne Tenove)
- f. Detailed minutes, action items and work lists were prepared monthly and shared among this committee. With NRLC taking a lead coordination role, all other committee members were quick to volunteer and take responsibility for various aspects of the conference. Open communication and rich dialogue were hallmarks of working with this group. (see Appendix D)



(2) **Facility**

- a. The conference was hosted at the Grande Prairie Inn using the large ballroom, and three break-out rooms.
- b. The hotel was open to both the pipe ceremony and smudging on site.
- c. Decorations and theme were developed by volunteers from the committee. First Nations, Métis and Inuit cultures were well represented along with the creation of Northern Lights (LED lighting) on the tipi backdrop. The decorations were enhanced for the banquet and cultural evening with floating candle bowls with colored water depicting the medicine wheel, placed on all the tables, and four ribbons also in colors of the medicine wheel. Other agencies provided additional displays in the main room.
- d. Displays were set up right outside the main ballroom, providing easy access for conference guests to browse. The “cultural marketplace” included authentic handmade FNMI crafts, as well as information from local agencies, and books available from publishers.
- e. Guest rooms were available at a reduced rate to conference participants, sister hotels matched this rate.
- f. Food was good but service was not always the best (short of serving staff at a few meals).
- g. A welcome was set up in the main hallway the night before the conference – participants could register, have a coffee and a cookie, and ask questions/visit with hosts.
- h. Private ‘green room’ was arranged for interviewing the Elders, helping to place them at ease in a more intimate setting.



(3) **Audio-Visual**

- a. There was a blend of paid and donated services and equipment from district partners.
- b. We hired a local videographer who recorded the Elder interviews (led by Lorraine Cardinal-Roy from Alberta Ed) and also captured the speeches of the keynote speakers. A legacy/resource DVD is planned.
- c. A member of our committee (PWSD trustee) volunteered to supply and run all the audio equipment for the conference and did a great job with it.

- (4) **Presenters/Sessions** – Sessions were selected based on conference theme and committee recommendations.
- MCs for the conference were from NSD (Delores Pruden) and PWSD (Darrell Willier) – they set a warm and inviting tone for the two days.
  - Keynote speakers came from New Zealand, Saskatchewan and Alberta.
  - The Deputy Minister (Alberta Education) Keray Henke, and Bill Given, Mayor of Grande Prairie, provided opening greetings.
  - Hythe Regional School Grade 5 class performed O Canada in Cree, English, French, and sign language.
  - Break-out sessions were planned for three “streams” of sessions: Family/Parent/Community members, Teachers/Administrators, Para-professionals. These sessions included more “zone” speakers.
  - Hosts were assigned to each session to introduce and thank each speaker, and assist with any tasks.
  - A detailed program was provided to all conference participants (see Appendix A).



- (5) **Protocols** – We worked with Alberta Education, elders and local community members to observe protocol closely.

- Pipe Ceremony – this was hosted with a local Elder at 6:30 am on the first morning. A short message was sent to all conference participants, giving them advance information on the ceremony and protocols surrounding it.
- Tobacco was offered to four Elders (representative of the four directions) requesting their wisdom, mentorship and guidance for our conference. They were a diverse group who were representative of First Nations, Métis and Inuit cultures. These elders offered prayers for the conference and before all meals, attended sessions and were present to provide guidance. They also participated in interviews for the provincial FNMI Family Parent Community Engagement project.
- The four colors were also emphasized, including having an elder provide teachings on each of the colors according to what he had been taught.
- We hosted a Grand Entry to begin the conference including a drum call and traditional drum ceremony during the opening.
- Gifts were provided to all in attendance. All participants received handmade beaded lanyards; speakers received birch bark baskets with moose hair tufting; the Deputy Minister received a pair of beaded moccasins. Door prizes were donated by many of our school districts and sponsors – these were drawn for throughout the conference. Gifts and personal thank you notes were provided to all presenters and committee members.



- (6) **Cultural Evening** – a wide variety of entertainment was provided and thoroughly enjoyed.

- Clinton Soto Friends & Family Dance Group –performed cultural dances, as well as Clinton performed his LED hoop dance – a highlight!
- Metis Little Jiggers, local fiddler and keyboard provided live music
- Jason Chamakese (traditional flute) and Robert Gladue (traditional hand drum and singing)
- Peggy Atatahak Richardson –Inuit throat singing
- The evening ended with tea and homemade bannock!



- (7) **Sponsorship/Partners** – there were donations made by many groups

- Sound equipment/technical support – Sharilyn Anderson, Trustee, PWSD
- Technical support, digital assistance – GPPSD
- Northern Alberta Development Council – advertising cash bursary
- Conoco Phillips – cash bursary to sponsor part of cultural evening
- City of Grande Prairie – pins, flags
- Door prizes donated by partner agencies, marketplace artisans
- Grande Prairie Regional College “Circle of Aboriginal Students” co-hosted a parent evening with Keynote Dr. Russell Bishop.
- The 3 GP school districts brought all their FNMI staff in for a work bee to prepare the conference packages and do other prep work – this was a valuable contribution as “many hands make light work.”

**(8) Advertising, Registrations, Evaluations**

- a. NRLC prepared brochures, flyers, posters & letters of invitation. These were distributed to all school districts in the province. All First Nation Bands and Métis Settlements received posters and flyers via email. These were also posted locally at partner organizations and distributed by Grande Prairie Friendship Centre through the local Elders' Council.
- b. Letters of invitation were sent to First Nation and Métis education directors and district superintendents across the province, encouraging them to support the attendance of members of their divisions.
- c. NRLC, ARPDC and Alberta Ed websites were used for advertising.
- d. Provincial advertisement via radio and newspaper with AMMSA, including some free radio spots.
- e. Interviews were held with the local Grande Prairie newspaper and the conference received excellent coverage (see Appendix E).
- f. Registration was done on the NRLC website. There were 300 registered guests, and almost 100 of these registered at the special "elder/parent/student/community member" rate of \$50. Regular registration was \$275 (groups of 5 or more were \$250 each). There were participants from BC, NWT and all over Alberta.
- g. Evaluations were provided to the conference attendees, as well as committee members – see enclosed appendices for detailed information.



**(9) Provincial FNMI Education Awards Ceremony** This practice was revitalized by the current conference committee.

- a. The conference committee designed special recognition of noteworthy people in Alberta who work for the success of FNMI students.
- b. These awards were based on the Seven Sacred Teachings and one award was offered in each category: Love (eagle), Respect (buffalo), Courage (bear), Honesty (sabe), Wisdom (beaver), Humility (wolf), Truth (turtle).
- c. Nomination packages were sent out across the province, and there was excellent response.
- d. A sub-committee met to select the winners.
- e. Award winners received Pendleton blankets that were custom embroidered with each of the teachings.
- f. The 3 Grande Prairie superintendents presented the blankets to winners who were from across Alberta – a short speech was made about the winner and their accomplishments with FNMI students.
- g. This was a very moving aspect of the conference that we would encourage be continued.



**(10) Community Follow Up Session** with Keynote Russell Bishop was hosted on Friday evening.

- a. This event allowed working parents and community members to hear Dr. Russell Bishop speak on the importance of the relationships between schools/teachers and indigenous students.
- b. The evening was co-sponsored by the "Circle of Aboriginal Students" at Grande Prairie Regional College – they hosted the evening, and manned the registration desk. Grande Prairie Friendship Centre provided bannock and coffee for the evening.

**(11) Final Report** prepared and submitted by NRLC including:

- a. An overview of the final program (Appendix A)
- b. The results of the satisfaction survey distributed to attendees (Appendix B)
- c. Detailed final budget (Appendix C)



**Suggestions for Improvement:** these will be included in the information provided by our committee members in our post conference short survey. (see Appendix F)



## In Summary

NRLC and Zone One were proud to showcase the northern region of our province at this conference. We highlighted many aspects of our region, our education system, and our traditional heritage. The enclosed appendices will provide additional information on the details of the conference. We would attribute much of the strength of the conference to the excellent collaboration with our committee members. The diversity of people and organizations represented allowed us to ensure that we followed protocol closely; we respected FNMI people and culture, all the while keeping our focus on the success of the students in our classrooms. Our goal was to host a world-class conference with topics and sessions that would resonate with everyone who touches the hearts and minds of our FNMI children. The participant responses and committee feedback strongly indicate that we achieved our goal and *strengthened our voice*.

Our good works are  
like stones cast into  
the pool of time;  
though the stones  
themselves  
may disappear,  
their ripples  
extend to eternity.

*(Anonymous)*

**NRLC has put together a short video project to highlight the conference.**

**Click the link below to enjoy**

**[Learning Together For Success Video](#)**





## **Alberta's Approach To Collaborative Practices: Development, Dissemination and Utilization of Collaborative Practices**

### **Resources, Materials and Processes**

#### **Project Report – June 2012**

#### **Introduction**

The Collaborative Practices Knowledge Mobilization Plan (CPKMP) focuses the development of community leaders to become engaged as champions in mobilizing the sharing and utilization of information on *Alberta's Response to Collaborative Practices ...based on wrap around principles* to ensure success for children, their families and our communities.

Excellent resources have been developed through the Cross Ministry Team. These resources include the 12 videos illustrating each of the 11 principles of effective collaboration as well as an introductory video, the Collaborative Conversations Guide and the information on the Collaboration Poster, Placemat and Bookmark. Effective understanding and utilization of these materials to promote a collaborative approach is the intended focus of this project. The Collaborative Practices Knowledge Mobilization Plan (CPKMP) emphasizes the development, dissemination and utilization of information on three levels.

#### **Facilitation Leadership Development:**

**Community Facilitation Leaders** are being engaged to become **Regional Co-facilitators** in the sharing knowledge and development of skills on *Collaborative Practices* with champions who will utilize this information within their communities. By participating in an informative, invigorating and inspiring **Facilitators Leadership Training**, two-day workshop on Collaborative Practices, community leaders will be equipped with the knowledge and skill to facilitate one-day workshops on Collaborative Practices within their communities.

#### **Community Champion Development:**

By participating in a one-day workshop on Collaborative Practices, **Community Collaboration Champions** will be equipped with the knowledge, resources and skills to utilize *Collaborative Practices* within their communities.

#### **School/Community Development**

Community Collaboration Champions will facilitate collaboration within their school and community setting through both purposeful activities such as PD opportunities using the 11 Videos representing the various principles of collaboration.

#### **Successful Outcomes to Date (June 2012)**

### **Resource Development:**

- Training Handbook for Collaboration Facilitation Leaders
- Two-Day Collaboration Facilitation Leadership Program
  - Modifications of Two-day program to be accommodated for participants who wish to have training within one day
- One-Day Community Collaboration Champion Program
- Promotional material that has been utilized by the Regional Consortiums

### **Resource Dissemination:**

- All participants of the Community Facilitation Leadership training have received hard copies of the handbook, slides for the two-day training program, slides for the one-day training program, Collaboration Conversation Guide, Collaboration bookmark, booklet and either the placemat and/or poster.
- All participants have been guided through the use of the website where they can access all of the information on Collaborative Practices as well as the videos.
- Participants of the two-day training program have actively participated in the Blog – including, for some, submitting information for the first time on a Blog
- Website dissemination – On the Alberta's Approach to Collaborative Practices website the materials included:
  - Facilitator's Leadership Handbook
  - Facilitator Leadership Training Slides (and facilitator's notes)
  - Community Champion Training Slides (and facilitator's notes)

### **Training to Date:**

- **Banff** August 9 & 10 ("Pilot" 8 participants)
- **Calgary** October 3 (17 participants)
- **Grand Prairie** October 11 & 12 (4 participants)
- **Lethbridge** October 17 (9 participants)
- **St. Paul October** 24 & 25 (9 participants)
- **Red Deer October** 27 & 28 (9 participants)
- **Edmonton** January 16, 2012 (5 participants)
- **Grande Prairie** – March 7, 2012 (3 participants)
- **Peace River** – March 29, 2012 (9 participants)

### **Participation in Facilitation Training:**

Total Number of training sessions = 9

Total number of participants = 73 (Projected was 8-12 for 6 sessions = 48-72)

- Employment
  - Education (59)
  - Mental Health (2)
  - Health (4)
  - Child and Family Services (1)
  - Agencies (FNMI) – 7 + 3 (education)

### **Evaluation Reports of Training**

- Comments have ranged from good to excellent learning experience
- Practical and relevant
- “Best PD in 10 years”
- Excellent Materials
- See attached Sample of Feedback from one of the training sessions

### **Participation in Subsequent Training: (lead by Facilitation Leaders)**

- 12 reports were provided on subsequent training (including “data tracking sheets”)
  - At least 11 sessions have been held
  - At least 215 participants
  - Some reports indicated other training was forthcoming but did not report numbers

### **Follow-Up From Facilitation Training: Coaching of Facilitation Leaders**

- All participants were contacted within 2 weeks of participating in training
- Comments from trainers included
  - “I am amazed at the results of these collaboration meetings. It has been far more powerful than I anticipated in focusing peoples conversation on solutions”*
  - “Thanks for everything you have done to spread this message”*
  
  - “I presented the first video at my Spec. Ed. Dept. meeting this month to my Educational Assistants. It was very well received. Thank you for giving me the confidence to present.”*
  
  - “We had great feedback from the participants. Everybody likes to talk about how we can help kids! Our favourite topic :)”*
  
  - “I am much more aware of the front loading needed for collaboration to be successful. I am making strides to implement the practices addressed into my daily practice with other service providers. I am targeting schools for the fall to work on more collaborative practices”*

*“Every time we use the materials we find that there is great opportunity for dialogue and learning – as well as relationship building with the teams we work with”*

One participant commented that she wondered about the train-the-trainer model stating that

*“The vignettes and other materials are designed to assist in recognizing potential areas of need for kids and families, and starting those difficult conversations about the extra supports kids/families might need, but I’m unclear as to whether or not they are actually being used by people ‘on the ground’, or if they are just being talked about. “*

### **Scope of Training**

- Training occurred with educators, administrators, health personnel , child and family services personnel, FNMI and families
- Schools provided ongoing training within their districts

*“We have been using the Collaborative videos and discussion guides all year for two groups. Our division Principals monthly meetings start with the video and following discussion. Great conversation and professional discussions come out of these videos and questions. To date we have covered all the videos. In many cases this has lead to reflections about our own practices and policies related to these issues.”*

*“Another group in which we are doing the same thing is our School Facilitators (special ed. folk). At our monthly meetings we share responsibility to presenting and hosting the discussions around the videos and topics. Once again this has proven very useful and has created some great discussion around topics we are dealing with daily.”*
- See attached for a sample of a district (Rockyview) which integrated the principles within all aspects of it’s jurisdiction.

### **Proposed Next Steps**

- Determine need/desire for additional training – this could be for specific regions/school districts or based on specific groups of people (e.g. FNMI, Health/Mental Health, CFSA)
- Funding to share at Teacher’s Conventions and other group specific PD (e.g. mental health) across the province would be beneficial for promotion and sharing of information
- Ensuring that the material is not just “talked about” but also utilized effectively with children, youth and families. Integrating the principles of collaboration with specific techniques and support such as through a coaching model.

## **Alberta's Response to Collaborative Practices**

### **Collaboration Facilitation Leaders**

### **Sample of Feedback for Session**

#### **What information did you find valuable?**

- All the information presented and the 3 I's
- All of it. The presentation was excellent and fun and gave good information. None of the info was new, we have been using it for a while but there are good references to make use of to present to others.
- The questions that guide the videos are great.
- The specificity of the structure and explicit instructions.
- 11 points.
- All of it!
- Framework of collaboration was well laid out.
- Specific outlined resources and script.
- The values, beliefs, ideas and goals of collaboration....loved it all.

#### **What technologies or processes used (eg., workshop tasks, videos, personal examples, discussion, demonstration) did you find effective?**

- All technologies and processes
- The videos and discussions were really helpful.
- Such a variety of teaching and learning tools...all great Dwaine.
- The videos and the binder. A very good presenter.
- All of them.
- Working through examples together. Practicing the scripts.
- Appreciated tasks, personal examples and all the presentation.
- I appreciate how Dwaine modeled the method.

#### **Other Comments:**

- Good presenter, good info, good discussions, etc.
- Love your energy!
- The presentation of materials in binder is very much appreciated.
- Very informative and well put together.

#### **What information did you not find as valuable?**

- The cheese
- It was very good – thank you.
- There wasn't anything that I didn't find less valuable.

**What techniques or processes used (eg., workshop tasks, videos, personal examples, discussion, demonstration) did you not find as effective?**

- The videos (inspiration) were a little over the top for me.

**Suggestions for improvements to the training?**

- I would like to have had time with this group to actually collaborate through each of the videos. Great discussion.
- None. Was very good.
- The information presented was great, but it was a bit inefficient, especially the morning.
- Make 2 day mandatory.
- Can you come back? Thoroughly enjoyed your inspiration and passion...your belief in working together.
- I would have liked more members from other organizations to attend to get the information, but that is out of your control.

## **Sample of Collaboration Principles Integrated within other aspects of a school division**

### **Rocky View Schools: Collaboration and Coaching - Fall 2011 Feedback**

#### **Early Intervention:**

- **Shared Leadership/Family Voice and choice/Culturally Responsive/School-Community Based/Family Voice and choice:**
  - The RVS Early Intervention supervisor is a member on the 3 coalitions (Airdrie, Cochrane and Chestermere areas) for the Early Child Development Mapping project in collaboration with Alberta Education and the University of Alberta. These coalitions are involved in creating partnerships with community agencies to look at how we can all provide better supports and services for children and families from pre-birth to 5 years of age. RVS is the fiscal agent for the program in the Airdrie / North Rocky View area and has provided in kind support by way of space for the coordinator to work out of the RVS Education Centre. The community services and supports will be designed from the perspective of the strengths that are already present and address areas that need to be expanded upon to make services more accessible for the families within the different communities. Much excitement is being generated by this collaborative venture

#### **Social/Emotional/Mental Health Continuum of Supports Programming Collaboration:**

- **Inviting large numbers of people to have input into processes**
  - **Shared Leadership:** Asking questions of stakeholders regarding improving our practices- how can we work better to meet the needs of this student. Making sure parents views are solicited as experts on the child and integrated into plans.
  - **Team-Based:** Using digital collaborative spaces to ensure the wider team can be consulted on time-sensitive decisions. Offer open-ended discussion and active problem-solving at meetings, developing collective work products. Ensuring the family is seen as an integral part of the team by other members.
  - **School-Community Linked:** Inviting partners to work with our students by providing introductions, physical working space, and by asking them how we can help them meet their goals (which are often beneficial for our students). Ensuring community partners are offered the opportunity to provide input regarding decisions that they may have an informed opinion of. Improving consent processes to speed sharing of relevant information. Working to increase flexibility of partners in types of services delivered in schools.
  - **Persistence:** Continue to explore options that focus on a failure of systems to meet a student's needs rather than a failure on the part of the student. Considering gaps in services that may not be school-related and work to fill those gaps. Offer parents choices of services where possible and allow them to choose which type fits better with their situation. Measuring goals and coordinating supports is an area of weakness, further sustainability planning required.
  - **Family Voice and Choice:** Use family-centered practices to actively solicit parent opinion, and to build parent identified goals into programs. Ensure understanding of the family context before offering solution options.
  - **Culturally responsive:** Unconditional positive regard for all persons, ensuring respect for the dignity of all persons. Ensuring links to cultural roots are kept strong where desired. Attempting to arrange training in working with families from different cultures for school staff.
  - **Natural supports:** Utilize existing relationships, build capacity in families and extended support networks

- **Individualized:** Encourage flexibility in service delivery to meet the needs of the specific student and family.
- **Strength-Based:** Use ASSETS-based approach to ensure family and student strengths are recognized, celebrated, and used as part of the program
- **Data informed:** Use SMART goals to ensure data can be gathered on progress.

### Wrap Around Support

- **Collaboration:** The Success in School initiative looks at ensuring success for students in care from the school, home, and community perspectives in a wraparound approach where the educational, social-emotional, academic, physical, cultural, interests, and personal pursuits or specific needs of the student are taken into account. RVS in partnership with CFSA will be hosting a training session for both Education and CFSA staff to build the KSA's essential for this work. The focus being collaboration.

RVS has students involved in the CYCN initiative where the complex needs of students are met through collaboration between different ministries to ensure that their needs are met.

### First Nations Métis Inuit Focus

- **Collaboration:** Working with community and schools to provide effective programming for FNMI students and professional learning opportunities for staff and parents.
- **Team Based:** Building new and building on existing collaborative relationships with community agencies to support programs that address a school need for support. Using data and evidence from PAT and APORI results to drive goals and direction for advisory committee.
- **School-community linked:** Worked on reducing barriers to support student success through collaboration with community groups as well as with Child and Family Services through the Success in Schools initiative.
- **Persistent:** Continue to provide programming that is individually based for each school community but is also a form of living programming that can evolve and change as schools work to support their FNMI students. Look back to reflect: did this work and if not what can be done to make it work or was this the right environment to complete this work in?

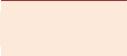
**Family voice and choice:** provide opportunities for our FNMI students and families to enhance their engagement in their children's education.

- **Culturally responsive:** Work to support both the community partners and school staff to enhance awareness of FNMI cultural perspectives and to develop their cultural competencies.
- **Natural supports:** Facilitate partnerships between the family community and the school community in a safe and caring atmosphere.
- **Individualized:** Recognize that within the FNMI culture, there is also diversity and each child needs to have individual goals and strategies that enable them to reach success.
- **Strength based:** Encourage people working with FNMI students and families to recognize the cultural strengths and opportunities to celebrate and incorporate those into the school community.
- **Data informed:** Use data from APORI, PAT/DIP exam results as well as student affect information to support and direct programming.

Two of our team members are attending the Solution Enhanced Coaching for Success and will share their learning with the larger team.

## REGIONAL CURRICULUM IMPLEMENTATION REPORT SUMMARY





## EXECUTIVE SUMMARY GRANT 2011-0265

### Introduction

This summary report highlights learning activities provided for Zone One school jurisdictions and educators for the 2011-2012 School Year. The work focused on understanding and using new and revised programs of study; Alberta Education Initiatives and Strategies; and Zone Initiatives.

As per the grant deliverables, consortia activities are described in five areas including:

- Regional advisory committees;
- Development and implementation of work plans;
- Responsiveness and flexibility in adult learning; and
- Partnerships and collaboration.

A detailed chart of Supports for Implementation and corresponding designated funds have been included and a financial summary is provided.

### Grant Background

Alberta Education provided a grant of \$330,000 to the Northwest Regional Learning Consortium (NRLC) to provide curriculum implementation support that aligned with Alberta Education's Curriculum Implementation Cycle and provincial initiatives.

### Regional Characteristics/Context

The Northwest Regional Learning Consortium provides services and learning opportunities for 176 public and separate schools located within nine school districts as well as a number of band, private and charter schools in a large geographical area covering the northern half of Alberta. This zone has a teaching staff of over 2000 FTE serving in various subject and grade configurations. These teachers serve over 34,000 students.

Distance and scattered locations provide a challenge in providing professional development learning opportunities so we try to provide programming wherever feasible in each district or community. Distributed learning/online professional development plays an integral role as well as working with districts on PD days and PLC's to meet their needs in terms of time and place. Lack of substitute teacher availability and travel costs are two challenges we continue to address and are always investigating alternative delivery methods.

### Regional Advisory Committees

Each school authority sends a representative responsible for their Board's curriculum implementation to planning meetings throughout the year and form NRLC's Regional Advisory Committee. Two of the dates are linked with Alberta Education Curriculum Coordinator meetings. The role of the advisory committee is to contribute to building the Regional Implementation Plan; provide ongoing feedback about the plan based on district needs and lessons learned; communicate the intent of the plan; gather evidence of success within their organizational network; and identify future regional needs. Two subject specific advisory committees meet regularly to discuss and share ideas related to the Consortia Implementation Plan.

## **Development and Implementation of Work Plans**

NRLC submitted a plan for curriculum implementation in October 2011 and has continually updated, added and revised sessions based on advisory committee input, participant enrolment and speaker availability.

*Over 415 sessions were planned within the Implementation Grant, during the year in the various subject and initiative areas for approximately 8482 participants.*

## **Responsiveness and Flexibility in Adult Learning**

NRLC used the 2011 bi-annual Needs Assessment Survey, in partnership with the ATA, to determine the needs of school administrators, teachers and support staff. Evaluation surveys are completed after every program and also provide direct participant feedback into our programming. Regular meetings with school district curriculum coordinators provided opportunities for collaboration and discussion of needs to support their planning. We use Video-conferencing and Elluminate regularly for advisory meetings and committee work.

The programs NRLC offered met the identified and emerging needs of educators and contributed to the ongoing development of PD leadership capacity within the Zone. NRLC facilitated PD supports, effective implementation of curricula, Alberta Education initiatives and support for District Education Plans. A variety of learning opportunity choices were offered to allow participants to engaged in different ways. We were deliberate in creating opportunities for educators to share planning and teaching materials, and learn from each other both regionally and provincially.

## **Partnerships and Collaborations**

The ARPCD Executive Directors were provided with information from Alberta Education Lead Managers and Directors and were open to ongoing ideas and suggestions. Executive Directors met regularly to share ideas and programming.

## **Key Findings, Successes and Challenges**

Zone collaborations, sharing resources and effective working relationships are advancing the goal of a coordinated, collaborative, and comprehensive approach to implementation of new and revised curricula. Regional access to learning opportunities in their time and place is a success and a challenge with the many competing priorities educators face daily. Our Districts truly value the flexibility to include Zone initiatives in the professional learning programming and their support and attendance is evident in the report.

The use of technology supported professional learning and use of online resources is increasing as teachers develop their expertise and comfort level attending these sessions. The challenge is to continue to grow and provide supports with the increased expectations of our educators. We need to provide on- site support and resources for planning and delivering these outstanding job-embedded learning supports.

## PROJECT BACKGROUND AND DESIGN

Alberta Education has provided a term grant in the amount of \$330,000 (June 7, 2011-Nov 15, 2012 term grant # 2011-0265) to Northwest Regional Learning Consortium (NRLC); NRLC will start the year with a balance of \$289,042 **to provide curriculum implementation support that aligns with Alberta Education's Curriculum Implementation Cycle**. Funds were expended in the prior school year as part of the 2011-2012 planning cycle. This one year grant was provided for nine basic areas of implementation work in the 2011-2012 school year.

As part of the **grant deliverables**, specific requirements have been identified including providing a **comprehensive plan developed by Zone One members and NRLC**. The plan is based on *A Guide to Comprehensive PD Planning* as well as consultation work completed with our zone advisory committee and information provided through zone surveys and assessments.

The NRLC Regional Curriculum Implementation Project Plan is designed to meet the expectations of Alberta Education while working collaboratively with Zone One members, providing a framework that includes quality professional development opportunities for teachers and leaders in the interest of improved student learning. Data collected for the implementation project remains focused on the specific processes surrounding the professional development experiences.

Data collection reflecting student performance remains the responsibility of school jurisdictions as per policies and procedures set out by Alberta Education. As a member of this dedicated team, NRLC remains interested in data on student performance shared by school jurisdictions and is responsive to input from jurisdiction leaders as to how NRLC might support teacher professional development in the region in the interest of improved student learning.

## REGIONAL CONTEXT

- NRLC provides services and learning opportunities for 176 public and separate schools located within nine school districts as well as a number of band, private and charter schools in a large geographical area covering the northern half of Alberta. This zone has a teaching staff of over 2000 fte serving in various subject and grade configurations. These teachers serve over 35000 students.
- A number of jurisdictions have a high percentage of FNMI students; some include Colony schools and/or French Immersion Schools.
- The combination of rural and urban schools makes for a multiplicity of teaching assignments and professional development needs. There are many small schools, multi grade configurations and staff teaching multiple subjects in the smaller schools, thus creating challenges for teachers who deal with 'competing priorities' with new curricula and the need for on-going learning with limited access to professional development dollars and time. Availability and cost for substitute teachers and competing priorities for PD funding remain a challenge for teachers and districts.
- Distance and scattered locations within the region provides a challenge in providing professional development learning opportunities for teachers within the region. As a result, NRLC continues to provide programming wherever feasible in each district or community. We use a variety of locations, thereby reducing travel time for participants to attend sessions. Distributed learning/online professional development plays an integral role in the overall planning, also reducing time and travel commitments.
- A number of on-going collaborative initiatives (i.e. zone advisory committees, curriculum coordinator meetings, individual and joint meetings with districts) across the region provide opportunities for working together and designing plans that can complement and enrich teacher learning.

## GRANT DELIVERABLES AND NRLC PLANNED ACTIONS 2011-2012

### *General Deliverables Northwest Regional Learning Consortium \$300,000.*

- 1) Annual base funding in the amount of \$75,000 to assist with operational stability and equity needs. This is intended for such items as administrative support, mathematics and/or subject area coordination, and sustainable human resources funds for greater use of emerging technology to support a wide variety of PD (professional development) delivery.

**Action:** NRLC will use the \$75,000 to maintain office staff and to pay a portion of salary for the NRLC Mathematics Facilitator and the Curriculum Coordinator. This will help cover the extra cost of support/administrative staff salaries arising from the implementation of the new curriculum and the escalating need for mathematics curriculum implementation support.

**Outcome:** *NRLC utilized these funds to provide for High School Mathematics coordination and Distributed Learning support through direct on-line support and development of Moodle resources as well as Office program support.*

- 2) Annual proportional funding in the amount of \$289,042 for implementation of new and revised programs of study according to Alberta Education's Implementation Schedule and other curriculum/program priority areas. Funds are to support the implementation of the following subjects or areas in English and French (specified for mathematics - in the pre-implementation year, the mandatory year, and in the year after).

**Action:** NRLC has developed a plan which is considered responsive and flexible as it continues to grow, improve and develop throughout the year (plan is outlined in this document and is intended to address the subjects and other implementation areas of support indicated).

**Outcome:** *NRLC continued to modify and develop the program plan as needed throughout the year.*

- 3) The Grant Recipient will ensure that the consortium, in consideration of the ARPDC goals, regional and provincial priorities, and the needs of school authorities, will work collaboratively with regional advisory committees (comprised of representatives from school authorities and others as appropriate) and with one another to develop implementation plans, strategies and opportunities to meet provincial and locally identified needs in congruence with provincial direction.

**Action:** Each School Authority regularly sends a representative responsible for their Board's Curriculum Implementation to planning meetings throughout the year. These representatives form the **NRLC's Regional Advisory Committee also known as the Curriculum Coordinator group**. The role of the Regional Advisory Committee is to contribute to the building of the regional implementation plan; provide ongoing feedback about the plan based on District needs and lessons learned and the results of the NRLC ATA Zone One Comprehensive Surveys administered bi-annually; communicate the intent of the plan to others in their region; gather evidence of success within their organizational network; and identify future regional needs. **The NRLC FNMI Advisory and Inclusive**

**Education Advisory committees** also contribute to the overall curriculum implementation plan and meet regularly. In addition, ARPDC meets as a provincial body to discuss and share ideas and activities related to Consortia Implementation Plans.

***Outcome:*** *NRLC worked effectively and collaboratively with nine school districts in Zone 1. The Advisory committees are well attended and provide direction for our programming. We also work with specific multi-district committees—Tri-District PD (3 Grande Prairie region School Districts), Great Peace ATA Local #13 (2 Peace River region School Districts) and the French Language Resource Center (5 regional School Districts). In our spring regional meeting we also invite all ATA local PD Chairs and Convention members to be part of the priority setting and choosing of speakers process.*

- 4) The Grant Recipient will ensure that the ARPDC will consult with key Alberta Education lead managers and directors (in branches/division responsible for main subject areas, priority programs, and coordination) at least once prior to the start of the 2011-2012 school year as well as on a needs basis or as information evolves during the year. In addition, the consortium will respond to the needs of regional school authorities, priorities for implementation areas.

**Action:** Alberta Education has provided documentation to assist with direction for the development of the plan. Meetings were held June 14, 2011 and October 17, 2011 with Alberta Education Managers and Directors to share information, collaborate and open communication with professional development providers. NRLC also connects with Alberta education lead managers at bi-annual curriculum coordinator meetings, and through other meetings and communication methods (telephone, email, et al).

***Outcome:*** *Alberta Education has provided documentation to assist with direction for the development of the plan. Meetings were held June 14, 2011 and October 17, 2011 with Alberta Education Managers and Directors to share information, collaborate and open communication with professional development providers.*

- 5) The Grant Recipient will ensure that the ARPDC Executive Directors will collaborate with one another to establish relative consistency or commonality - regionally and across the province with respect to subjects, grades and priorities.

**Action:** Executive Directors meet on a regular basis to collaborate with each other, organizing provincial activities, sharing plans and hosting discussions on how to best coordinate, collaborate and make most effective use of grant dollars for teacher professional development.

***Outcome:*** *Executive Directors meet on a regular basis to collaborate with each other, to organize provincial activities and share plans. We meet through Elluminate and face to face and create opportunities for Consortia staff to meet and work together as well.*

- 6) The Grant Recipient will ensure that the ARPDC will prepare a regional professional development plan that models the infusion of technology, inclusive practices, FNMI strategies, and other effective practices with curriculum and includes a wide variety of regional and provincial activities and follow-up work to support implementation of the key areas identified (see below). This would include a work plan and budget submitted to

Alberta Education by October 15, 2011, and updated electronically on the consortium website periodically as a work in progress throughout the school year. Grant funds remaining from the previous year's "large implementation grant" would be rolled over to the work in 2011-2012.

**Action:** NRLC Curriculum Implementation Plan (included in this document)

**Outcome:** *The NRLC Curriculum Implementation Plan was developed, submitted and revised throughout the year. A full accounting of all grant resource monies is shared within the Zone Advisory network and fully transparent to all.*

7) The Grant Recipient will further ensure that:

a) *The consortia plan will be responsive with built in flexibility to best serve the needs of school authority personnel in their efforts of providing high quality learning opportunities for all students. Consortia would offer a wide variety of approaches and opportunities, which would include provision for such activities as capacity building; teacher, parent, community familiarity with programs of studies; facilitating assessment practices; supports for School Councils and other educational staff; establishing communities of teaching and learning practice based on related research; and assisting school authorities with their implementation plans and delivery models/approaches. This would include assessing the effectiveness and impact of the PD opportunities as well as follow-up supports which could assist with sustaining practices. Emerging technologies within the implementation plan will allow for increased variety for adults to learn synchronously and asynchronously. Grant funds would be used for technology supports and other costs associated with delivering effective PD and ongoing implementation strategies (e.g. Moodle, VC, Tech support and facilitation).*

**Action:** This philosophy is embedded throughout the plan and is integral to the operation of the Northwest Regional Learning Consortium. NRLC endeavors to provide:

- face to face sessions at regional, district and school levels.
- technology mediated sessions.
- cohort work over time with a combination of face to face and technology mediated opportunities.
- demonstration classes with learning management system support.
- in-class coaching through the use of NRLC Math lead teachers.

Sessions will be planned for teachers, administrators, support staff, and parents, and are also available on request.

**Outcome:** *NRLC conducted a needs assessment survey in spring 2011, in partnership with the ATA, to determine the needs of teachers and support staff. The report provided a Zone roll-up as well as individual School jurisdiction feedback. Direct Jurisdiction consultation and planning also occurred with NRLC staff and guided the learning opportunities provided. The use of technology to conduct meetings and create distributive learning opportunities was consistently used and the provincial access to various programs was much appreciated. We have continued to build PD leadership capacity through the support of learning cohort groups and advisory consultation, to continue the effective implementation of curriculum priorities and support student learning outcomes.*

b) *The framework and principles of coordinated, collaborative and comprehensive professional development planning and delivery in Alberta will be modeled. Where applicable, the ARPDC will collaborate with and secure the resources and services of other PD providers and stakeholders to maximize service and reduce duplication (e.g. AAC, ASCA, ADETA, ATA (Conventions, Specialist Council, Conferences, etc.); CASS; Galileo/ Alberta post-secondary institutions; 2Learn; select school authorities; and others in the planning and development of program offerings and supports.)*

**Action:** Collaborative partnerships with other P.D. providers will be explored in order to plan and develop program offerings.

NRLC has formed partnerships and is working with organizations such as ATA Specialist Councils and PD specialists, post-secondary institutions and publishers to plan and deliver learning opportunities. NRLC works with regional school district partnerships as well as other organizations (e.g. AAC, TC2, Bigstone Cree Nation, Woodland Cree Nation, Whitefish Lake First Nation, KeeTasKeeNow Tribal Council, Mighty Peace Teachers' Convention) to provide specialists and specific sessions, as needed and upon request. Other NRLC subject area specialists are also utilized to help facilitate and deliver sessions. The Francophone Consortium collaborates with NRLC to provide "leadership capacity development" to selected French Immersion teachers so they can provide sessions in Zone 1.

**Outcome:** *NRLC confirms successful collaborative partnerships through shared programming; access to community members through various agencies such as the Friendship Centre and Native Counseling Services as active volunteers on working committees and positive relationships to meet the needs of educators in our region. 2011-2012 is the second year of collaboration with local school districts to provide specific PD, much of which is cohort based, for multiple districts that align with their district PD days.*

c) *As part of planning and reporting, the ARPDC will develop processes and tools to assist school authorities with their implementation plans and for the collection, tracking and reporting of "evidence of success" of effective implementation. The ARPDC should be encouraged to work with and model the following documents as part of their planning and delivery within the region: "A Guide to Comprehensive Professional Development Planning" and "A Guide to Support Implementation: Essential Conditions".*

**Action:** NRLC works with all regional school boards and band authorities to model and promote use of the "Guide to Comprehensive PD Planning" and the "A Guide to Support Implementation: Essential Conditions". In addition they model the use of the adapted FNMI version of *Essential Conditions*, "Moving Forward: Implementing FNMI Collaborative Frameworks" to assist school and band authorities in more closely planning for and meeting the needs of Alberta Education Goal 3.

**Outcome:** *NRLC provided support when requested and modeled the use of "A Guide to Support Implementation: Essential Conditions" [www.essentialconditions.ca](http://www.essentialconditions.ca) in planning and implementation.*

d) *As determined in advance by ARPDC, and in collaboration with Alberta Education as well other educational stakeholders, all identified provincial, area (north/south), and/or other "one-time" events as PD institutes, symposium(s), online PD forums, and other such activities*

will be part of this grant. ARPDC, utilizing identified consortia project leads, will coordinate these as appropriate. Costs/expenses for these will be shared by all seven consortia on a proportional basis.

**Action:** A number of provincial learning opportunities are planned by Consortia leads. NRLC advertises, participates in, actively promotes and provides assistance for these forums.

**Outcome:** *One Math Institute day was delivered in January 2012 using both a regional and provincial format. NRLC staff provided the leadership and coordination for this project. The Provincial FNMI “Learning Together for Success” education conference was hosted in Grande Prairie in March 2012 with 310 participants over two days. One provincial Early Learning webcast symposium was delivered in January 2012, with local NRLC staff acting in a supportive role to the lead consortium.*

- 8) The Grant Recipient will ensure the consortium will provide a final report to Alberta Education on or before November 15, 2012. The report is to include a detailed budget summary, highlights of implementation activities, professional development successes and challenges, information relative to key indicators of impact or evidence of success during the implementation year, information about collaborating and working with PD partners and stakeholders (as indicated **above**), and other key implementation findings during the grant year.

**Action:** Final report will be submitted as requested.

**Outcome:** *This document meets the intent of this deliverable.*



**Geri Lorway**  
**NRLC Math Coordinator/Consultant**

# **Math Implementation Report: 2011-2012**

*Successes, Challenges, Lessons Learned in the Field*

## Summary Page NRLC Math Implementation Report: 2011-2012

### Successes, Challenges, Lessons Learned in the Field

The following pages offer evidence to support these Key Successes and the Challenges that accompany them:

Need Identified	Success	Challenge	Action
<b>Support for Senior High Implementation</b>	Senior High Coach/Facilitator Senior High Institute Rubric Writing Workshops <b>Evidence:</b> Page 2	Time, Sparsely, Density: too few teachers, too far away. NRLC Senior High Lead was seconded away. Response to June Survey indicates use PD days for support. Focus on collaboration and assessment.	The response to June survey makes clear time is precious. (Survey attached as appendix)  Contract Senior High Lead to continue Assessment Project, schedule PD Days where possible.
<b>Build Teacher Leadership Capacity</b>	Elementary and Junior High Cohorts Members of the Cohorts have assumed leadership roles throughout their Districts and beyond. <b>Evidence:</b> Pages 2 to 4 Video: Teacher Leadership <a href="http://www.youtube.com/watch?v=8jQaicvzt2I">www.youtube.com/watch?v=8jQaicvzt2I</a> Video: A Teacher Shares Her Classroom: Grade 9 <a href="http://www.youtube.com/watch?v=c20s9qO_uGo">www.youtube.com/watch?v=c20s9qO_uGo</a>	Conflicting priorities, as teachers are recognized as leaders demands on their time restrict their ability to participate in math. Availability of venues within Districts for teachers to lead.	Create opportunities for teacher leaders to network and lead: June 10,11 Showcase, PD Days, Workshops, McATA, Conventions Explore Elluminate and Summer Programs
<b>Build Teacher Instructional Capacity</b> Unrelenting focus on Curriculum and Instruction. Conceptual Understanding Process Skills, Relational Thinking	Evidence of process skills and 21st century competencies is evident in teacher samples <b>Evidence:</b> Pages 2 to 4 Video One:Teacher Planning Successes <a href="http://www.youtube.com/watch?v=uUMw5agMCvY">www.youtube.com/watch?v=uUMw5agMCvY</a>	Make connections to reduce feelings of overload. Showcase and warehouse vivid examples of approaches that draw connections between: Mathematics Curriculum 21st Century Competencies, Inclusive Education, Differentiation, Assessment for Learning	Continue to keep unrelenting focus on curriculum: Speakers, facilitators, all presentations have common core: Revised Curriculums, 2007 Framework for Student Learning
<b>Evidence of Impact on Student Achievement</b>	Evidence offered from SON School on Grade 6 PAT results. <b>Evidence:</b> Page 4 Observational Data offered by teachers Voices of Students at Work Video	Student Achievement data falls with in the school and school District domain. Factors that affect achievement are complex and highly inter-related. PD is that impacts teacher performance and belief is one factor.	Teachers and schools within the umbrella of the cohorts are engaging in building rubrics to monitor and evaluate student engagement, perseverance, process skills. NRLC is collaborating with partners to generate and gather <u>evidence of achievement through student voice.</u>

**Appendix Attached: June Survey to Identify Needs of Senior High Math Teachers for Implementation Support: 2012-2013**

# NRLC Math Implementation 2011-2012

SUCCESSES  
CHALLENGES  
LESSONS LEARNED  
IN THE FIELD

**SUCCESS:** Spencer Pinnock, was seconded to provide support as a Math Lead for Senior High 0.25. Below are samples of some of the materials Spencer developed and shared with colleagues.

*Worked with my students to create a rubric for the curve sketching unit in math 31. We used this to mark each other's work during the learning stages. We then used to mark the end of unit **GROUP TEST**. Students agreed it was a fair process. They found it placed the focus on process and understanding. They liked that a partner could help them find "stupid" mistakes.*

*This experience led me to think that if we had criteria set out ahead of time for all our outcomes, then students could be active partners in assessment. We might not even need exams?*

**Spencer built visual prompts to demonstrate techniques for engaging Senior High students....**



*This photo features students participating in a real world context. The teacher goal is to lift the mathematics off the textbook page and into everyday, familiar experiences. In this situation, students were challenged to apply mathematical understandings to prove the ball will or will not make the hoop.*

**CHALLENGE:** The 0.25 time had to be scheduled as a daily commitment. This arrangement greatly reduced the flexibility and efficacy of the Lead Teacher.

**LESSON LEARNED:** A 0.25 position did not provide enough time for one person, in one year, to focus on both building networks between teachers in the field and building resources.

Spencer completed an Assessment project that received high praise from teachers in the field:

**Building Outcomes Based Rubrics to Assess Student Achievement:** During this 2 day workshop, teachers collaborated to create rubrics that describe specifically what a student must be able to do in order to demonstrate proficiency or excellence with each outcome for 10C. They are written so that a student can read the rubric, view his or her work, explain the mark to a parent and describe what they need to do in order to improve that mark. Summative Assessment questions accompany each outcome.

## A Sample from the Rubrics created specific to 10-C

**Outcome 6:** Relate linear relations to their graphs expressed in:  
slope-intercept form ( $y = mx + b$ ) slope-point form ( $y - y_1 = m(x - x_1)$ )  
general form ( $Ax + Bx + C = 0$ )

Proficiency	Criteria
4	Graph a linear relation in all three forms (with minor errors), and explain more than one strategy used to create the graph Able to rewrite a linear relation in either slope-intercept or general form
3	Graph a linear relation in all three forms (with minor errors), and explain the strategy used to create the graph Able to rewrite a linear relation in either slope-intercept or general form
2	Graph a linear relation in all three forms (with minor errors) Able to rewrite a linear relation in either slope-intercept or general form
1	Cannot graph a linear relation in all three forms or explain strategies used to create the graph Unable to rewrite a linear relation in either slope-intercept or general form

*This was the most useful PD I have ever engaged in. It really forced me to look hard and long at my expectations in the course and I realized they have not been high enough... I have to be far more careful how I choose assignments and what I expect students to demonstrate. We had some deep discussions around how robust our current assessments are, and lots of talk about what it takes to get 50% now that we really look at the curriculum.*

*I had the "aha" part way through the day. I see why students are struggling in Grade 12...I am not teaching with rigor in Grade 10. I need to aim all students for excellence. This is tough to admit but wow did it open my eyes.... I need to teach for students to demonstrate understanding, not just churn out answers. Jr/Sr High Teacher, PWSO*

## Summative Assessment Items Aligned to Rubric: Question 1

Match each linear relation to its graph.

Equation 1:  
 $2x - y + 5 = 0$

Equation 2:  
 $y = -2x + 1$

Equation 3:  
 $y = 3x - 6$

Equation 4:  
 $2y - x = 6$

**CHALLENGE:** Teachers have requested that Spencer repeat this workshop for 20-1, 20-2, 30-1, 30-2 courses. NRLC is willing to set those sessions up, will teachers come? In responding to the question of when are you most likely to participate in pd events, more than 3/4 of the respondents indicated District PD days and Teacher Convention. Unfortunately these are not held on days common across all NRLC jurisdictions.

**LESSONS LEARNED:** From our experiences to date with Senior High teachers, they are most likely to choose to participate in professional development opportunities based on the positive testimonials of colleagues and when they receive regular, personally addressed updates and reminders on dates and times.

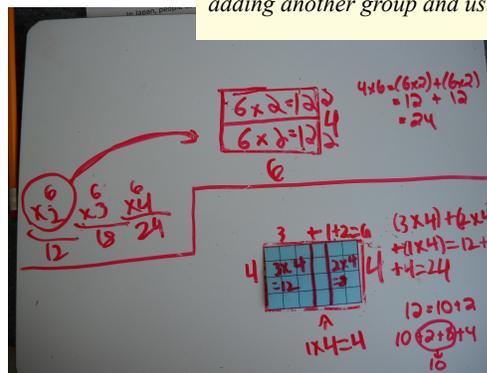
## SUCCESS Planning for Instruction and Assessment is Changing

Effective professional development experiences support teacher leadership. Teachers become supporters of other teachers, agents of change and promoters of reform. (Mundry, 2005).

NRLC Strategies and Initiatives for nurturing and sustaining teacher leadership capacity include continued support for Elementary and Junior High Leadership Cohorts. No less than 10 teachers from these cohorts assumed formal leadership positions within their Districts for 2012-2013. Attached are samples of the work the Cohorts are engaged in.

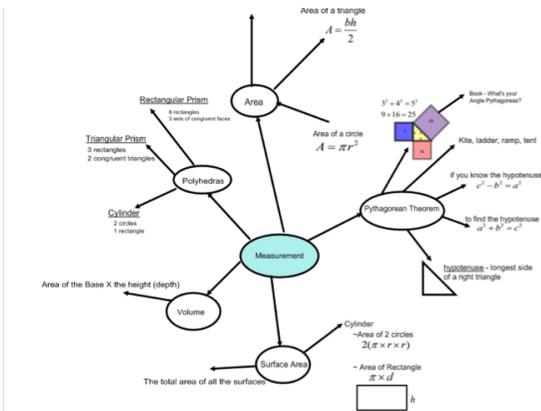
### Teachers Share Demonstrations of Student Understanding

He was saying he was starting from a fact he knew then writing each additional multiplication fact until he reached the one he needed. This was strictly adding another group and using counting each time.



I worked with him on linking the fact that he knew into the array and building from there. Talking it out forced him to think, not just count. The image attached was not completed independently. He needs to continue to BUILD and EXPLAIN before he represents.

Planning for Teaching and Learning includes student voice. This network of concepts was built with a Grade 8 class and used to chart their learning around measurement. Students then used it to self evaluate.



### CHALLENGES:

While we can offer evidence of teacher growth and change, it is important to note that the examples highlighted in this document and the artifacts that accompany it come from teachers who have actively engaged in, at minimum, 10 curriculum focused inquiries or workshops over at least 3 years. Our Challenge is to keep up this level of support if the goal is to allow every teacher to actualize this curriculum at every grade level.

### LESSONS LEARNED:

Those who study curriculum change warn us, this is a complex, long term venture, a shared responsibility that must be supported by a systemic process that adapts and adjusts in response to the evolving complexity. "Teachers and others know enough not to take change seriously unless local administrators demonstrate through continuing actions that they should." (Fullan, 1994) Administrators, at all levels, must actively demonstrate enduring support for process coaching, expert consultation, vivid demonstrations of alternative practices, inquiry groups, and the continuing cost of resources needed to actualize the innovation within every classroom, over years, not months. They must develop and maintain an information system that provides feedback and regular updates as to how the implementation is progressing and they must demonstrate active knowledge and understanding of the expected change and the processes required to actualize that change within every classroom. The role of the principal is highly evident in the data we have gathered. The most positive growth for teachers and students comes from schools where the principal is an active agent in the change.

The role NRLC can play is in continuing to provide access to quality curriculum compatible resources, process coaching, expert consulting, vivid demonstrations of alternative practices and opportunities for inquiry groups to grow and thrive.

## Year Planning Grade Five

Dispositions	Curiosity	Risk Taking	Positive Attitude	Perseverance	Contributor	Confidence
<b>LOOK → THINK → ACT: Build → Diagram → Explain → Represent → Compare → Self-Assess and Synthesize</b>						
<b>Metacognition</b>	<b>Explain Thinking</b>		<b>Contrast Thinking to Others</b>		<b>Adjust, Adapt, Refine Thinking</b>	
	<b>Shift Strategy or Approach</b>		<b>Justify Solution</b>		<b>Question Self</b>	
	<b>Challenge Self</b>					
<b>Visualization</b>	<b>Communication</b>	<b>Connections</b>	<b>Reasoning</b>	<b>Mental Math/Estimation</b>	<b>Problem Solving</b>	<b>Technology</b>
<b>21<sup>st</sup> Century Competencies</b>	<b>Critical Thinking</b>	<b>Creativity</b>	<b>Innovation</b>	<b>Communication</b>	<b>Collaboration</b>	<b>Leadership</b>
<b>PROBLEM SOLVING</b>						
	September	October	November	December	January	February
Openers	Quick Draw Finger Facts	Balances Dot collections	Arrays (Distribution)	Two Ways Math Games- Raging Rectangles, Quip,	Math Squares	Problem Solving
Objectives	Apply mental mathematics strategies and number properties, such as:			Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to:		Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are:

**Integrated Planning:** This section of a teacher's year plan makes evident that the 21st century competencies and process skills are critical components of her instructional planning.

## SUCCESS Evidence of Impact on Student Learning

*Spirit of the North, High Level, Anne Roberts, Principal: Our entire staff, including support staff, have had continuing opportunities to engage in study, reflection and coaching thanks to the support offered through NRLC. We believe that support to have played a critical part in the gains we saw with PATs for Grade 6 this year.*

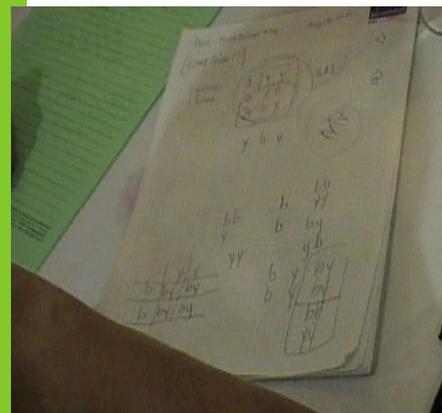
Grade 6	Acceptable Standard	Excellence
2010-2011	71.6 %	10.4 %
2011-2012	85.20%	14.80%

**CHALLENGE:** As is evidenced by all the current literature on change, curriculum implementation is a systemic complex process. The professional development supports that NRLC can provide to a team, school or District represents one node in a intersecting network of factors.

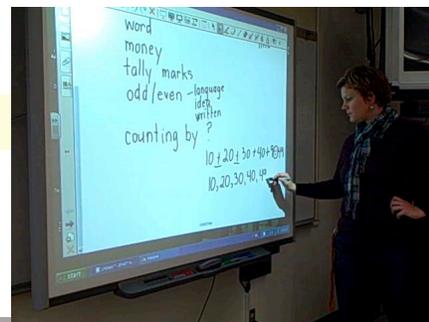
## SUCCESS Unrelenting Focus on Curriculum

*Our Math Support Lead, sat in on the Senior High Institute last week. I had the chance several times to sit with her during the day. It was amazing. If that day doesn't start to move some people in the right direction, then nothing will. Kudos for such a well orchestrated and professionally appropriate day, message and speaker. There was a clear fit to the intent of this curriculum and to facing the challenges that it brings to dealing with instruction and assessment in the classroom. I would add that your brief introduction and final statements were excellent as you reminded the group that this is not a me alone in my classroom change, but that we must and are all at every grade level working together to make this curriculum a reality. (I enclose a copy of my work, I am still trying to figure out the gorillas?)*

Jessie Shirley, Assistant Superintendent, Grande Prairie Catholic Schools



Sorting, categorizing and re-sorting outcomes keeps the focus on curriculum



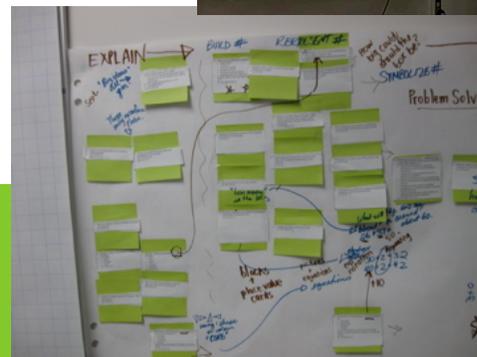
## And Its Impact on Teachers as Leaders

*When I started my position as AISI Math Coordinator for Division 1&2 at PWSD, the first person I went to for guidance was Geri Lorway, NRLC math consultant. The NRLC model for supporting Districts allowed me access to her coaching and expertise. NRLC was able to design and facilitate workshop opportunities that matched my needs with the project, as those needs arose.*

*Her first and most important advice: learn my curriculum. The model Geri shared for sorting and categorizing outcomes has had a huge impact on the way I work with teachers. I use it in all my presentations and coaching sessions. Geri's enthusiasm and passion are backed by research and an incredible web of contacts that she has around the globe. Her recommendations on speakers, topics and activities focus consistently on Alberta Curriculum and putting students first. Through Geri, I met and worked with Dr. Grayson Wheatley, who graciously provided me coaching and support with building a set of problems to use for gathering evidence on my project. Over the course of our 3 year working relationship we have moved from mentorship to peer coaching. Geri and I have presented together at AISI and McATA. . <http://education.alberta.ca/teachers/aisi/videos/conference-showcase.aspx>*

*Some of the work we created together that has been used by other school divisions and I respond on a regular basis to requests for "my" expertise from teachers around the province, not just my Division. I cannot give enough credit to NRLC for providing me access to an expert like Geri. I have become a teacher leader, have been asked to present at events like McATA and this year assumed a new role as a coach for a 21st Century Learning Project in my division.*

Corry Stark, AISI Lead, 21st Century Project Coach, PWSD.



**CHALLENGE** Maintain the balance of funding, support and responsibility across a time frame that will allow the time this work requires to reach every teacher in every school. Requests for support at all grade levels continue unabated. This curriculum is still in the adoption stage.







# Annual Report 2011-2012

