



LEARNING OPPORTUNITIES



EDMONTON
Regional Learning
CONSORTIUM

Partners in adult learning for students' sake

www.erlc.ca

ANNUAL REPORT 2010 | 2011



LEARNING OPPORTUNITIES

EDMONTON REGIONAL LEARNING CONSORTIUM

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PART I: MESSAGE FROM BOARD CHAIRPERSON

November 2011

The Edmonton Regional Learning Consortium continues to be a professional development leader in Alberta, providing relevant, quality professional development to administrators, teachers, staff and parents in support of our:

- *Mission - Partners in Adult Learning for Students' Sake*
- *Vision - As an advocate for quality professional development and as a service provider, ERLC works with its partners to develop, implement and assess professional development programs and comprehensive plans that support adult learning for students' sake.*

The region can be proud of the model approaches to professional development that highlight innovations, focus on student centered teaching strategies, embed technology as an educational tool, strengthen promising practices, build leadership capacity, and facilitate the agenda of transformed education. Our professional development has been provided by staff from our member jurisdictions as well as by national and international experts in a range of education and leadership-related disciplines. The breadth and depth of these presentations is a testament to the ERLC team and its jurisdiction members' commitment to bring the highest quality, current research-based expertise to their stakeholders.

Partnership is a key value for the ERLC Board. To that end, the Board is represented by the College of Alberta School Superintendents (CASS), Alberta Teachers' Association (ATA), Association of School Business Officials of Alberta (ASBOA), Alberta School Boards Association (ASBA), Faculty of Education, University of Alberta, Alberta Education (AB Ed), and Alberta Schools Councils' Association (ASCA). Each Board member brings a unique perspective to professional development, thus ensuring ERLC's offerings truly represent and meet the needs of the people we serve.

On behalf of the Board, I want to take this opportunity to thank and commend our Executive Director Val Olekshy for her outstanding collaborative work in leading ERLC. She collaborates effectively with ERLC's partner organizations to ensure the many voices of education are not only heard, but also represented at the Board table and beyond. Thank you as well to the ERLC team who ensure a high standard of planning and delivery of learning opportunities for our region.

Lastly, I offer my thanks to the education stakeholders who believe in the value of Consortium work. We are '*Partners in Adult Learning for Students' Sake*' and will continue to create the structure in which we can collaborate. We remain committed to being a highly responsive and responsible Consortium.

Yours truly,



Michelle Brennick
Board Chair 2010-2011
CASS Representative

2010-2011

Board Members:

College of Alberta School Superintendents
Faculty of Education University of Alberta
Association of School Business Officials of Alberta
Alberta Teachers' Association- Staff Representative
Alberta Teachers' Association – Teacher Representative
Alberta Teachers' Association – Principal Representative
Alberta Education
Alberta School Councils' Association
Alberta School Boards Association

Michelle Brennick
Olenka Bilash
Tracy Meunier
Michael Podlosky
Amy Sydlowski
Christine Romanko
Jim Rubuliak
Tracy Kaley
Rosaleen McEvoy



(back to front) Michelle Brennick, Christine Romanko, Amy Sydlowski, Michael Podlosky
Tracy Kaley, Olenka Bilash, and Jim Rubuliak
(missing) Tracy Meunier & Rosaleen McEvoy

“This session was totally useful, it’s great to have a chance to review studies & reflect on teaching practices.”

Session participant

PART II: MESSAGE FROM EXECUTIVE DIRECTOR

Having toured the Mediterranean this summer, I was struck by the region's history and the meaning behind the stories that were worthy of transfer over time. The "living history" of ERLC is part of the region's response to the service we provide. The annual report results continue to be high. The region's leaders tell us they value the quality of the learning experiences offered, that we respond to their needs and, indeed, anticipate needs based on provincial direction, research and our understanding of implementation.

The 2010-2011 year also saw some "PD firsts" for ERLC, which is perhaps an indication of history in the making. We have had a long history of risk taking and leading the province with various PD initiatives, such as the provincial Distributed Learning forum (2008), VC suite in a consortium office (2009), increased delivery of sessions via VC, webinars and webcasts (2010) and website posting of "PD resources" (2011). I can safely say we saw more "PD firsts" in 2010-2011 than in all other years combined. Below are some highlights:

- ERLC was first to attempt a provincial webcast with the High School Math Institute. Webcasting allows us to capture the speakers in high quality video suitable for creating online PD resources.
- The December 2010 [Early Learning Symposium](#) provided a provincial event that offered webcast delivery so participants could access the event without leaving their region. The early learning materials are posted online at www.inclusiveeducationpdresources.ca, in support of job embedded professional learning that is focused on the Alberta context.
- On a similar note, the [Leading our Way Forward](#) conference was the first time a two-day event was webcast, thus allowing remote sites to stay at their site and participate. We are continuing to learn and explore how we can make the most of webcasting, webinars and video conferencing for the benefit of our stakeholders.
- Another historical moment was the launch of the enhanced ERLC website: www.erc.ca. The website has grown to provide seamless 24/7 registration service and access to online learning. We have modeled support for job embedded learning by adding conversation guides to the materials so that archived webinars can be used to support ongoing learning at school sites. We also continued our learning and developed video online resources to support inclusive education. These new resources can be viewed at <http://www.inclusiveeducationpdresources.ca/>

None of this history could have been possible without the leadership, guidance, and direction of the ERLC Board, district contacts and advisory committee members. Opportunities to listen and respond to the needs of education stakeholders, as well as the region we serve, are why we do what we do. The work of the ERLC office team is truly amazing. They continue to provide high quality service despite increased workloads. Their commitment, creative ideas, work ethic and service to the region is to be commended: professional thanks to the rocks of ERLC Harry Wagner and Jann Edney, Implementation Support Coordinators; Denise Kay, Office Coordinator; Claudine Cortes, Chantal Sargent, Dauna-Rae Wright, Program Coordinators and Margaret Savage – Bookkeeper/Accounting.

As education in Alberta is transforming, so is the work of ERLC. Perhaps 2010-2011 is a historical moment in the transformation of the PD delivery model for the region!

We look forward to working for and with you as we strive to be quality "partners in adult learning for students' sake."



Val Olekshy
Executive Director

“Great presentations and perfectly coordinated and prepared. Good work by Val and her team and the presenters. Our division team really appreciated the opportunity to come and learn and have brought much back to work with. Thanks so much.”

Leading Our Way Forward Participant



**Leading Our Way Forward Conference - 174 Participants
Oasis Conference Centre – April 2011**

District teams participated and were engaged with keynotes about Creating a Culture of Learning.

Conference materials are sustained online at <http://www.erc.ca/conference/index.html>

This image demonstrates the rocks (values) important for team collaboration (blue magnetic people)

PART III: ACCOUNTABILITY STATEMENT

The Edmonton Regional Learning Consortium Annual Report for the 2010-2011 school year was prepared under the direction of the Board of the Edmonton 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 the ERLC’s ability, to fulfill the mission, *Partners in Adult Learning for Students’ Sake* and the Vision: *As an advocate for quality professional development and as a service provider, ERLC works with its partners to develop, implement and assess professional development (PD) programs and comprehensive plans that support adult learning for students’ sake.*



Michelle Brennick
Board Chair
Zone 3 CASS Representative



Val Olekshy
Executive Director

PART IV: CONTEXTUAL INFORMATION

In the 2010-2011 school year the [Edmonton Regional Learning Consortium](#) operated with one Executive Director, two Implementation Support Coordinators, and five administrative support positions. The ERLC connected with 12 different Advisory Committees and contacts from the 18 districts to which service is predominately provided.

Aspen View Regional Division	Grande Yellowhead Public School Division
Black Gold Regional Division	Greater St. Albert Catholic Regional Division
Edmonton Catholic Schools	Living Waters Catholic Regional Division
Edmonton Public Schools	Northern Gateway Regional Division
Elk Island Catholic Separate Regional Division	Parkland School Division
Elk Island Public Schools	Pembina Hills Regional Division
Evergreen Catholic Separate Regional Division	St. Albert Protestant Schools
Fort McMurray Public Schools	St. Thomas Aquinas Roman Catholic Schools
Fort McMurray Catholic Schools	Sturgeon School Division

The region includes:

- Eighteen districts with diverse needs, including different jurisdictional and AISI priorities.
- A large geographic area (e.g. Fort McMurray, Jasper, Athabasca).
- District staff that must travel a distance to attend sessions in Edmonton, (e.g. 6 districts have schools that are located more than 3 – 5 hours from Edmonton).
- Districts that are increasingly using technology to access professional development (e.g. video conferencing, webinars).
- Approximately 13,000 teachers who are employed by districts in the ERLC region.
- Jurisdictions with limited access to substitute teachers (e.g. rural).
- Districts that have a significant percentage of new teachers including teachers from out of province who are not familiar with the Alberta Program of Studies (e.g. Fort McMurray, Northern Tier districts).

Ongoing consultation with our education stakeholders continues with numerous opportunities to work with Alberta Education in relation to “support for implementation” grants. The ERLC provided leadership for provincial coordination, monitoring and reporting of the provincial French language professional development project, essential conditions pilot, inclusive education work, online PD resources and literacy for all pilot.

“This service is invaluable to all school divisions but especially to those of us who are smaller and cannot afford to bring in great presenters and coordinate larger PD activities. The willingness to work and meet the needs of so many divisions is impressive. We always feel heard and our requests are met in a timely manner. Kudos to the team!”

District Contact

PART V: PRIORITY IMPROVEMENT AREAS for 2010-2011 and *Results Achieved*

- **Support for the use of *A Guide to Support Implementation: Essential Conditions*, as well as *A Guide to Comprehensive Professional Development Planning*.**

ERLC was the provincial lead in coordinating the field testing of the Guide to determine how it can support implementation planning and how it can measure implementation. The field test results will be summarized in the fall of 2011. Participating districts shared that the guide enhanced the application of implementation planning (e.g., questions posed in the guide) and resulted in more thoughtful and complete plans to support implementation. ERLC developed a website www.essentialconditions.ca to share the guide as well as examples of the guide “in action”.

- **Providing more choice in ways that the ERLC provides adult learning opportunities - to support job embedded learning and distributed learning using existing and emerging technologies.**

Videoconferencing has been used to support attendance of District Contacts and Coordinators at ERLC Advisory Committee meetings without having to travel to Edmonton. Participation has grown throughout the region with districts as far away as Ft. McMurray and as close as Parkland participating via VC.

ERLC has further developed “webinars” as another choice in accessing learning. Webinars have the added value of being archived and available, at no cost, to participants following the live session. There has been a 131% increase in webinar learning opportunities.

ERLC Math Regional Team developed the first podcasts/vodcasts for the region! View these online PD resources at <http://www.erc.ca/resources/filter.php?theme=11&title=Mathematics>

The use of technology to support anytime, anywhere, any pace learning is an increasingly important priority and our service in this area is growing. This is most evident in the redesign of the ERLC website and the PD Resources section. <http://www.erc.ca/resources/default.php> Over 130 online learning opportunities, most often archived webinars with support materials, are posted online.

- **Support for Professional Development Leadership Capacity**

The region has continued to request support for the development of PD capacity. This most often relates to districts providing support for district leaders (e.g., learning coaches, instructional coaches, curriculum facilitators, AISI lead learners, school based leaders) to attend ERLC sessions and return to their own district to share the learning. Besides being supported to attend content sessions (e.g., math content sessions such as those by Peter Liljedahl, Marion Small) district PD leaders are also provided opportunities to learn and develop adult facilitation skills with experts such as Laura Lipton, Jim Knight.



- **Focusing on the theme of Connecting the Dots - collaborate to provide service in multiple ways with multiple partners at both the Regional and Provincial level.**

This year ERLC partnered with a variety of organizations including: Alberta Teachers Association, Alberta Health Services, North Central Teachers Convention, Northeast Teachers Convention, College of Alberta School Superintendents, Alberta Education, and the University of Alberta. Work continues on identifying coordinated, collaborative and comprehensive approaches and is demonstrated with each partner as we model the ERLC mission of “partners in adult learning for students’ sake”.

- **Providing service to parents and school administrative support members**

The ERLC did not address this priority area to the degree intended, based on human resources available.

2009-2010 Data	2010-2011 Data	% Increase	Commentary on Results
Videoconferencing <ul style="list-style-type: none"> • 31 sessions • 24 meetings • 55 total 	<i>Videoconferencing</i> <ul style="list-style-type: none"> • 16 sessions • 33 meetings • 49 total 	11% decrease	<i>Districts expect meetings hosted by ERLC are available to be accessed via VC. Increased understanding about the types of session best suited to be delivered via VC is emerging. Half day information sessions are most suitable for VC delivery. Most ERLC “in person” learning opportunities are full day.</i>
Webinars <ul style="list-style-type: none"> • 42 	<i>Webinars</i> <ul style="list-style-type: none"> • 97 	131% increase	<i>Webinar planning and delivery has increased significantly. Time to train new facilitators, to develop capacity of team members and to plan learning opportunities that align with the needs of the region are more time intensive than planning for face to face sessions. Further development of implementation plans around accessing live and archived webinars needs to occur</i>

TRENDS 2010-2011

Through examination of stakeholders' annual education reports and the Alberta Education business plan, consultations and discussions with ERLC partners, district contacts and Advisory Committee members, the following trends have been identified. Based on review of ERLC data, trends and existing resources, Priority Improvement Areas for 2011-2012 will be developed

1. **TREND: Development of a coordinated, collaborative and comprehensive approach with opportunity for provincial coordination when applicable.**

IMPACT: The ERLC will enhance and explore a more coordinated, collaborative, and comprehensive approach to informing and planning professional learning with PD partners. Planning with other PD partners and exploring online learning opportunities will support this labor intensive work. Ensuring provincial work aligns with regional need will be of importance.

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

IMPACT: As a consortium, we will continue to develop online professional development resources for educators that allow for anytime, anyplace and any pace access to professional development. Changing teacher needs and expectations, as well as PD limitations, necessitate a need to continue to invest in creating PD resources accessible online and in supporting districts in understanding the use of these resources. It is important that these resources be of high quality and serve the needs of teachers.

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

IMPACT: The design of PD is evolving to include the development of online learning opportunities that can be accessed by school sites and individual teachers as required. Learning about how to design online archived learning includes experiences with developing videos, archived webinar conversation guides and managing the production of these learning opportunities. Additional costs with production, management, and online posting is a budget reality of supporting job embedded learning. The need to further develop an implementation plan around use of online materials to support job embedded learning is required.

The concept of "one-stop shopping" for this information would be housed on the ARPDC website and would include extensive search capabilities for ease of educator use. Ultimately it would be desirable to provide information for accessing adult learning with multiple professional development partners. This work requires provincial leadership and collaboration with multiple stakeholders.

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 has concluded this year, with a one year grant being provided for the 2011-2012 year. The potential to provide access to regional ERLC learning opportunities could be impeded. Advocating for sustained professional development funding, to subsidize the sessions offered to the region, will be imperative to continue the support for implementation as provided in recent years. This is also imperative for comprehensive planning.

5. **TREND: Measuring the impact of professional development learning opportunities**

IMPACT: The ERLC continually strives to ensure that the services provided are making a difference to those who receive them. The question: "**How do we know if professional development support enhances and contributes to improved practice and implementation?**" will continue to guide a continuous improvement model for the ERLC. [A Guide to Support Implementation: Essential Conditions](#) has the potential to support the

development of thoughtful and deliberate implementation plans and will be used in ERLC work with PD design

6. TREND: Teacher directed professional development

IMPACT: As teachers' efficacy develops, modeling responsibility for professional learning will increase. This has the potential for teachers to request online learning materials that can support self-directed learning, aligned with the Alberta Program of Studies.

LOOKING FORWARD: PRIORITY IMPROVEMENT AREAS for 2011 - 2012

- Exploring implementation strategies to support use of online learning.
- Designing learning opportunities in a variety of ways to provide choice for participant's engagement.
- Support for the use of *A Guide to Support Implementation: Essential Conditions*, and exploring how we can support measuring impact of consortium role.
- Support for Professional Development Leadership Capacity (e.g. learning coaches, instructional coaches).
- Connecting the Dots, e.g. collaborating to provide service in multiple ways with multiple partners - including both regional and provincial approaches in a more coordinated collaborative and comprehensive manner.
- Providing service to parents and school administrative support members.



Math Advisory Committee Meeting - All 18 districts are represented in the September 2011 meeting along with 2 partner organizations

PART VI: PARTICIPATION RATES 2010-2011

The ERLC is a leading professional development provider and enjoys the support of jurisdictions in the region in addressing emerging needs and providing learning opportunities accessible for all.

Alberta Regional Professional Development Consortia (ARPDC)

In order to be consistent in determining participation rates among consortia, ARPDC has developed a PD counting model. The guidelines used by the 7 consortia are:

- Half day and full day sessions count as one day. (The time to organize a full day or half day session is the same.)
- Each day of a series counts as one day of PD. Participant numbers are counted for each day.
- Conference over multiple days: each day counts as a day of PD, regardless of the number of contracts and presenters.
- Conference with multiple sessions in one day still counts as one day.
- Webinars are conducted as “one day” due to the time to train facilitators, moderate sessions, develop conversation guides and post archives.

There is agreement that some ARPDC events are offered provincially but include the work and support of each region in advertising and promoting the session. Some areas of the province are more suitable to host provincial events. Tracking regional numbers that attend a provincial event in another region are included in ERLC numbers.

There were fewer ERLC learning opportunities offered during the 2010-2011 year, compared to 2009-2010, due to a variety of factors:

- Increase in the delivery of “technology mediated” learning opportunities. Learning opportunities offered via VC or webinar provide a cost savings for those who participate (i.e. travel time, travel expenses, sub costs), but are an increased cost for ERLC. Working with facilitators who have not delivered via VC or webinar and moderating webinar sessions requires additional time and commitment on behalf of ERLC/ARPDC consultants. Additional time and coordination means less time devoted to organizing “in person” sessions.
- Although the number of sessions offered is lower than the previous year, participant rates increased. This is reflective of the large conferences, *Leading our Way Forward*, and *Early Learning* offered in partnership with the region and Alberta Education.
- Since at least some teachers are finding it difficult to leave their classrooms for a wide variety of reasons, increased amounts of time are being put into the creation of PD resources like podcasts and videos which can be more easily accessed by teachers at their convenience resulting in fewer face to face learning opportunities.



	Number of Events	Number of Participants		
		Face to Face	Using Technology	Total Participants
ERLC Regional Learning Opportunities				
Meetings / Advisory Groups	33	406	37	443
PD Learning Opportunities	355	7,605	-	7,605
Subtotal	388	8,011	37	8,048
Technology Mediated Learning Opportunities				
• Webinars	97	-	1,211	1,211
• Video Conferences	16	-	223	223
• Webcast	3	521	325	846
Subtotal	116	521	1,759	2,280
Learning Management Systems				
• Wiki pages	150	-	-	-
District Delivered Learning Opportunities				
Delivered by Consortium Regional Teams	159	1,956	-	1,956
PD Leadership Capacity	-	26,632	-	26,632
Subtotal	159	28,588	0	28,588
Collaborative Partnerships– Consortium Services				
Collaborative Solutions/Productivity Alternatives Meeting	3	48	1	49
Action on Inclusion	2	301	-	301
CASS/AE Annual, Pre-Conference, Retirement Dinner	7	624	-	624
Subtotal	12	973	1	974
	Number of Events	Face to Face	Using Technology	Total Participants
TOTALS	675	38,093	1,797	39,890

Yearly Comparison	05-06	06-07	07-08	08-09	09-10	10-11
Total Events	801	825	650	841	731	675
Total Participants	14,163	20,496	19,605	27,127	34,699	39,890

ARPCD Provincial Learning Opportunities



Alberta Regional Professional Development Consortia (ARPDC) (www.arpc.ab.ca) describes the six regional consortium and one provincial francophone consortium who are dedicated to promoting student learning and achievement, school improvement, and parental engagement in the education process through the provision of professional learning opportunities at the local, regional and provincial levels. ARPDC is collaborating to provide provincial learning opportunities, in part stimulated by the increase in the use of technology to distribute learning. For example - Webinars are planned regionally but accessible provincially; webcasts are provincial learning opportunities where one location has a face to face event broadcast to other parts of the province; and videoconferencing is generally used to provide more regional access to learning opportunities. Each event includes work and support in each region such as advertising, registering, technology and facilitation support and promoting the learning opportunity.

	Events Held	# of Participants
Provincial Conferences (face to face)		
	<ul style="list-style-type: none"> • Early Learning Promising Practices • CEDEFA Colloque de la FNSCF Réseau entre aides • Reaching and Teaching • FNMI Learning Together For Success • Action on Curriculum #1, #2, #3 • International Spanish Academies Conference • Digital Citizenship • CTS Health • Universal Design for Learning Summer Institute • Teaching French in the Classroom: Moving Forward! 	2,590 participants
Technology Mediated Learning Opportunities		
Webinars	All subject areas – 332 Webinars 15,181 views of webinar recordings (2009 – 2011)	3078 participants
Videoconferences	All subject areas – 27 Video Conference sessions	414 participants
Webcasts	3 Webcasts - two Math Institutes , Early Learning	833 participants
Websites	Essential Conditions, Inclusive Education PD Resources, ARPDC	
Learning Management Systems		
Wikis / Moodles	60 online learning management/community of practices	4,610 registered users

Consortium Registration Service Partnerships

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

LEARNING OPPORTUNITIES



"A partnership to nurture continuing educational excellence"



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

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

ARPDC provincial grants for 2010-2011 included various pilot projects such as: Early Learning – Early Years Evaluation and Early Learning – Positive Parenting Program; Literacy for All – Meville to Weville; Literacy Pilot with Pearson; High School Flexibility; and Essential Conditions implementation. Regional Executive Directors act as leads for each of these provincial projects. Additional grants that resulted in programming for each region were available in First Nations, Métis and Inuit Parent, Family and Community Engagement and FNMI provincial conferences, Science Gizmos, French (French as a Second Language and French Immersion), Career and Technology Services, Career and Technology Health Services and Collaborative Practices.

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

➤ **Technology Consolidation**

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

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

➤ **Alberta Professional Development**

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

➤ **Essential Conditions**

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

During 2010-2011, Field Services provided grant funds to field test the guide with school authorities. Results of the field test imply that school authorities appreciated the guiding questions in supporting district planning for implementation. The framework – and specifically the identification of the “essential conditions” - supported thoughtful implementation planning. Continued development of the website, including how districts are making use of the guide, is available at <http://www.essentialconditions.ca/>.

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

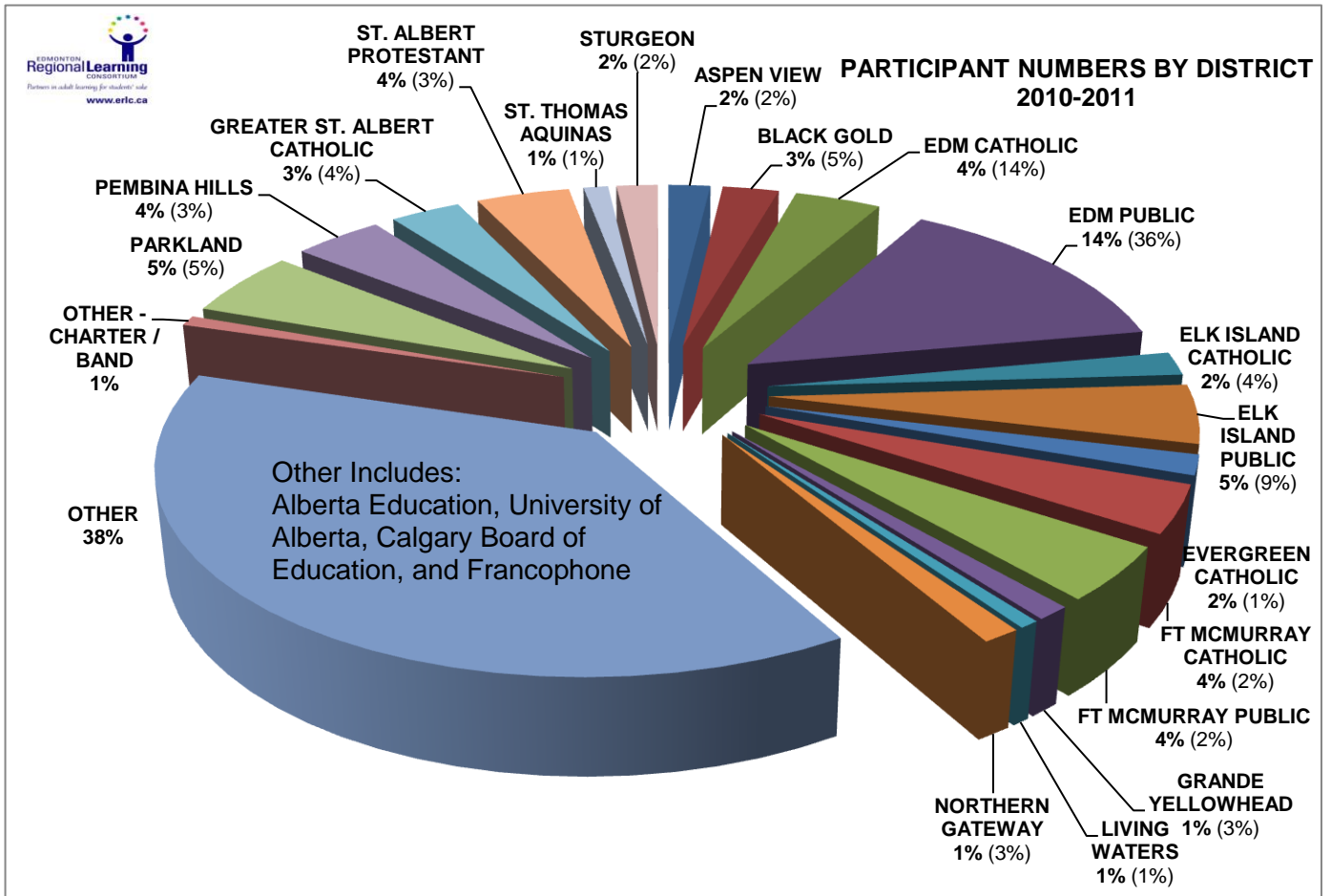
A two year First Nations, Métis and Inuit provincial project has been implemented which provides three seconded FNMI PD Consultant/Coordinators to work throughout the province to enhance the knowledge of FNMI peoples and their cultures. In 2010-2011, these FNMI Consultants began planning strategies for the following school year which included the development of a provincial professional learning strategy focused on FNMI education; the coordination of professional development activities to support FNMI education available in Alberta; the provision of leadership services related to the implementation of the *FNMI Education Partnership Council Action Plan* and the identification of strategies to respond to the recommendations regarding professional learning in the *Northland Inquiry Report*.

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

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

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

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



Legend: % attending ERLC workshops
(% teachers in ERLC region)

Analysis

ERLC has had a very successful year in terms of the participation of adult learners. Many districts have determined how to best make use of the consortia model to support and complement their districts PD programming.

PD Leadership Capacity and the ERLC Math Regional Team

In 2010-2011, the ERLC region continued to provide PD services using a regional and district delivery approach. In an effort to address district identified issues, (such as lack of substitute teacher funds to send teachers to sessions), ERLC contracted facilitators, or supported district-identified leaders, to provide learning opportunities in math at school and jurisdiction sites.

Each district in the region has access to 3 days of the ERLC Math regional team. The team consists of consultants from Edmonton Public Schools, St. Albert Catholic and other retired consultants, and was developed based on the advisory committee's direction to ERLC. The regional team has expertise in curriculum, instruction and assessment, specific to supporting math implementation. The team is available to offer learning opportunities in ERLC districts, as well as for planning support specific to math implementation. This ERLC service is called "District Days".



PART VII: GOAL RESULTS

RATING POSSIBILITIES

Exceeded Expectations: Targets achieved at least 90 percent of the time

Met Expectations: Targets achieved between 80 – 89 percent of the time

Below Expectations : Targets achieved less than 80 percent of the time

Undecided and Not Applicable answers were calculated into the agree category of the survey results.

“It was great to be able to attend this conference via webcast. Had we not had that opportunity, we would have been unable to attend due to cost and time. Thanks for making this possible.”
ERLC Participant

Participants of the summer UDL conference listen intently to presentations using Elluminate/Blackboard Collaborate to interact with the presenter (Right)



David Rose and Grace Meo (CAST) with conference facilitators (Left)

Goal 1 The Edmonton Regional Learning Consortium will:

Facilitate professional development which supports the effective implementation of:

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

Outcomes

ERLC offerings align with needs identified through stakeholder planning documents and consultations

Metrics

- Survey of educational stakeholders (district contacts)
- Summary of session evaluations completed by PD participants

Rating

Exceeded Expectations, the overall achievement rating for this goal has exceeded expectations and the trend is consistent

Results

Performance Measure	Result 08-09	Result 09-10	Result 10-11	Target 11-12
Percentage of district contacts who agree that PD offerings align with needs identified in their plans	100%	93%	100%	100%
Percentage of district contacts that shared overall satisfaction with ERLC	94.5%	100%	100%	100%
Percentage of program participants that indicated satisfaction that the sessions provided content and activities which matched the intended outcomes	99%	95%	96%	100%
Number of Participants attending	27,127	34,699	39,890	40,000

Progress and Accomplishments

ERLC:

- Reviewed the Alberta Education business plan, Three Year Education Plans and AISI projects for school jurisdictions to identify PD needs for the region.
- Reviewed additional government documents: e.g., Education Sector Workforce Planning Framework for Action, Inspiring Education, Setting the Direction to identify direction.
- Facilitated 12 different advisory committees, offering 29 meeting opportunities, where district representatives offered advice about PD programs that should be offered via the ERLC and are based on their district needs. Districts send representatives, as they are able, to these meetings.
- Communicated regularly with district contacts, Alberta Education staff, and ARPDC executive directors to identify and clarify adult learning needs.
- Communicated with ATA PD chairs, specialist council representatives, teacher convention program chairs and ATA professional development staff to identify PD needs and approaches.
- Communicated and collaborated with many different stakeholder groups and organizations that have the potential to align with regional PD needs (e.g., ARPDC executive directors, Alberta Assessment Consortium, publishers.)

- Further developed the capabilities of the events management registration program that will be better suited to support the registration and tracking process required for the services requested.
- Explored opportunities with the Alberta School Council Association - e.g., open sessions delivered via Video Conference.



Presenter Susie Blackstien-Adler guides participants of the Literacy for All: Meville to Weville pilot project June 2 & 3, 2011.

Participants are eagerly working with the Literacy for All: Meville to Weville resources.



“Working with the ERLC is terrific. I felt welcome and I felt as if my contribution was valued. I met some other strong presenters – I’d love to watch some of their work in action. I also think the participants enjoyed the session. I look forward to working with ERLC in the future.”

ERLC Presenter

Goal 2 The Edmonton Regional Learning Consortium will:

Facilitate professional development which supports the effective implementation of:

1. **Curricula, including instruction**
2. **Assessment**
3. **Resources**
4. **Student learning outcomes**

Outcomes

ERLC facilitated PD supports, effective implementation of curricula (inclusive of assessment and instruction), and student learning outcomes

Metrics

- Survey of educational stakeholders
- Session evaluations
- Summary from Alberta Education designated leads

Rating

Exceeded Expectations, the overall achievement rating for this goal has exceeded expectations and the trend is consistent

Results

Performance Measure	Result 08-09	Result 09-10	Result 10-11	Target 11-12
Percentage of district contacts satisfied that ERLC-facilitated PD supports effective implementation of curricula.	94.5%	93%	100%	100%
Percentage of PD program participants satisfied that they are able to apply the information learned in their classroom	98%	93%	94%	100%
Percentage of program participants who shared overall satisfaction with ERLC.	98%	94%	96%	100%

Progress and Accomplishments

ERLC:

- Worked very closely with stakeholders to ensure support was available to implement curricula through relevant and quality learning opportunities, with a focus on instruction and assessment practices that facilitate student learning of the prescribed program of studies.
- Summarized and reviewed program feedback from each session to identify participants' (most often teachers') needs and requests for future programming. The program feedback information was also used to gather presenter feedback and shared with the facilitator to support their growth and development.
- Served as provincial lead for the 2010-2011 school year for: French language PD, Early Learning and Inclusive Education Distributed Learning project, MEville to WEville provincial pilot and Essential Conditions field test. ERLC also provides a collaborative leadership role, with other consortia Executive Directors, when meeting with Alberta Education managers to discuss lessons learned about PD plans and grants that can support implementation.
- Provided regional leadership in facilitating advisory committee meetings that lead to the development of regional comprehensive plans to support implementation. Two Implementation Support Coordinators provided additional support with implementation as a result of grants

from Alberta Education. The math “regional team” was created to provide district days – a PD design that provides service at the district level.

- Developed PD materials to support implementation. All developed PD materials aligned with this goal as the material would address support for implementation of the programs of study and, when appropriate, include instruction and/or assessment approaches that support student learning.
- Created a new website – www.erc.ca that included a location to display online PD resources at <http://www.erc.ca/resources/default.php>
- 600 learning opportunities were offered this year representing a variety of PD designs and unique partnerships.
 - CTS: Engaging Students in 21st Century Skills was held on January 27, 2011 in partnership with Edmonton Public and Catholic. This learning opportunity allowed CTS teachers across school districts to get together and make connections with each other and with presenters from industry, post-secondary and government. The event was attended by 234 participants including presenters. Eleven districts in the ERLC region had teachers participate in the day.
 - Fort McMurray Public and Catholic school districts have created a unique partnership in the design and delivery of a regional PD day focused on supporting curriculum implementation. ERLC facilitated and coordinated 19 full day sessions in January that were attended by all teachers in both districts, who do not require release costs on this day. As a result of the consortium being involved the entire region can participate. The sessions offered are listed in the session archives of the new ERLC site <http://www.erc.ca/programs/archive.php#2011-01>
 - Leading our Way Forward conference was a unique PD design where participants attended in teams and focused on increasing capacity among district/school leadership teams (e.g. instructional leaders / coaches, Learning Coaches) in creating a culture for learning for all students and staff. Conference materials were posted on the ERLC wiki at <http://erc.wikispaces.com/lowf2011> and participants had a choice of attending via webcast technology from their own district site. The design of the two day event allowed for table talk time facilitated by keynote presenters.
 - ERLC hosted the Early Learning provincial webcast with plans to sustain the keynote messages through sustained learning. The ongoing work to sustain the learning – as well as the keynote – are accessible at <http://www.inclusiveeducationpdresources.ca/earlylearning.php>
 - A provincial Universal Design for Learning symposium was hosted last August. ERLC modeled capturing the learning via the wiki <http://erc.wikispaces.com/Alberta+UDL+Summer+Institute+--+Making+Connections>
 - Plans to reformat and repackage, including editing video filmed at the event will occur in the upcoming year.



Goal 3 The Edmonton Regional Learning Consortium will:

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

Outcomes

The ERLC coordination, brokering and referral services are responsive to stakeholder needs

Metrics

Survey of educational stakeholders contacts

Rating

Exceeded Expectations, the overall achievement rating for this goal has exceeded expectations

Results

Performance Measure	Result 08-09	Result 09-10	Result 10-11	Target 11-12
Percentage of district contacts that agree that the coordinating, brokering and/or referral services were effective in helping them access PD resources	83.3%	100%	90.9%	100%

Progress and Accomplishments

ERLC:

- Receives requests weekly for presenter contact information as well as requests for program planning and delivery. Many of these requests come from individual school's PD planners who are not surveyed.
- Attempts to coordinate more programs in the Edson and Fort McMurray regions. There has been an increase in sessions coordinated in these areas over previous years, including the delivery of online learning opportunities.
- Brokering with other PD providers has increased. Accessing the expertise of Galileo and Alberta Assessment Consortium to share their expertise, through an ERLC facilitated event, has benefitted the region.



Organizing committee for the Fort McMurray PD day are all smiles on January 28, 2011. Another successful learning opportunity of 19 full day sessions for Fort McMurray Catholic and Fort McMurray Public school districts arranged and coordinated by ERLC.



Goal 4 The Edmonton Regional Learning Consortium will:

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

Outcomes

The ERLC programs met the identified and emerging needs of educational Stakeholders

Metrics

- Survey of educational stakeholders /workshop register
- Qualitative measures (descriptions and testimonials)

Rating **Exceeded Expectations**, the overall achievement rating for this goal exceeded expectations

Results

Performance Measure	Result 08-09	Result 09-10	Result 10-11	Target 11-12
Percentage of district contacts satisfied that the programs met their identified and emerging needs	94.5%	100%	100%	100%
Number of Learning Opportunities provided	841	731	675	800

Progress and Accomplishments

ERLC:

- Provided an ever-increasing wide range of PD opportunities that are based on the emerging needs of stakeholders.
- Provided over 600 learning opportunities in the region, either directly by the ERLC or as result of PD leadership capacity opportunities, arranged via ERLC and funded with grant dollars.
- Experienced a large increase in the uptake of online learning opportunities, both live and archived, in 2010-2011
- As a result of advisory committee input during the 2010-2011 year a list of emerging needs was identified for the region: http://erlc.ca/pd/arpdc_supportforimplementation_aug10.pdf
 - Leadership Capacity (different terms being used: lead learners, instructional coaches)
 - Job-embedded PD (support for e.g., PD resources, training for leaders/facilitators)
 - Inclusive Education
 - Universal Design for Learning (UDL)
 - Differentiated Instruction
 - Assessment
 - Technology – as an instructional tool (focus on
 - TPACK model)
 - Emerging needs (literacy, numeracy)
 - 21st Century Learning (inquiry, critical thinking)

Program plans will be informed by these emerging needs. <http://www.arpdc.ab.ca/initiatives/index.html>



Goal 5 The Edmonton Regional Learning Consortium will:

Promote and support the development of professional development leadership capacity

Outcomes

The ERLC contributes to the development of PD leadership capacity

Metrics

- Survey of educational stakeholders
- Qualitative measures (descriptions and testimonials)

Rating **Exceeded Expectations**, the overall achievement rating for this goal exceeded expectations and the trend is consistent

Results

Performance Measure	Result 08-09	Result 09-10	Result 10-11	Target 11-12
Percentage of district contacts satisfied that the efforts of the ERLC contribute to development of professional development leadership capacity	94.5%	93%	95%	100%

Progress and Accomplishments

ERLC:

- Offered sessions designed to build the capacity of PD leaders. The sessions were well-received and well-attended. (e.g., Laura Lipton, Jim Knight)
- Created professional development materials to support increased PD leadership capacity. Please visit PD resources at <http://www.erc.ca/resources/default.php> to access over 130 online resources.

About PD Resources

Professional Development Resources are intended to support opportunities to "*continue the conversation*" with respect to various selected learning opportunities. Most often PD resources are archived webinars with conversation guides or professional development/workshop resources intended for leaders to facilitate district/job embedded learning opportunities. PD resources can include facilitator guides, participant handouts, and/or facilitator resources and are intended to be adaptable to your context. All materials on the site are aligned with the Alberta programs of studies, were developed by Alberta educators and are intended to support implementation.

Who are PD Resources intended for?

PD resources are intended for: instructional coaches, consultants, administrators, PLC groups and teachers/teacher leaders.

PD resources can also support individual self motivated learners who wish to continue their learning **Any Time, Any Place, at Any Pace**

Terms of Use



ERLC PD Resources are freely provided in support of improved teaching and learning under the following Creative Commons license; please note the [terms and conditions](#) under which you may access them.

What types of resources are available?



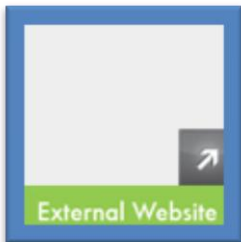
Webinars

A webinar is a web-based presentation or workshop that is transmitted over the internet. After a webinar is presented live it will be recorded and archived for access by all. Many archived webinars include a "conversation guide" that are intended for PD leaders to facilitate ongoing conversations.



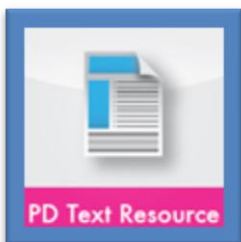
Videos

Advisory committee members have guided ERLC into video production! The request to see/hear implementation in action is the intent of the videos on the site at this time. Most videos represent promising practices and include "conversation guides" for continued conversation at your site.



External Websites

An external website/document is indicated by the arrow in the thumbnail. These materials are relevant for PD leaders and link to some of the PD resource materials available on other sites.



Workshop Materials

Facilitator guides, facilitator resources and participant handouts are "text" PD resources that were developed to assist PD leaders/consultants with materials suitable for workshop presentations. The materials in this section also include other text PD resources such as the Social Studies poster, and conversation guides for FNMI discussion papers.

*Click on the graphics to open the pd resources by type.

Goal 6 The Edmonton Regional Learning Consortium will:

Provide stakeholders with access to professional development at a reasonable cost and good value for the grant dollars provided.

Outcomes

The ERLC provides professional development at a reasonable cost. The ERLC offers professional development on an overall cost recovery basis

Metrics

- Survey of stakeholders' contacts
- Qualitative measures financial records

Rating **Exceeded Expectations**, the overall achievement rating for this goal exceeded expectations and the trend is consistent

Results

Performance Measure	Result 08-09	Result 09-10	Result 10-11	Target 11-12
Percentage of the district contacts that were satisfied with the services provided by ERLC	94.5%	96.5%	100%	100%
Percentage of district contacts that were satisfied that ERLC provided services at a reasonable cost	100%	100%	100%	100%
Percentage of program participants that are satisfied ERLC services are provided at a reasonable rate	99%	91%	95%	100%
Percentage of district contacts that are satisfied that ERLC provides good value for the grant dollars with which they were provided to support implementation of curricula	94.5%	100%	100%	100%

Progress and Accomplishments

ERLC:

- Continued to provide requested and strategic service at a reasonable rate while giving good value to the stakeholders.
- Increased its programs, specifically using on-site resources. This resulted in increased costs for technical support and staffing requirements. Financial management and cost recovery approaches will continue to be developed.
- Delivery of learning opportunities using technology (eg webinar and webcasts) requires greater preparation, organization, technical support and equipment testing on the part of organizers.

PART VIII: FINANCIAL STATEMENTS

Government of Alberta ■
Education

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

CONSORTIUM NAME: **Edmonton Regional Learning Consortium**

	Budget 2010/2011	Actual 2010/2011	Actual 2009/2010
REVENUES			
Alberta Education:			
Management & Infrastructure (Note 1)*	188,223	188,223	188,223
Net Conditional Grant Revenue (Schedule 1)	1,689,336	1,303,067	1,603,429
Other Alberta Education			
Total Alberta Education:	1,877,559	1,491,290	1,791,652
Other Revenue:			
Conditional Program Registration Fees (Schedule 1)	350,000	295,127	640,114
Grants - Non government sources (Note 2)			
Other (Note 3):			
Cost recovery grants		26,544	
Cost recovery other		-	
Other Provincial and Federal Government			
Miscellaneous	30,000	219,972	27,291
TOTAL REVENUES	2,257,559	2,032,933	2,459,057
EXPENSES			
Management & Infrastructure (Note 4):			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 5)	255,000	189,709	268,842
Board expenses (Note 6)	6,500	3,950	5,248
Program Delivery Costs (Note 7):			
Conditional programs (Schedule 1)	1,641,327	1,598,194	2,080,115
Other:			
Accounting and Audit Fees		3,911	
Legal Fees			
Operational Expense	328,946	110,438	
Program Delivery Costs		229,508	
TOTAL EXPENSES	2,231,773	2,135,710	2,354,205
ANNUAL SURPLUS (DEFICIT)	25,786	(102,777)	104,852
Accumulated Surplus at beginning of year		316,613	211,761
Accumulated Surplus at end of year	25,786	213,836	316,613

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

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

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

CONSORTIUM NAME: **Edmonton Regional Learning Consortium**

	August 31, 2011	August 31, 2010
ASSETS		
Cash in Bank and Temporary Investments	1,352,000	1,703,346
Accounts Receivable (Note 8):		
Province of Alberta	105,000	210,000
Alberta school jurisdictions		31,313
Other	118	21,075
Prepaid Expenses (e.g. deposits for future programming)	5,862	7,865
Other assets	18,132	
TOTAL ASSETS	1,481,112	1,973,599
LIABILITIES		
Accounts payable	36,247	181,026
Accrued liabilities (Note 9)		
Deferred Revenue:		
Conditional Grants (Schedule 3)	1,215,240	1,469,330
Prepaid registration (Note 10)	15,789	6,630
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue:	1,231,029	1,475,960
TOTAL LIABILITIES	1,267,277	1,656,986
ACCUMULATED SURPLUS		
Operating Reserves (Note 11)	213,836	211,761
Unrestricted Funds (Note 12)		104,852
TOTAL ACCUMULATED SURPLUS (Note 13)	213,836	316,613
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	1,481,113	1,973,599

Schedule 1
Conditional Grant Program Costs and Net Grants Revenue
For the Year Ended August 31, 2011 (in dollars)

CONSORTIUM NAME:

Edmonton Regional Learning Consortium

	2010/2011		
	Cost of Delivering Conditional Programs (Note 7)	- DEDUCT: Conditional Program Registration Fees Note (a)	= Net Conditional Grant Revenue
Conditional Grant Programs			
FNMI Perspectives	12,401		12,401
Curriculum Implementation Support	974,888	226,617	748,271
Distributed Learning	42,545		42,545
Early Learning	131,207	30,300	100,907
Essential Conditions	76,580		76,580
French Language Development	126,121	26,895	99,226
Literacy for All, Meville to Weville	20,769		20,769
Science	13,829	4,550	9,279
Pan Canadian Literacy	27,730		27,730
Second Language - Aboriginal	8,088		8,088
Second Language - International	4,811		4,811
Inclusive Education	120,382		120,382
Social	38,844	6,765	32,079
			-
			-
(Specify)			-
(Specify)			-
Total	1,598,194	295,127	1,303,067

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.

Schedule 2
Conditional Grant Transfers to Other Consortia: Note (a)
For the Year Ended August 31, 2011 (in dollars)

CONSORTIUM NAME: Edmonton Regional Learning Consortium

	Amount Transferred 2010/2011 Note (b)
French Language Development	
Central Alberta Regional Consortium	19,578
Calgary Regional Consortium	49,616
Learning Network	9,475
Northwest Regional Learning Consortium	22,559
Southern Alberta Professional Development Consortium	27,267
(Specify Consortium)	
(Specify Consortium)	
Program Total French Language Development	128,495
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
(Specify Program)	
(Specify Consortium)	
(Specify Consortium)	
Program Total (Specify Program)	-
Total transfers to Other Consortia	128,495

Notes to Schedule 2:

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

Schedule 3
Conditional Grant Program Deferred Revenue
For the Year Ended August 31, 2011 (in dollars)

CONSORTIUM NAME:

Edmonton Regional Learning Consortium

2010/2011

	Deferred Revenue from Previous Year Note (a)	+ ADD: Current Year Receipts and Transfers-In Note (b)	- DEDUCT: Conditional Grant Transfers to Other Consortia (Schedule 2)	= DEDUCT: Net Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	Deferred Revenue: Conditional Grants Note (d) (Page 2)
Conditional Grant Programs: Note (e)					
FNMI Perspectives	12,401			12,401	-
Curriculum Implementation Support	948,000	718,772		748,271	918,501
Distributed Learning	39,345	3,200		42,545	0
Early Learning	150,000	20,000		100,907	69,093
Essential Conditions		100,000		76,580	23,420
French Language Development	30,368	217,229	128,495	99,226	19,876
Literacy for All, Meville to Weville		125,500		20,769	104,731
Science	9,279			9,279	(0)
Pan Canadian Literacy	27,730			27,730	-
Second Language - Aboriginal	8,088			8,088	-
Second Language - International	4,811			4,811	-
Inclusive Education	200,000			120,382	79,619
Social	32,079			32,079	(0)
French Camp	7,229	(7,229)		-	-
(Specify)				-	-
(Specify)				-	-
Total	1,469,330	1,177,472	128,495	1,303,067	1,215,240

Notes to Schedule 3:

- a. Total will agree to Page 2 *Deferred Revenue: Conditional Grants* for the previous year and the previous year's Deferred Revenue Schedule.
- b. 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.
- c. Net Conditional Grant Revenue will correspond to Schedule 1 and Page 1.
- d. Deferred revenue represents unexpended funds that will be expended on programs or transferred to other consortia next year.
- e. **Conditional Grant Program names should match Schedule 1.**

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

CONSORTIUM NAME:

Edmonton Regional Learning Consortium

	Conditional funds invoiced to other Consortia 2010/2011	Other amounts invoiced to other Consortia 2010/2011
CTS		
Central Alberta Regional Consortium (Specify Consortium)	17,875	
(Specify Consortium)		
(Specify Consortium)		
Program Total CTS	17,875	-
FNMI		
Learning Network	7,092	-
Northwest Regional Learning Consortium (Specify Consortium)	1,576	-
(Specify Consortium)		
Program Total FNMI	8,668	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total (Specify Program)	-	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
(Specify Consortium)		
Program Total (Specify Program)	-	-
(Specify Program)		
(Specify Consortium)		
(Specify Consortium)		
Program Total (Specify Program)	-	-
Total Cost Recovery	26,544	-

Notes to Schedule 4:

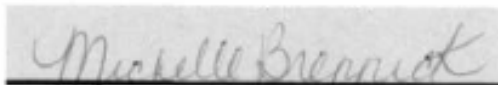
- a. Includes payments for grants held by other Consortia. Cost Recovery Expenses are included in the Cost of Delivering Conditional Programs in schedule 1.



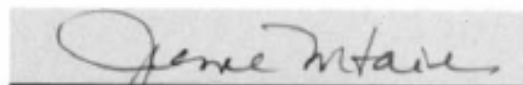
**Certification of
Regional Consortium Financial Statements
For the Year Ended August 31, 2011**

CONSORTIUM NAME: **Edmonton Regional Learning Consortium**

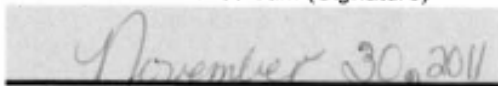
I certify that to the best of my knowledge, the information provided in the attached statements, notes and schedules is correct.



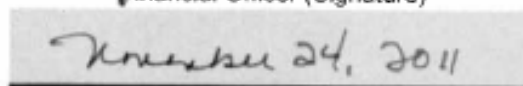
Chair of Consortium (Signature)



Financial Officer (Signature)



Date



Date

NOTES TO FORMS 1, 2 AND SCHEDULES

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

APPENDIX A: ESSENTIAL CONDITIONS TO SUPPORT IMPLEMENTATION

A Guide to Support Implementation: Essential Conditions

Home
About
Essential Conditions
Implementation Planning Tool
Self-Assessment
Essential Conditions in Action



A Guide to Support Implementation: Essential Conditions

Alberta Unites on Teaching Quality
Learning Forward (formerly National Staff Development Council) has written an article about the Guide to Support Implementation – Essential Conditions. The focus of the article is to share how the guide has the potential to support the capacity of the system through implementation planning.

"Alberta Unites on Teaching Quality" by Tracy Crow, Journal of Staff Development (JSD), December 2010. Reprinted with permission from Learning Forward, www.learningforward.org. All rights reserved.

A Message from Alberta's Education Partners

A Guide to Support Implementation: Essential Conditions was developed by a provincial working group of education partners¹ committed to realizing positive change in Alberta's schools and classrooms. Development of this guide was founded on the shared belief that **successful implementation² requires the coordinated, collaborative, and comprehensive efforts of education partners working together towards a shared vision of learning success for all students.**

The working group reviewed current research, literature, and promising practices³ to

- identify the characteristics of successful implementation of education policies, curricula, priorities, programs and initiatives;
- describe the complexity of the work involved in successful implementation;
- identify the conditions deemed essential for successful implementation – **shared vision, leadership, research and evidence, resources, teacher professional growth, time, and community engagement,** and
- describe the environment within which these essential conditions are most effectively addressed – an environment where education stakeholders⁴ **share the responsibility** for addressing essential conditions **within a culture of learning** that fosters inquiry, risk-taking, sharing and collaboration.

This guide offers a compilation of their review in a format that is intended to **support collaborative implementation planning by educational leaders at all levels** across the Kindergarten to Grade 12 system.

Recognizing the rich diversity that exists within school communities and student populations, this guide is not intended to prescribe a specific approach to implementation planning. Instead, it offers guiding questions to support implementation planning that intentionally addresses each of the aforementioned seven essential conditions. Furthermore, it offers suggestions for what might be used as evidence that the essential conditions are being addressed. And finally, it provides space to record what specific implementation support activities might be undertaken. It is hoped that additional supports, such as illustrative examples as well as implementation planning and assessment tools, will be developed and made available via education partners' web sites.

A Guide to Support Implementation: Essential Conditions

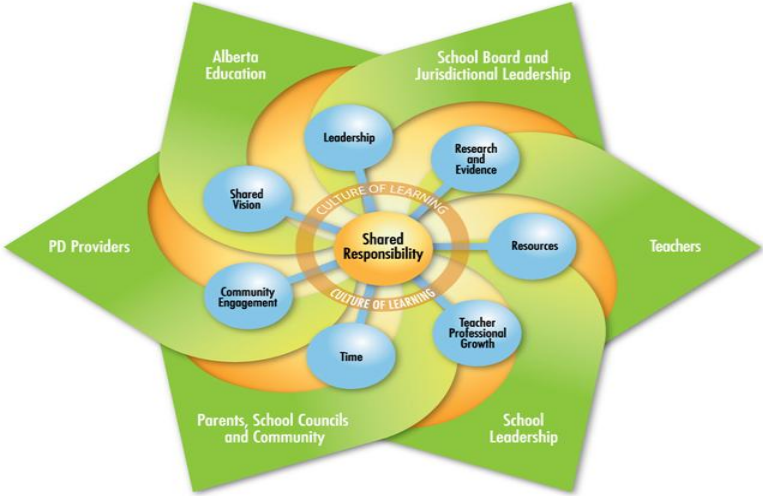
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Essential Conditions
Implementation Planning Tool
Self-Assessment
Essential Conditions in Action

- Shared Vision
- Leadership
- Research and Evidence
- Resources
- Teacher Professional Growth
- Time
- Community Engagement


Successful implementation is possible in environments where education stakeholders are committed to sharing the responsibility for supporting implementation within a culture of learning.

Essential Conditions

View the essential conditions by clicking on the blue circles in the diagram, or use the navigation on the left.



LEARNING OPPORTUNITIES



APPENDIX B: 2010-2011 DISTRICT CONTACT SURVEY

ITEM	SA	A	U	D	SD	NA	TOTAL
1. The Consortium was effective in helping us address professional development needs identified in our planning documents.	54.5% (6)	45.5% (5)	-	-	-	-	11
2. Professional development facilitated by the Consortium supported effective implementation of curricula.	54.5% (6)	45.5% (5)	-	-	-	-	11
3. The Consortium's coordinating, brokering and/or referral services were effective in helping us access professional development resources.	54.5% (6)	36.4% (4)	-	-	-	9.1% (1)	11
4. The Consortium was effective in helping us meet emerging professional development needs, outside of those identified in our planning documents.	45.5% (5)	45.5% (5)	-	-	-	9.1% (1)	11
5. The Consortium has contributed to the development of professional development leadership capacity within my organization through such regional opportunities as math curriculum facilitators/leaders and professional development leadership capacity support.	63.6% (7)	36.4% (4)	-	-	-	-	11
6. Consortium services are provided at a reasonable cost.	90.9% (10)	9.1% (1)	-	-	-	-	11
7. The Consortium provided good value for the grant dollars they were provided to support implementation of curricula.	90.9% (10)	9.1% (1)	-	-	-	-	11
8. Overall, I was satisfied with the services provided by the Consortium.	81.8% (9)	18.2% (2)	-	-	-	-	11
Average %:	67.02%	31.83%	0.0%	0.0%	0.0%	2.27%	

Anecdotal Comments:

The Edmonton Regional Learning Consortium provides excellent service to its member jurisdictions. It is responsive to our needs; connects us to experts who can be of help; facilitates many Advisory Committees that not only allow us to give input, but also to share ideas among districts. The executive director and all her staff are cooperative, accessible, flexible and willing to listen to any ideas we might have. For a small district, the offerings of the ERLC are invaluable. The quality of the speakers and in-services offered are topnotch. Thank you all for your hard work.

Simply put, our PD programs in smaller districts hinge on the support from the ERLC. It has allowed us to stay on top of changes coming down from Alberta Education. It stretches our PD dollars in a way that would be impossible without the organization!

We highly value the opportunities to access professional development partnerships through the consortia. Our jurisdiction's comprehensive PD plan includes consortia PD as an essential component. The high quality, cost effective sessions provided to curriculum leads and teams of teachers has impacted virtually all of the teachers in our system. Consortia PD events have effected changes in the way teachers teach. Better teaching equals improved student achievement. It's a win-win-win!

This service is invaluable to all school divisions but especially to those of us who are smaller and cannot afford to bring in great presenters and coordinate larger PD activities. The willingness to work and meet the needs of so many divisions is impressive. We always feel heard and our requests are met in a timely manner. Kudos to the team!

APPENDIX C: 2010-2011 Advisory Committee Members

Advisory committees provide collaborative opportunities for input and direction for ERLC professional development programs and plans and address consortia goals specific to implementation support, leadership capacity and addressing emerging needs

DISTRICT	DISTRICT CONTACT	ATA PD CHAIR	ABORIGINAL	CTS	DISTRIBUTED LEARNING/ TECHNOLOGY INTEGRATION	ENGLISH LANGUAGE LEARNERS	FRENCH LANGUAGE	INTER-NATIONAL LANGUAGES	KNOWLEDGE AND EMPLOYABILITY	LITERACY	MATH	SCIENCE	SOCIAL STUDIES	PROG. FOR STUDENT SUC.
Aspen View	Bernie Giacobbo	Linda Woychenko Brenda Kowalchuk	Bernie Giacobbo	Joe Shelast Brian Rudyk	Mark Francis	Brian Lemessurier	Joe MacIsaac	Joe MacIsaac	Brian Rudyk Art Shea Joe Shelast Brian Dewar	Sheena Ashton Linda Woychenko	Lance Gyte Bernie Giacobbo	Bernie Giacobbo	Charles Beamish Bernie Giacobbo	Dermot Madden
Black Gold	Neil Fenske Denise Harrison	Heather MacDonald		Denise Harrison	Denise Harrison Terri Reid	Carolyn Remy Denise Harrison Neil Fenske	Chris Peacocke Barb Roy Michael Skoreyko	Chris Peacocke	Denise Harrison	Denise Harrison	Denise Harrison	Steve Trueman	Bernadette Hawkins Dianne Butler	Ken Boschman
Edmonton Catholic	Susan Chevalier	Azza Ghali	Rick Dombrosky	Robert Jong	Mike Carby	Paula Borges-Couture	Stella Beaudoin Magda Tundak	Magda Tundak	Monica Mazur-Kostera	Mike Carby	Amy Swinkels Len Bonifacio	Kathryn O'Grady	John Tidswell	Paula Borges-Couture
Edmonton Public	Corrie Ziegler John Edey Tanni Parker Sandy Forster	Sharlyne Cheung	Sharon Bourque Margaretha Ebbers Donna Leask	Gord Balbar	Sandy Forster Louise Osland	Corrie Ziegler John Edey Tanni Parker	Valérie Leclair Michelle De Abreu Marie Commance Shulko (FI)	Melody Kostiuik Janice Aubry	Jan Anderson	Irene Heffel	Sandy Forster Cathy Campbell Sylvianne Perry Carla Kozak John Scammel	Sandy Forster Jane Diner	Betty Lou Ayers David Evans Corrie Ziegler Louise Osland	Belina Pasula Deborah Brandell Karen Bain Lil Rueck Monica Ellis
Elk Island Catholic	Maureen Duguay	Nicole Labrecque	Debbie Quick	Debbie Quick Jeannine Bobrowsky	Jeannine Bobrowsky	Maureen Duguay	Debbie Quick Maureen Duguay	Debbie Quick	Debbie Quick	Debbie Quick	Debbie Quick	Karen Antoniuk Maureen Duguay	Maureen Duguay Gerald Knox	
Elk Island Public	Faye McConnell Lillian Sabo	Wendy Yasinski	Lillian Sabo	Lillian Sabo	Les Sereda Louise Osland	Dianne Molzan Eileen Zimmerman	Sherri Johnston Faye McConnell	Sherri Johnston Faye McConnell	Bill Taylor	Sherri Johnston	Carey Wegner	Tracy Stock Faye McConnell	Suzan Berwald Faye McConnell	Eileen Zimmerman Sharon Jeske
Evergreen Catholic	Mike Hauptman	Pina Martinovich	Mike Hauptman Nicole Kearley	Joan Melanson	Gary Michaud Ray Côté	Mike Hauptman	Mike Hauptman	Mike Hauptman	Joan Melanson	Mike Hauptman	Shawn Murdoch	Amie Gardner	Dave Dempsey	Dave Dempsey
Ft. McMurray Catholic	Kathleen Murphy-House	Jason Campbell	Charlie Weckend	Tim Kilburn Deborah Kitching	Tim Kilburn Deborah Kitching		Kathleen Murphy-House			Deborah Kitching Pat Nameth	Joel Canete	Deborah Kitching	Julie Williams	Monica Mankowski
Ft. McMurray Public	Ray Campbell	Shelley Kellington	Dan Rizutto	Ray Campbell	Ray Campbell Ali Syed	Ray Campbell Myrna Matheson	Ray Campbell	Ray Campbell	Ray Campbell Roxanne Fudge	Myrna Matheson	Lori Weinberger	Ray Campbell	Ray Campbell	Brenda Sautner

APPENDIX C: 2010-2011 ADVISORY COMMITTEE MEMBERS

Grande Yellowhead RD	Nancy Spencer-Poitras Sharon Styles	Janet Wilkinson	Sharon Styles Nancy Spencer-Poitras	Sharon Styles	Gord Booth	Sharon Styles	Sharon Styles	Sharon Styles	Sharon Styles	Sharon Styles	Sharon Styles	Sharon Styles	Sharon Styles	Sharon Styles	Jody Beck Sharon Styles
Greater St. Albert Catholic	Thérèse deChamplain-Good	Jacqueline Dargis-Boucher Catherine Giesbrecht	David Quick	David Quick	Ren Giesbrecht Dean McKinney Léo Beaudry	Thérèse deChamplain-Good	Thérèse deChamplain-Good	Thérèse deChamplain-Good	David Quick	Thérèse deChamplain in Good	Thérèse deChamplain-Good Ulana Soletsky	Thérèse deChamplain-Good	Thérèse deChamplain-Good	Thérèse deChamplain-Good	Karen Pedersen Bayus
Living Waters	Jo-Anne Lanctot Carol Lemay	Michelle Buchanan	Trevor Mitchell	Patrick Granger	Trevor Mitchell	Jo-Anne Lanctot		Jo-Anne Lanctot		Jo-Anne Lanctot	Jo-Anne Lanctot	Jo-Anne Lanctot	Jo-Anne Lanctot	Jo-Anne Lanctot	
Northern Gateway	Roger Lacey		John Lobo	John Lobo	John Lobo		Melanie Tait	Melanie Tait	John Lobo	Roger Lacey	Roger Lacey Melanie Tait	Roger Lacey John Lobo	Roger Lacey John Lobo	Jacqueline Mines	
Parkland	Leah Andrews	Paul McCann		Leah Andrews	Nicole Lakusta	Diane Lander	Diane Lander	Diane Lander	Leah Andrews	Leah Andrews	Leah Andrews	Diane Lander	Diane Lander	Leah Andrews Judi Holton	
Pembina Hills	Mark Thiesen	Steven Kaplan	Darleen Olson	Susan Wegner	Jason Wiks	Judy Lefebvre	Karen Green Pierre Ouimet	Karen Green	Greg Ferguson	Judy Lefebvre	Keith Van DeKeere	Sandy Jones	Cindy Sanford	Mark Thiesen Rob McGarva	
St. Albert Protestant	Lois Gluck	Abi Henneberry	Glenys Edwards	Lois Gluck	Sherri Fricker	Lois Gluck	Lois Gluck	Lois Gluck	Lois Gluck Krimsen Sumners-Fesyk	Lois Gluck	Lois Gluck	Lois Gluck	Lois Gluck	Lois Gluck	Krimsen Sumners-Fesyk
St. Thomas Aquinas	Pius MacLean	Heather MacDonald	Karen Ballhorn Paula Dubois	Mark Basaraba Ashley Mehagan		Pius MacLean	Nicole York		Pius MacLean	Pius MacLean	Pius MacLean	Karen McMullen	Michael Marien	Pius MacLean	
Sturgeon	Wolfgang Jeske Leanne McMillan	Amy Sydlowski Darryl Propp	Leanne McMillan	Leanne McMillan	Ken Stanski	Leanne McMillan Wolfgang Jeske	Terry Barmby	Terry Barmby	Leanne McMillan	Leanne McMillan	Leanne McMillan	Leanne McMillan	Leanne McMillan	Leanne McMillan	Judy Maynard Val Mullen
Other							Valeria Palladino			Miriam Trehearne	Donna Chanasyk Sherry Bennett	Morrie Smith		Kathy Howery Barb Reid	

APPENDIX D: CURRICULUM IMPLEMENTATION SUPPORT (CIS) EXECUTIVE SUMMARY



Edmonton Regional Learning Consortium (ERLC) Curriculum Implementation Support (CIS) Grant 2010-2011 Executive Summary

Background and Overview of 2010-2011 CIS Grant

Alberta Education provided a grant of \$716K per year for three years from 2008-2011 to support implementation of new curriculum and initiatives in the Edmonton region. ERLC administers this Curriculum Implementation Support (CIS) grant.

The implementation plans for the 2010-2011 CIS Grant addressed Alberta Education's implementation schedule as well as the needs identified by Zone 3 (i.e., math, science, second language, knowledge and employability, ESL/ELL, safety, literacy, FMNI, wellness, ICT, high school completion, and PD leadership capacity).

The plans were developed by ERLC in collaboration and based on jurisdictional leaders, Advisory Committee members and participants input. The resulting plans complemented districts' efforts to support implementation. The attached report details the activities undertaken to develop implementation plans in each content area. The implementation plans for most content areas involved:

- **Gathering advice and direction from Advisory Committees and jurisdictional leaders:** This advice and direction was provided through discussion of program needs based on the expressed needs of teachers, through dialogue and collaboration amongst districts, through exploration of the intent of programs of studies, and through conversations about teacher practice specific to the program of studies.
- **Providing a variety of learning opportunities:** ERLC provided a variety of learning opportunities that engaged participants in facilitated discussions with experts across a range of topics. Learning opportunities were offered in various formats (e.g., face-to-face sessions, webinars, webcasts and videoconferences) on several dates to provide clients with more options. Learning opportunities focused on curriculum changes as well as instructional and assessment strategies to support curriculum implementation.
- **Developing district curriculum facilitators and leadership capacity:** ERLC supported the development of professional development leadership skills through a variety of learning opportunities as well as districts' request for PD leadership capacity support.
- **Providing technology-mediated professional learning and collaboration opportunities:** With the addition of a videoconference suite in January of 2008, ERLC hosted several Advisory Committee meetings and offered professional learning opportunities at a distance, allowing participation from remote sites without the need to travel. The additions of webinars and webcasts have further increased access to professional learning.
- **Providing PD resource development support:** ERLC developed a variety of PD support resources to support and sustain implementation. (e.g., Archived webinars with conversation guides, and videos).

ERLC provided these services and learning opportunities under the direction and leadership of an Executive Director, 2 Implementation Support Coordinators, Office Coordinator and contracted support services. ERLC Program Coordinators were responsible to successfully plan each learning opportunity.



APPENDIX D: CURRICULUM IMPLEMENTATION SUPPORT (CIS) EXECUTIVE SUMMARY

Evidence of Essential Conditions for Implementation Support, Lessons Learned and Implications for Ongoing Work

The following table captures how ERLC is addressing the essential conditions for implementation support; the lessons that have been learned; and the implications for ERLC’s ongoing work.

Evidence	Lessons Learned	Implications
Shared Vision		
ERLC’s PD programs are founded on the rationale and philosophy of the programs of studies as well as on effective instructional and assessment practices to support implementation of the program intent. A shared vision for implementation support is developed with district leaders, many of whom attend the Advisory Committee meetings.	Collaborative development of a comprehensive implementation plans is time consuming and difficult to measure. It will be important to continue to facilitate the sharing of district plans, especially at Advisory Committee meetings. Ongoing conversations with 18 district leaders, over 100 Advisory Committee members and ATA PD chairs and contacts is essential.	Continue to collaborate as widely as possible in order to create and maintain a “dynamic” shared vision that is responsive to evolving needs. Acceptable measures need to be identified related to how ERLC facilitates conversations among districts around a shared vision for implementation. Effective collaboration takes time and resources.
Leadership		
ERLC provides leadership specific to professional learning program planning, effective professional development models, facilitation of regional conversations and report writing.	Identification of the role ERLC plays in providing leadership in supporting the region with a wide variety of learning opportunities, identification and addressing emerging needs should be identified. The ongoing development of leadership capacity in the region is a crucial sustainability issue.	Acceptable measures need to be identified related to specific leadership capacity building activities provided by ERLC, as well as the leadership role ERLC plays in supporting implementation – specifically program planning.
Evidence and Research		
ERLC’s Executive Director and Implementation Support Coordinators ensure that session facilitators are knowledgeable about and integrate current research in the design of their sessions.	Competing priorities need to be minimized by aligning implementation overlap.	Continue the Advisory Committee format and explore ways to track data about needs across areas. Continue to access networks where research is available.
Resources		
ERLC ensures that grant monies are effectively and efficiently used to provide regional professional learning	Choice and variety are key elements in providing learning opportunities that meet the needs of teachers. Demand is growing	Continue to increase choice by providing more technology-mediated learning opportunities at-a-distance.

APPENDIX D: CURRICULUM IMPLEMENTATION SUPPORT (CIS) EXECUTIVE SUMMARY

Evidence	Lessons Learned	Implications
<p>opportunities that meet the expressed needs of the region.</p> <p>97.2% of participants in ERLC learning opportunities indicated that they had learned strategies/skills to support student learning and 94.1% indicated that they had increased their ability to implement curriculum/initiative in their schools or jurisdictions.</p>	<p>for technology-mediated learning opportunities that allow participants to transcend barriers of time and/or distance.</p> <p>Facilitation of online learning opportunities (eg webinars) increased substantially. Although costs to ERLC are higher, districts save PD dollars when accessing these events.</p>	<p>Determine costs to maintain a variety of program delivery approaches with limited grant dollars.</p>
Teacher Professional Growth		
<p>ERLC supports teacher professional growth by offering a variety of quality professional learning opportunities that meet teachers' needs and learning preferences.</p> <p>Participants consistently share that their professional practice is enhanced by attending ERLC sessions and that they are applying what they are learning in their classrooms.</p>	<p>The teacher workforce continues to evolve with new inductees, teachers new to a subject area or grade, and teachers new to the province or region. All teachers continually reflect on their practice and engage in ongoing professional learning. Program planning must address these clients' needs.</p> <p>Areas to continue to focus on include:</p> <ul style="list-style-type: none"> • Elementary teachers are not usually content specialists and need ongoing support in mathematics content and pedagogy. • Effective student learning assessment continues to be an area of need. • High school teachers are cautious about leaving their classes. • Support for French Immersion teachers continues to be challenging. • Integration of technology – the use of technology in 	<p>Continue offering programs that can be sustained over time. E.g., archive webinars, podcasts, and digital PD resources.</p> <p>Continue to gather feedback on teacher needs & demographics as these continue to change as expertise and knowledge of the curriculum grows and/or new teachers enter the workforce.</p> <p>Continue to incorporate assessment as a core component in learning opportunities.</p> <p>Continue to look for ways to support high school teachers</p> <p>Continue to scan the needs of French immersion teachers and the best way to provide programs to meet their needs.</p>

APPENDIX D: CURRICULUM IMPLEMENTATION SUPPORT (CIS) EXECUTIVE SUMMARY

Evidence	Lessons Learned	Implications
	the classroom is constantly evolving and teachers need support in making effective use of the technology.	
Community Engagement		
In 2010-2011 ERLC collaborated with personnel responsible for teacher conventions, math specialist councils, CTS consultants from Edmonton Public & Catholic, the Edmonton Science Outreach Network, the AAC, and those responsible for school council development to deliver “open” sessions.	The ERLC region is large and exploration of community supports and resources is an ongoing challenge as well as an opportunity.	ERLC needs to continue to explore how to engage more community members in meaningful “Support for implementation” conversations.
Time		
ERLC is striving to employ a more coordinated and collaborative approach to regional implementation planning to maximize the available time. Distributed and blended learning opportunities are among various strategies that make efficient use of time.	Implementation takes time. As implementation continues teachers are coming forward with different questions and different needs than were expressed in pre-implementation or during the first year of implementation. As the end of grant funding to support implementation approaches questions of sustainability become increasingly important.	Explore a variety of delivery models such as moodle that maximize anytime, anywhere access and minimize time constraints. Ensure that the work is sustainable through development of PD Leadership Capacity, legacy resources such as materials developed by ERLC and other consortia, and recording and archiving of learning opportunities wherever possible.