



LEARNING OPPORTUNITIES



EDMONTON
Regional Learning
CONSORTIUM

Partners in adult learning for students' sake

www.erlc.ca

ANNUAL REPORT 2013 | 2014

Edmonton Regional Learning Consortium (ERLC) 2013-2014 Annual Report

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PART I: MESSAGE FROM BOARD CHAIRPERSON

November 2014

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 continue to facilitate the vision as illustrated in *Inspiring Education: Dialogue with Albertans* and respect the *Ministerial Order on Student Learning* (#001/2013). Our professional learning opportunities continue to be 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 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 past Executive Director, Val Olekshy for her outstanding collaborative work in leading ERLC for the last twelve years. She has collaborated effectively with ERLC's partner organizations to ensure the many voices of education are not only heard, but has also represented the Board table and beyond. Thank you as well to the ERLC team who continually ensures a high standard of planning and delivery of learning opportunities for our region.

I fully support the important role of the consortium and am very committed to the model. I will continue to be an advocate for the organization that so effectively supports our regional professional learning needs.

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,



Dr. Brenda Sautner
Board Chair 2013-2014
CASS Representative

2013-2014 Board Members:

College of Alberta School Superintendents (Board Chair)
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

Brenda Sautner
Olenka Bilash
Tracy Meunier
Francoise Ruban
Pina Martinovich
Laurie Kardynal-Bahri
Heidi Dempsey
Tracy Kaley
Tracy McKinnon



Government of Alberta ■
Education



ERLC Team:

Executive Director
Implementation Support Coordinator 1 FTE (Literacy)
Implementation Support Coordinator .5 FTE (Leadership)
Implementation Support Coordinator .5 FTE (Leadership)
Implementation Support Coordinator .5 FTE
(CoP/Technology/Math)
Implementation Support Coordinator .2 FTE (Technology)
Implementation Support Contractor .25 FTE (Math)
Implementation Support Contractor .25 FTE (Math)
Office Coordinator
Accounting Coordinator
Program Coordinator
Program Coordinator

Val Olekshy
Karen Loerke
Louise Osland
Corrie Ziegler

Wanda Dechant
Terri Reid
Debbie Duvall
Keith Van DeKeere
Denise Kay
Margaret Savage
Claudine Cortes
Trish Vergo



PART II: MESSAGE FROM EXECUTIVE DIRECTOR

Coordinated, Collaborative and Comprehensive Professional Learning

Thank you for the opportunity to lead the ERLC for the last 12 years. This role has been a highlight of my career because of the people I have had the pleasure of “connecting the dots with”! Many thanks to the ERLC Board for their role governing the consortium, the ERLC office team for always making everything work - often under tight timelines, the ERLC regional team, contractors and facilitators for their expertise and leadership and to the district leaders represented on advisory committees who all hold the same passion and commitment for supporting teacher capacity.

Working at ERLC has been a great learning opportunity and I would now like to share a few lessons learned over the years with the intent of suggesting next steps for the future of professional learning in Alberta.

Connecting the Dots

There is a lot going on in education in Alberta. ERLC models a collaborative approach to professional learning design. Meeting with district leaders, responding to data shared by session participants in support of future planning, aligning learning opportunities, conversations with ministry intent and goals and facilitating dialogue through advisory committee meetings represents a robust “**community of practice**” focused on being “**partners in adult learning for students’ sake**”. Based on ERLC’s role and mandate in facilitating dialogue about professional learning and implementation, we are situated to “connect the dots” between ministry initiatives and school authorities/teachers context and needs. The advisory committee model and district contact meetings serve unmeasurable impact as we gather to share our learning and plan for the future – building collective wisdom in support of implementation and teacher capacity. Sharing lessons learned and experiences from multiple grants to support implementation, knowledge of the region and leaders involved all assist with developing more **coordinated, collaborative and comprehensive professional learning designs**. Building a regional and provincial community of practice focused on effective professional learning practices to support teacher capacity is job #1.

Measuring Impact and Planning for Implementation

We all want to ensure our efforts are causing positive results for students in Alberta schools. We measure our efforts in multiple ways pending our backgrounds and perspectives and vision for supporting teacher capacity. To do this more effectively we need to identify the change we wish to see, determine a collective commitment to the change, identify measures we agree will represent the change and then move ahead with the work based on implementation planning represented by A [Guide to Support Implementation: Essential Conditions](#). Collective impact approaches, implementation science/planning and results based budgeting could be aligned to **generate a greater degree of implementation fidelity**. This work requires that interventions are identified and criteria for implementation determined so that everyone has a target to aim towards. Curriculum redesign and Inspiring Education “implementation” will mean different things to different school districts/teachers. Clearly articulating what the collective group wants to see once implementation occurs will support a more strategic cost effective approach. The identification of collectively accepted measures through common data sources will assist in determining impact of adult learning on student learning.

Professional Learning Design

Online Professional Learning Opportunities and Communities of Practice Cohorts are emerging professional learning approaches that ERLC has recently explored, based on grant dollars to support implementation from Alberta Education. Continued understanding of processes that can best support in-depth professional learning (e.g., community of practice cohorts) and provide equitable access to sustained learning opportunities (e.g., “made in Alberta” online learning opportunities) is required. Developing **professional learning designs that support the diverse needs of adult learners** who are in various contexts in the province will ensure that ministry dollars to support implementation move beyond one shot PD and short term gains. Data collected from community of practice cohorts represent more **in depth learning** than other models and **stats** from educators accessing online learning resources developed by ERLC are skyrocketing and surpassing other design approaches.

I believe that the regional consortium model, through the ongoing leadership of Executive Director Thérèse de Champlain-Good, will continue to create **collective synergy, effective professional learning designs resulting in cost savings and educator capacity** and provide for **more robust implementation**. Continued success “connecting the dots” and working together as **Partners in Adult Learning for Students’ Sake**.

Thanks for the learning opportunities at ERLC!



Val Olekshy,
Executive Director
2002-2014

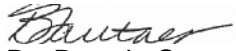


Regional Community of Practice – Zone 3
[June 2014 District Contact Meeting](#)

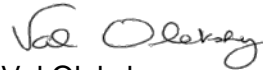
PART III: ACCOUNTABILITY STATEMENT

The Edmonton Regional Learning Consortium Annual Report for the 2013-2014 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.*



Dr. Brenda Sautner
Board Chair
Zone 3 CASS Representative,
December 10, 2014



Val Olekshy
Executive Director

PART IV: CONTEXTUAL INFORMATION

In the 2013-2014 school year, the [Edmonton Regional Learning Consortium](#) operated with one Executive Director, six Implementation Support Coordinators (2.6 FTE), and four administrative support positions (3.8 FTE). The ERLC connected with 18 regional District Contacts and 7 different [Advisory Committees](#) to which service is predominately provided. These districts represent the ERLC region also known as zone 3. Professional learning service is also provided to private, charter and first nations schools in the region.

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

The region includes:

Eighteen school divisions, seventy-two private/charter schools, sixteen First Nations schools, nine First Nations Educational Authorities and covers a vast geographical area. Of the 35,000 teachers in Alberta, ERLC serves over one-third of the population.



Consultation with the region:

Ongoing consultation with our education stakeholders continues with numerous opportunities to work with Alberta Education, school authorities and education stakeholders in relation to "support for implementation" grants.

Service for the Province:

The ERLC provided provincial leadership for Alberta Regional PD Consortia grants for: Literacy for All, Peer Mentoring and Inclusive Education community of practice, FNMI literacy and numeracy videos and website, IEPT extension, Learning Coaches, Supporting Students with Disabilities, FASD Community of Practice and Online Capacity to Build Teacher Capital. Three of these grants will continue into the 2014-2015 year.

PART V: TRENDS AND FUTURE DIRECTIONS

PRIORITY IMPROVEMENT AREAS from 2013-2014	TRENDS	Potential Results/Outcomes
Less of 	More of 	Anticipated Impact of
Disconnected initiatives	“Connected dots”, e.g., collaborating to provide service in multiple ways with multiple partners based on multiple initiatives- including both regional and provincial approaches towards a more coordinated, collaborative and comprehensive model of professional learning in Alberta	System coherence, support for teacher capacity, less teacher workload due to professional capacity
In person, stand alone, face to face learning opportunities	Blend of “in person” strategic/catalyst and online learning opportunities to extend learning pre and post in person sessions	Depth of learning, enhanced continuous support, access for personalized professional growth that supports teacher efficacy through diversity of professional learning opportunities across the career span
Travelling to professional learning, requiring supply teacher time	Access of online learning opportunities to support job embedded and personalized learning	System cost savings, school site learning and collaboration opportunities around “made in Alberta” materials, increased cost for consortium
Lack of implementation planning	Support for use of a Guide to Support Implementation: Essential Conditions for the purposes of creating comprehensive implementation plans	Ability to measure impact based on systems development of a comprehensive implementation plan
Questions about value of consortium model	Communication of efforts to support and report on impact of professional learning on teacher capacity	Role clarification, financial stability, consortium model viewed as cost effective and value added
Masses attending professional learning	Supporting teacher leaders, instructional leaders/coaches, learning coaches so they can share learning with others	System leadership developed to support job embedded learning delivered on site – system capacity

PART VI: REGIONAL CONSULTATION

Advisory Committees provide collaborative opportunities for input and direction for ERLC professional development programs and plans. They address consortia goals specific to school authority implementation support, leadership capacity and addressing emerging needs. http://erlc.ca/programs/advisory_committee.php

News Article and images for 2013-2014 committees <http://erlc.ca/newsdetail.php?id=42>

CTS Advisory Committee



First Nations, Métis and Inuit (FNMI) Advisory Committee



Literacy Advisory Committee



Technology Integration Advisory Committee



Inclusive Education (Zones 2-3) Advisory Committee



ERLC's work is based on consultation with leaders from Zone 3 (e.g., Teacher leaders, Consultants, Curriculum Coordinators, Directors, Assistant Superintendents).

Math Advisory Committee



Representation at Advisory Committee meetings is one example of groups that the ERLC dialogues with.

French Advisory Committee



[2013-2014 Advisory Committees](#) – previous meeting agendas and summaries posted online.

- [District Contacts](#)
- [CTS](#)
- [First Nations, Métis & Inuit \(FNMI\)](#)
- [French](#)
- [Inclusive Education](#)
- [Literacy/English Language Arts](#)
- [Mathematics/Numeracy](#)
- [Technology Integration](#)

PART VII: PARTICIPATION RATES 2013-2014

The ERLC is a leading professional development (PD) provider in the region and enjoys the support of jurisdictions in zone 3. The organization addresses the needs of the field based on emerging needs, addressing school authority's plans and aligning with the ministry's direction based on grant deliverables. **Participation rates are increasing based on online access to professional learning resources.**

Alberta Regional Professional Development Consortia (ARPDC) is the collective voice of regional consortium and includes the 7 Executive Directors of regional consortium.

In order to be consistent in determining participation rates among consortium, ARPDC Executive Directors have 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.

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 is a need to determine a provincial standard for how to "count" access to online materials (e.g. wiki pages, Moodle courses, downloads of videos and learning guides.) There is an increase in the development of online "PD resources" and ERLC is sharing these numbers to demonstrate the numbers accessing services.
- Webinars are counted as "one day" due to the time to train facilitators, moderate sessions, develop conversation guides and post archives.

ERLC.ca website including PD resources

YEAR	PAGE VIEWS	VISITORS
2010-2011	224,729	80,672
2011-2012	260,770	91,526
2012-2013	279,358	96,550
2013-2014	252,422	93,5480

InclusiveEducationPDResources.ca

YEAR	PAGE VIEWS	VISITORS
2011-2012	25,238	11,034
2012-2013	57,926	24,697
2013-2014	86,553	29,686

ERLC Regional Learning Opportunities 2013-2014

	# of Learning Opportunities	Number of Participants		
		Face to Face / In Person	Attending via Technology	Total Participants
A. Learning Opportunities				
Advisory Committee Meetings	33	631	115	746
PD Learning Opportunities	424	11,366	237	11,603
Subtotal	457	11,997	352	12,349
B. Technology Mediated Learning Opportunities				
Synchronous (real time)				
Webinars	22	-	308	308
Video Conferences	1	-	44	44
Webcasts	0	-	0	0
Skype Meetings	10	-	30	30
Asynchronous (online)				
Wiki Pages	267	Page Views 118,252	Unique Visitors 72,962	Unique Visitors 72,962
Learning Portal-Moodle Courses	12 (with 2,081 registered users)	-	90,831	90,831
Community of Practice, NING	1	-	1,154	1,154
Videos/Learning Guides	86	4,809	3,942	3,942
Subtotal	399	123,061	169,271	169,271
C. District Delivered Learning Opportunities				
Consortium Regional Teams (Math, Technology, Literacy)	97	2516	-	2516
PD Leadership Capacity	-	7,624	-	7,624
Subtotal	97	10,140	-	10,140
D. Fee for Service Learning Opportunities				
BYOD - ATLE	2	52	-	52
RCSD	2	40	-	40
Microsoft 360	2	25	-	25
CASS/Conference, Pre-Conf.	3	432	-	432
Subtotal	9	549	0	549
	# of Learning Opportunities			Total Participants
TOTALS	962			192,309

Yearly Comparison* Not including online archives	08-09	09-10	10-11	11-12	12-13	13-14
Total Events	841	731	675	670	1,164	962
Total Participants	27,127	34,699	39,890	36,517	174,733	192,309

Analysis:

ERLC services and professional learning design is evolving to include more online access to learning opportunities and the creation of cohort groups and “communities of practice”.

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

PART VIII: ERLC GOAL RESULTS

Alberta Education and education stakeholders determined a common reporting process (i.e. goals, outcomes, and measures) for consortia following the 2005 assessment of consortia. Consortia are to use district survey and participant survey data to determine effectiveness based on 6 common goals. The ERLC Board has determined rating expectations. See Appendix B for survey data.

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.

	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Total Sessions	569	471	409	457
Full Sessions	69	64	47	91
Cancelled Sessions	76	74	35	58
External Sessions	112	89	81	62

Goal 1 The Edmonton Regional Learning Consortium will:

Facilitate professional development (PD) 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 11-12	Result 12-13	Result 13-14	Target 14-15
Percentage of district contacts who agree that PD offerings align with needs identified in their plans	100%	100%	100%	100%
Percentage of district contacts that shared overall satisfaction with ERLC	100%	100%	100%	100%

Progress and Accomplishments:

[Zone 3](#) district leaders meet to provide advice and direction to ERLC around Professional Learning design and focus. Direction is based on teachers’ identified needs, district goals, Alberta Education grant deliverables and knowledge of promising instructional and assessment practices for the Alberta context. [District Contact meeting summaries](#) available and a [story about regional consultation](#) represents responsiveness.

These meetings provide an opportunity to connect the dots as district sharing allows for lateral capacity when common areas of focus are addressed and connections are made amongst passionate educators who are working hard to support human capital for their school authority.

Participant feedback from sessions also influences program design and content. We also rely on provincial stakeholders’ direction and leadership, represented by the consortium board, as well as additional stakeholder meetings. Most programs are based on grants from Alberta Education to support implementation - with this year’s grant focusing on “Curriculum Redesign”.

Programs are based on the most up-to-date PD literature as well as Alberta resources such as [A Guide to Comprehensive PD Planning](#) and [A Guide to Support Implementation – Essential Conditions](#).

Grants from Alberta Education to support implementation subsidized professional learning design and delivery and grant deliverables and intent guided program design. See archived sessions for complete listing of 2013-2014 learning opportunities at: <http://www.erc.ca/programs/archive.php>

[PD online resources](#) aligned with the Alberta context, zone 3 school districts requests and were based on grant deliverables. Most examples focused on Curriculum Redesign since the majority of grant funding was focused here.



[ARPDC Curriculum Redesign Wiki](http://arpdcurriculumredesign.wikispaces.com/Curriculum+Redesign) was created and maintained by ERLC with the intent of hosting provincially developed resources and support one stop access for the field. PD resources included strategies for facilitating adult dialogue on the changes, (e.g., “unpacking the ministerial order) and provincial ministry literature (e.g., knowledge to action summary).

<http://arpdcurriculumredesign.wikispaces.com/Curriculum+Redesign>



ERLC work plans for 2013-2014 included a focus on awareness and understanding of the Ministerial order and specifically the Cross-curricular Competencies. Services delivered and programs planned aligned with the intent of inspiring education and highlighted the information in the ministerial order.

Numerous professional development resources were developed by ERLC, branded with all consortium and used across the province. The most accessed resource of the year were the materials focused on supporting awareness and understanding of the cross-curricular competencies that were developed in collaboration with Alberta Education and all regional consortium. Materials posted online at <http://bit.ly/1h8DqMk> include “Two page” learning guides, a poster identifying and describing the cross curricular competencies and playing cards.



School districts are re-conceptualizing teaching and learning to align with the intent of inspiring education and collaborated with ERLC to share their stories in these 12 videos. The intent of the videos is to demonstrate how professional learning design provided by ERLC has provided support for educator capacity and implementation.

<http://bit.ly/11UxTbc>

Goal 2 The Edmonton Regional Learning Consortium will:

Facilitate professional development (PD) 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 is consistent

Results

Performance Measure	Result 11-12	Result 12-13	Result 13-14	Target 14-15
Percentage of district contacts satisfied that ERLC-facilitated PD supports effective implementation of curricula.	100%	100%	100%	100%
Percentage of PD program participants satisfied that they are able to apply the information learned in their classroom	94%	100%	96%	100%

Progress and Accomplishments

Alberta Education continues to provide grant funding to support implementation of various curriculum areas. Based on school authorities' context, PD design and programs are provided at a subsidized rate as a result of grant funds. The implementation support grant report provides detailed information of the work completed focusing on aspects of this goal and is available on the ERLC website via the [Annual Reports and Results](#) section. Regional Advisory Committee meetings provide guidance, direction and dialogue around program planning and implementation strategies. Meeting agendas and summaries are available at http://www.erc.ca/programs/advisory_committee.php, 33 advisory meetings were held during the year with 746 participants.

ENGAGING ALL LEARNERS!



Professional learning resources for Alberta educators

Professional Development Online Resources personalize learning for educators and are available from any place, space and accessed at a user's own pace. A focus on the updating of the Inclusive Education PD resources into the new [Engaging all Learners](http://www.engagingalllearners.ca/) online resource occurred during the 2013-2014 year and was launched in the fall of 2014. <http://www.engagingalllearners.ca/>

New materials developed during the 2013-2014 year and launched in fall 2014 align with the intent of this goal – supporting implementation of instruction, assessment, resources and student learning outcomes:

Differentiated Instruction

Differentiated instruction creates learning environments that maximize opportunities and potential for the success of ALL students, regardless of background, skills, interests and abilities.

SEARCH BY AUDIENCE...
Teacher School Leader

SEARCH BY LEARNING FORMAT...
Read & Reflect Explore & Apply Watch & Reflect

SEARCH BY CONTENT...
Behaviour And Social Supports Leadership
Learning Pathways Medical Conditions And Disabilities
Planning Technology

Collection of resources based on the content of Alberta's [Making a Difference](http://differentiatedinstruction.ca/) Resource and formatted in a way that allows for differentiated access for adult learners. <http://differentiatedinstruction.ca/> is represented by the region's identified need for more about Differentiated Instruction. This unique website design represents a personalized approach for teachers and is embedded in the Engaging All Learners website.

Goal 3 The Edmonton Regional Learning Consortium will:

Coordinate, broker, and act as a referral center to assist stakeholders' access to available professional development (PD) 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 and is declining slightly.

Results

Performance Measure	Result 11-12	Result 12-13	Result 13-14	Target 14-15
Percentage of district contacts that agree that the coordinating, brokering and/or referral services were effective in helping them access PD resources	100%	100%	91%	100%

Progress and Accomplishments

ERLC collaborated with 20 different organizations offering over 30 learning opportunities. ERLC works with a wide variety of contacts to support a more coordinated, collaborative professional learning design. These are a few examples of partnerships and coordinated efforts.

- [Alberta Assessment Consortium – High School Math example](#)
- [Alberta Health Services – Speech Language Learning Opportunities](#) example
- [Alberta Technology Leaders in Education – Google Apps for Education Alberta Summit](#)
- [College of Alberta School Superintendents](#) – CASS conference registration
- [North Central Teachers' Convention of Alberta](#) –multiple sessions funded based on grant deliverables.
- [Scholastic – Literacy Learning Opportunity](#)
- [ERLC School Districts](#) Focused partnerships hosted at District school sites but open for all to attend.
 - [ATA Greater Black Gold Institute Day \(November 1, 2013\) – Literacy example](#)
 - [Edmonton Catholic and Edmonton Public Schools \(e.g. CTS/CTF Day on January 29, 2014\)](#)
 - Fort McMurray Catholic and Fort McMurray Public Schools (January 31, 2014) – Digital Citizenship example 1/21 learning opportunities planned
 - [Grande Yellowhead Public School Division \(Coming together to increase student engagement - FNMI Camp April 2014\)](#)



ERLC partnered with the Critical Thinking Consortium to develop a series of videos focused on understanding critical thinking. 12 videos and learning guides were developed based on the expertise and content of TC2, and initiation, project management and leadership of ERLC based on grant dollars to support implementation. <http://www.engagingalllearners.ca/ip/critical-thinking/>

Fort McMurray Public and Fort McMurray Catholic have worked together to provide a full day of learning opportunities on a joint professional development day. A history of the 6 years of collaboration, including the program guides highlighting the 20 full day learning opportunities provided is represented at this wiki site. This picture highlights the district's committee and facilitators from the 2014 PD day. <http://bit.ly/1CZNci9>

January 31, 2014
Engage: ALL Means ALL



AUGUST 25-26, 2014

Alberta's Cross-Curricular Competencies to Support Learning for ALL Students

SUMMER WORKSHOP

REGISTRATION AVAILABLE – www.eric.ca

About This Event

Engaging students in meaningful "real-world" learning opportunities are at the essence of being ready for a future that is undefined. A focus on cross-curricular competencies will support all students in becoming engaged thinkers, ethical citizens with an entrepreneurial spirit. A competency-focused approach utilizes an intentional application of cross-curricular competencies using the content from the current programs of study to design authentic student learning experiences.

By attending you will become aware of...

- Alberta's 10 Cross-curricular Competencies;
- How teachers are applying a competency-focused approach to teaching and learning;
- Networks to continue the conversations and PD resource materials to support your journey.

AUGUST 25	AUGUST 26
<p>Student Panel: How might competencies engage me in my learning?</p> <p>Facilitated Conversation: Unpacking the Competencies</p> <p>Breakout Sessions</p> <ul style="list-style-type: none"> • facilitated by teachers • competency-focused approach to learning • teachers talking to teachers 	<p>Community/Business Partner Panel: How Competencies Support Learning, Living and Work</p> <p>Breakout Sessions</p> <ul style="list-style-type: none"> • facilitated by teachers • competency-focused approach to learning • teachers talking to teachers <p>Consolidate Your Learning</p> <ul style="list-style-type: none"> • Modified World Cafés • Building your network • Alberta Education update



ERLC collaborates regularly with other consortium to host provincial or northern learning opportunities – available for all to attend. One example – that included community members involved in various panels was the Alberta's Cross-Curricular Competencies to Support Learning for ALL Students offered in August 2014. <http://bit.ly/1vwHefj>

Conference materials were prepared and posted on this wiki space <http://eric.wikispaces.com/AB+Cross-Curricular+Competencies>

Goal 4 The Edmonton Regional Learning Consortium will:

Deliver professional development (PD) 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
- Qualitative measures (descriptions and testimonials)

Rating

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

Results

Performance Measure	Result 11-12	Result 12-13	Result 13-14	Target 14-15
Percentage of district contacts satisfied that the programs met their identified and emerging needs	100%	100%	95%	100%

Progress and Accomplishments

ERLC plans learning opportunities based on advice from our region including feedback from [Advisory Committees, District Curriculum Coordinators](#), (story about ERLC region collaboration with images at <http://www.erc.ca/newsdetail.php?id=42>), session participants, the [ERLC Board of Directors](#) and other education stakeholders. We strive to collaborate with as many groups as possible to be an effective “Partner in adult learning for students’ sake”. Programs are based on the most up-to-date PD literature as well as Alberta resources such as the [A Guide to Comprehensive Professional Development Planning](#) and [A Guide to Support Implementation: Essential Conditions](#).

School authority district representatives identified areas of focus for the 2103-14 year based on their own context. The district plan for support for implementation of the intent of inspiring education and a focus on curriculum redesign hot linked in the title below.

[Districts’ identified areas of focus for 2013-2014:](#)

1. Support learning **for all students**
2. **Instruction and assessment practices** that have the greatest impact on student learning and inform/shift **pedagogy**
3. **Multiple disciplines** aligned with competency based learning, curriculum redesign and a focus on literacy and numeracy
4. Address **jurisdiction goals, context and team**, focus on **teacher efficacy** through a **differentiated approach** to adult learning
5. Reflect a **collaborative regional approach** that results in a **community of practice**: - *“Partners in adult learning for students sake”*

One emerging need continues to be meeting the needs of all students and the following three projects are examples of products and PD designs produced based on grant funds from Alberta Education that align with the goals of ERLC.

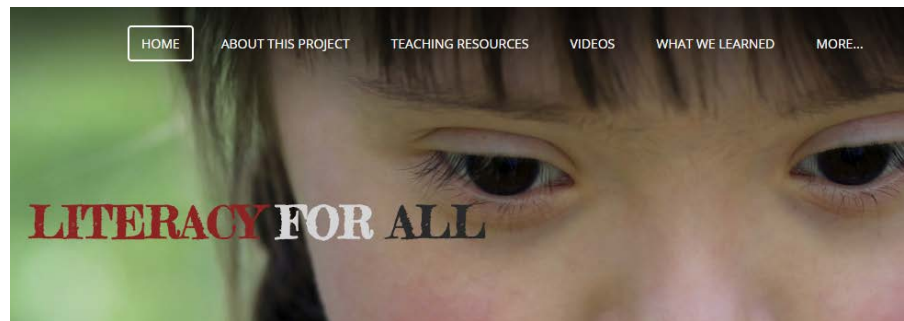


This website is intended to provide opportunities to expand understanding of literacy and numeracy practices from First Nations, Métis and Inuit perspectives and gain tools and strategies to support students' success. The site includes 4 [literacy videos and learning guides](#) and 2 [numeracy videos and learning guides](#) and a compilation of [cultural awareness](#) professional learning resources posted as playlists.

<http://www.empoweringthespirit.ca/>

This web site provides information and strategies for teachers in Alberta who want to learn more about literacy and communication instruction for students with significant disabilities. Much of this content has been co-developed with participants of the Literacy for All communities of practice.

<http://www.literacyforallab.ca/>



Karen Loerke, ERLC regional team curriculum facilitator co-led this Community of Practice with Alberta Education.

A group of Alberta teachers came together in a yearlong community of practice to learn more about establishing a peer mentoring program with their students who are faced with disabilities. This emerging blended PD design (Communities of practice) includes face to face meetings, online gatherings and an opportunity to link together through a Ning (online space) at participants convenience. ERLC/ARPD provided project coordination and facilitation.



Participants came together to learn, and then returned to their classroom to put into practice what they learned and then returned to share their learning during the year. They reported more in-depth learning based on being with a community and having a focused learning opportunity for the entire year. Their lessons

learned supporting student learning were shared at the end of the year and can be found on this wiki under the title "success stories". <http://abpeermentoring.wikispaces.com/home>

Goal 5 The Edmonton Regional Learning Consortium will:

Promote and support the development of professional development (PD) 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 11-12	Result 12-13	Result 13-14	Target 14-15
Percentage of district contacts satisfied that the efforts of the ERLC contribute to development of professional development leadership capacity	100%	100%	100%	100%

Progress and Accomplishments

- The region has defined “professional development leadership capacity” as the support provided to teacher leaders (e.g. instructional coaches, learning coaches) who will teach others.
- PD Leadership Capacity is intended to support sustainable, job/district embedded, implementation by developing capacity of teacher/school/district leaders/coaches.
- Curriculum facilitators and teacher/school/district leaders learn about curriculum/initiative changes (e.g., by attending ERLC sessions) and then return to their districts to share with others.
- ERLC has focused on creating professional development materials to support increased PD leadership capacity. Three examples are highlighted.

Schools are re-conceptualizing teaching and learning. These 7 videos focus on the 7 essential conditions and two Alberta schools and their journey towards impacting student learning.



Essential conditions to support the implementation of teaching practices that inspire student learning

Successful implementation of your plan to build teaching practices that inspire student learning is possible when education stakeholders share responsibility to address these essential conditions within a culture of learning.

This learning guide is designed for use by school leaders, professional learning communities, or as a self-paced study. The guide is based on video clips of two Alberta schools focused on their two year journey to re-conceptualize teaching and learning.

Leadership
Leaders at all levels have the capacity to champion the shift from the current reality to the intended outcomes

Shared vision
Leadership
Research and evidence
Resources
Teacher professional growth
Time
Community engagement

Learning guides and videos for each essential condition can be found at: www.essentialconditions.ca

Key ideas
For change to be sustainable, leadership must extend beyond the school principal and become a shared responsibility involving school staff and the community.

What Albertans are saying ...
Inspiring Education: A Dialogue with Albertans was an opportunity for thousands of Albertans to express their hopes, dreams and aspirations for our children's education. Here is an example of what was said about the importance of leadership.
"Leadership, teaching, and advice from experts, mentors and elders can be found in the community, whether it be local, provincial, national or even global. This leadership may reflect cultural ties, business associations, volunteer opportunities, and areas of specific interest."
- Inspiring Education, page 23

What Alberta schools are saying ...
Leaders and staff from two Alberta K-9 schools used the opportunity of opening a new school to create a culture of learning that truly focused on inspiring all learners through innovative and thoughtful teaching

Learning guides are offered to stimulate dialogue for individual context. Learning guides and videos are most often used by district leaders, consultants, communities of practice and for personalized learning opportunities. <http://essentialconditions.ca/videos/>



This PD resource examines how and why technology is essential for helping 21st century learners achieve academic success. In these nine video clips, Dr. Dave Edyburn discusses the implications and challenges of technology and educational change. The video clips and accompanying learning guides are designed for use by Professional Learning Communities, learning coaches, teacher leaders or as a self-paced study to explore how technology can support student success. Each learning guide is linked to one of the five policy directions from Alberta Education Learning and

Technology Policy Framework. <http://www.engagingalllearners.ca/il/educational-change-and-leadership/index.php>

Based on lessons learned from past curriculum/initiative implementations the region agreed that a focus should be on supporting “leadership” with understanding the change related to curriculum redesign/intent of inspiring education. 1 FTE Implementation Support Facilitators were hired to provide learning opportunities at district sites. Workshop materials were developed by Louise Osland and Corrie Ziegler to support awareness and understanding of the intent of inspiring education for school leaders. All workshops were developed and shared with the region and province via this google document. <http://bit.ly/1wvIbMb>



FIRST steps

to Putting the Vision of Inspiring Education into Action

Aspen View Public School Division No. 78
November 12, 2013



Goal 6 The Edmonton Regional Learning Consortium will:

Provide stakeholders with access to professional development (PD) 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

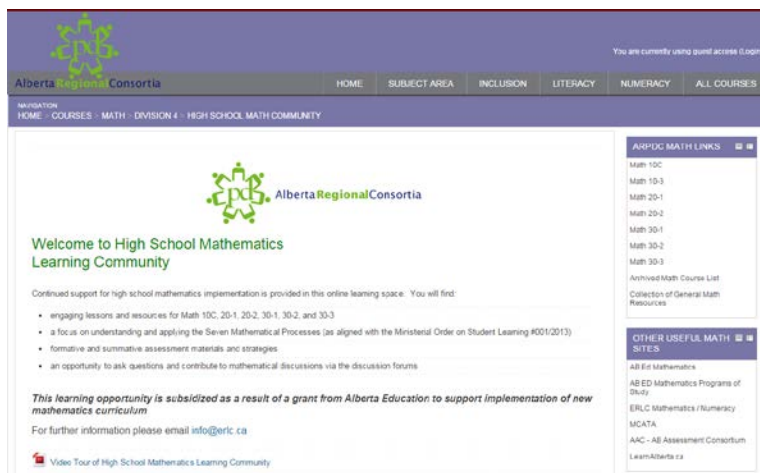
Rating **Exceeded Expectations**, the overall achievement rating for this goal exceeded expectations and the trend is consistent

Results

Performance Measure	Result 11-12	Result 12-13	Result 13-14	Target 14-15
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	98%	100%	90%	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	100%	100%	100%	100%

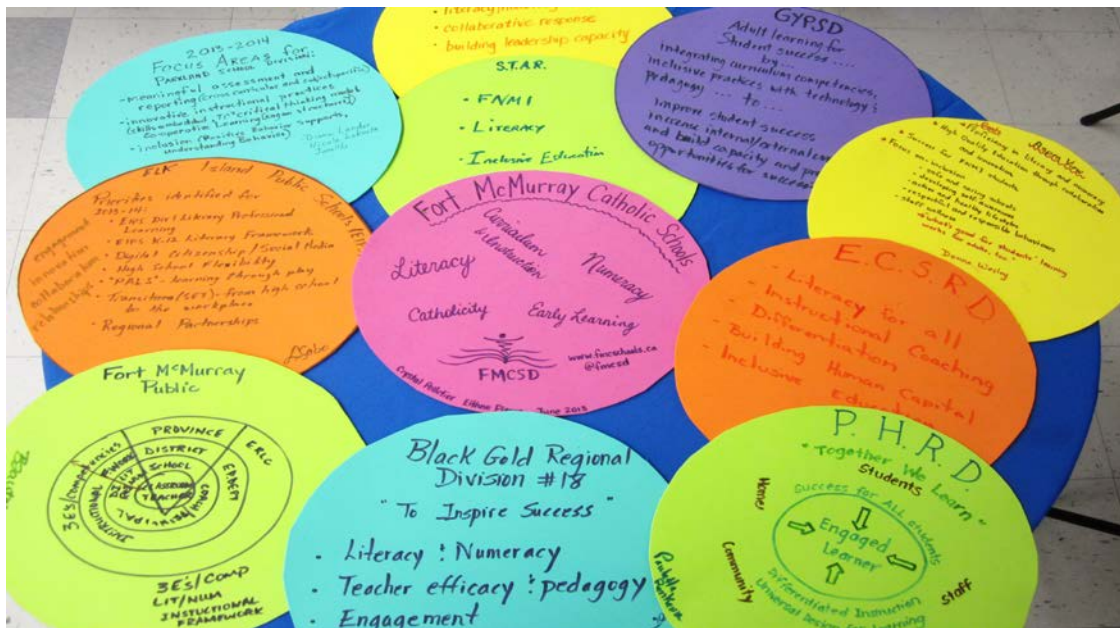
Progress and Accomplishments

- Continued to provide requested and strategic service at a reasonable rate while providing good value to stakeholders and participants.
- Delivered learning opportunities using technology (e.g. communities of practice cohorts, webinars, and video development) requires greater preparation, organization, technical support and equipment testing on the part of organizers.
- Varied program design and delivery, specifically using on-site resources known as the “ERLC regional team”. This resulted in increased costs for staffing requirements for ERLC and reduced costs for school authorities to access learning. Learning opportunities were provided via “district days” on days and in locations most convenient to those involved. Financial management and cost recovery approaches will continue to be developed to offset cost of services.



For the third year, ERLC hosted demo classes for high school math courses. Classroom teachers shared resources and ideas for Math 10C, 20-1, 20-2, 30-1, 30-2, and 30-3. Course outlines, lesson ideas, assessment tools and cool math apps were shared, as well teachers were able to participate in online dialogue about classroom practice. This year the demo teachers continued to focus on the 7 mathematical processes and how they supported student engagement. <http://learning.arpdc.ab.ca/>

School districts identified their focus for the year and ERLC worked to “connect the dots” with common themes and areas of focus.



The curriculum redesign plan to support implementation included the **ERLC Regional Team**. This model is cost effective for district participation as learning is job embedded and funded through grant dollars. During the 2013-2014 year the regional team provided 97 days of learning opportunities in various school authorities. The regional team’s district sessions are listed at: <http://www.erc.ca/programs/archive.php> with the focus on curriculum redesign in 2013-2014.

<p>3. ERLC Regional Team</p> <p>Support district’s professional learning by building a community of learners to increase understanding of Curriculum Redesign</p> <p>Karen Loerke - Implementation Support Facilitator, Focus on Literacy (5 days per district and/or teacher cohort)</p> <p>Louise Osland and Corrie Ziegler - Implementation Support Facilitators, Focus on Leadership (3 – 5 days per district and/or leadership cohort)</p> <p>Keith Van deKeere and Debbie Duvall - Implementation Support Facilitators, Focus on Mathematics (2- 4 days per district and/or teacher cohort)</p>	<p>Identify district needs</p> <p>Contact regional team facilitators to book times to co-design professional learning sessions that are:</p> <ul style="list-style-type: none"> tailored to district needs within the mandate of Alberta Education grant <p>Book early in the year to ensure times/dates.</p> <p>Team members can be contacted directly at:</p> <p>val.olekshy@erc.ca karen.loerke@erc.ca louise.osland@erc.ca vandekeere22@gmail.com debbie.duvall@shaw.ca</p>	<p>ERLC Implementation Support Facilitators will co-design professional learning sessions based on grant deliverables and school authorities’ needs/context.</p>
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PART IX: FINANCIAL STATEMENTS



**Regional Consortium
Statement of Revenues and Expenses
for the Year ended August 31, 2014 (in dollars)**

CONSORTIUM NAME:		Edmonton Regional Learning Consortium		
	Budget 2013/2014	Actual 2013/2014	Actual 2012/2013	
REVENUES				
Alberta Education:				
Management & Infrastructure (Note 1)*	191,987	191,987	191,987	
Net Conditional Grant Revenues:				
Provincial Programs (Schedule 1)	244,229	322,909	1,461,128	
Regional Programs (Schedule 1)	886,744	882,500	835,920	
Fee For Service Contracts (Note 2)				
Other Alberta Education				
Total Alberta Education	1,385,960	1,407,396	2,489,044	
Other Revenue:				
Conditional Program Registration Fees:				
Provincial Programs (Schedule 1)		5,800	68,980	
Regional Programs (Schedule 1)	250,000	489,872	447,411	
Grants - Non government sources (Note 3)				
Cost Recovery Programs: (Note 5)				
Registration Fees (Schedule 4)		620,915	32,880	
Other fees (Schedule 4)		-	328,700	
Other (Note 4):				
Other Provincial and Federal Government				
Miscellaneous	5,000	15,585	21,175	
TOTAL REVENUES	1,580,960	2,539,569	3,388,200	
EXPENSES				
Management & Infrastructure (Note 6):				
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	191,987	823,997	638,438	
Board expenses (Note 8)	2,000	11,813	1,920	
Less: Program Cost Allocations (Note 9)	46,000	577,667	406,906	
Net Management & Infrastructure expenses (Note 9)	147,987	258,143	233,452	
Program Delivery Costs (Note 10):				
Conditional programs:				
Provincial Programs (Schedule 1)	424,903	328,709	1,530,108	
Regional Programs (Schedule 1)	779,956	1,382,372	1,283,340	
Cost Recovery Programs (Schedule 4)		620,917	323,831	
Other:				
Fee for Service Contracts			248	
Accounting and Audit Fees	2,000	6,434	145	
Legal Fees	-	1,500	3,400	
Administration Expense	42,500	50,327	33,932	
(Specify)				
TOTAL EXPENSES	1,397,346	2,648,402	3,408,456	
ANNUAL SURPLUS (DEFICIT)	183,614	(108,833)	(20,256)	
Accumulated Surplus at beginning of year		107,875	128,131	
Accumulated Surplus at end of year	183,614	(958)	107,875	

* 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:
Allan Pon c/o School Finance Branch, 8th floor, Commerce Place, 10155-102 Street, Edmonton T5J 4L5
BY DECEMBER 31, 2014



Regional Consortium
Statement of Financial Position
As at August 31, 2014 (in dollars)

CONSORTIUM NAME: Edmonton Regional Learning Consortium

	August 31, 2014	August 31, 2013
ASSETS		
Cash in Bank and Temporary Investments	580,067	788,081
Accounts Receivable (Note 11):		
Province of Alberta		17,060
Alberta school jurisdictions		30,948
Other	74,759	29,076
Prepaid Expenses (e.g. deposits for future programming)	27,726	21,244
Other assets	16,377	1,223
TOTAL ASSETS	698,929	887,632
LIABILITIES		
Accounts payable	223,331	244,333
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	334,919	254,803
Regional Programs (Schedule 3)	55,947	36,788
Prepaid registration (Note 13)	85,690	243,585
Other:		
(Specify)		
(Specify)		
Total Deferred Revenue	476,556	535,176
TOTAL LIABILITIES	699,887	779,509
ACCUMULATED SURPLUS		
Unrestricted Funds (Note 14)		
Operating Reserves (Note 15)	(958)	108,124
Capital Reserves (Note 16)		
TOTAL ACCUMULATED SURPLUS (Note 17)	(958)	108,124
TOTAL LIABILITIES AND ACCUMULATED SURPLUS	698,929	887,633

SCHEDULE 2

**Conditional Grant Transfers - (Provincial) to Other Consortia: Note 9
FOR THE YEAR ENDED AUGUST 31, 2014 (IN DOLLARS)**

CONSORTIUM NAME: Edmonton Regional Learning Consortium

	Amount Transferred 2013/2014 Note (b)
Moving Forward with High School Redesign	
Central Alberta Regional Consortium	6,000
Central Alberta Regional Consortium (Specify Consortium)	8,700
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total Moving Forward with High School Redesign	14,700
#2014-0037 Best Inclusive Practices in HS	
Southern Alberta Professional Development Consortium	100,000
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total #2014-0037 Best Inclusive Practices in HS	100,000
(Specify Consortium)	
(Specify Consortium)	
(Specify Consortium)	
Program Total 0	-
(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	114,700

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, 2014 (in dollars)

CONSORTIUM NAME: **Edmonton Regional Learning Consortium**

2013/2014

	Deferred Revenue from Previous Year Note (a)	ADD:		ADD: Current Year Receipts and Transfers-in Note (b)	DEDUCT:		Deferred Revenue, Conditional Grants Note (d) (Page 2)
		Conditional funds Invoiced to other Consortia	Conditional Grant Transfers to Other Consortia (Schedule 2)		Conditional Grant Revenue Note (c) (Schedule 1 and Page 1)	Net Conditional Grant Revenue =	
Conditional Grant Programs: Note (e)							
Provincial Programs							
Community of Practice	22,000					22,000	-
FNMI Literacy & Numeracy	54,350					54,350	-
FNMI Parenting	7,072					7,072	-
Inclusive Education Planning Tool	40,841			41,277		82,118	-
Literacy for All: Digging Deeper	3,500					3,500	-
Literacy for All: DL Module	-					-	-
Literacy for All: Junior High	60,000			180,000		240,000	160,000
Learning Coaches	19,673					19,673	-
Peer Mentoring	38,389					38,389	-
Support to Students with Disabilities	8,978			92,750		101,728	90,000
Professional Without Parachutes (FASD)				89,000		89,000	84,919
Best Practice in High School				100,000	100,000	200,000	-
0							-
0							-
0							-
0							-
Total:	254,801			503,027	100,000	322,905	334,919
Regional Programs							
Curriculum Coordinator	6,151					6,151	-
Curriculum Implementation Support	20,637					20,637	-
French ERLC	10,000			42,250		52,250	-
Curriculum Redesign				716,101		716,101	-
Curriculum Redesign HLA				63,655		63,655	25,947
Online To Support COOP Teacher Capital				60,000		60,000	30,000
AISI Network Project				11,778		11,778	-
Curriculum Redesign HS Extension				32,375	14,700	47,075	-
0							-
Total:	36,788			926,359	14,700	892,500	55,947

Notes to Schedule 3:
a. I (a) 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
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 3
Conditional Grant Program Deferred Revenue
For the Year Ended August 31, 2014 (in dollars)

CONSORTIUM NAME: **Edmonton Regional Learning Consortium**

2013/2014

	Deferred Revenue from Previous Year Note (a)	ADD:		DEDUCT:		Deferred Revenue. Conditional Grants Note (d) (Page 2)
		Conditional funds Invoiced to other Consortia	Current Year Receipts and Transfers-In Note (b)	Conditional Grant Transfers to Other Consortia (Schedule 2)	Net Conditional Grant Revenue = (Schedule 1 and Page 1)	
Conditional Grant Programs: Note (e)						
Provincial Programs						
Community of Practice	22,000				22,000	-
FNMI Literacy & Numeracy	54,350				54,350	-
FNMI Parenting	7,072				7,072	-
Inclusive Education Planning Tool	40,841		41,277		82,118	-
Literacy for All: Digging Deeper	3,500				3,500	-
Literacy for All: DL Module	-				-	-
Literacy for All: Junior High	80,000		180,000		260,000	160,000
Learning Coaches	19,673				19,673	-
Peer Mentoring	38,389				38,389	-
Support to Students with Disabilities	8,978		92,750		101,728	90,000
Professional Without Parachutes (FASD)	-		89,000		89,000	84,919
Best Practice in High School	-		100,000	100,000	-	-
0	0				0	-
0	0				0	-
0	0				0	-
0	0				0	-
0	0				0	-
Total:	254,801		503,027	100,000	322,909	334,919
Regional Programs						
Curriculum Coordinator	6,151				6,151	-
Curriculum Implementation Support	20,637				20,637	-
French ERLC	10,000		42,250		52,250	-
Curriculum Redesign	-		716,101		716,101	-
Curriculum Redesign IHLA	-		63,655		63,655	25,947
Online To Support COP Teacher Capital	-		80,000		80,000	30,000
AISI Network Project	-		11,778		11,778	-
Curriculum Redesign HS Extension	-		32,375	14,700	17,675	-
0	0		926,359	14,700	891,659	55,947
Total:	36,788		926,359	14,700	891,659	55,947

- Notes to Schedule 3:**
- I (s) 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.
 - 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.



**Certification of
Regional Consortium Financial Statements
For the Year Ended August 31, 2014 (in dollars)**

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)

Dec 12 / 2014
Date

Financial Officer (Signature)

December 15, 2014
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.

For clarification or additional information about ERLC services & this Annual Report, please contact:

Thérèse deChamplain-Good
Executive Director
Edmonton Regional Learning Consortium
therese.dechamplain-good@erlc.ca

This Annual Report can also be viewed on our website at: http://erlc.ca/who/our_history.php

APPENDIX A: ESSENTIAL CONDITIONS TO SUPPORT FOR IMPLEMENTATION OF THE INTENT OF INSPIRING EDUCATION

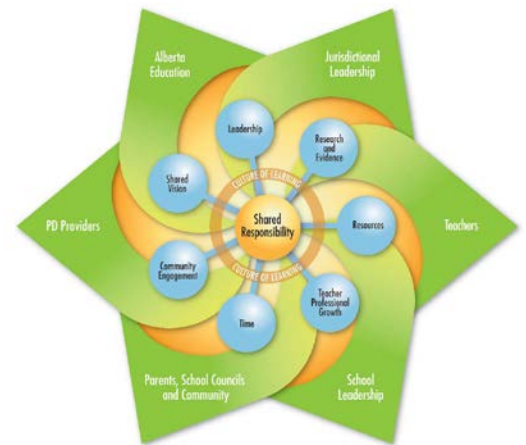
Support for Implementation of the Intent of Inspiring Education

Edmonton Regional Learning Consortium 2013-2014

Successful implementation is possible in environments where education stakeholders are committed to sharing the responsibility for supporting implementation within a culture of learning. A [Guide to Support Implementation: Essential Conditions](#)

Support for Implementation of the Intent of Inspiring Education including a focus on curriculum redesign, First Nations Métis and Inuit education and high school redesign required a **shared responsibility** for planning for implementation. [Regional Advisory Committees](#), [ERLC Board](#) comprised of education stakeholders, Alberta Education program managers and ARPDC colleagues are all committed to supporting implementation. ERLC team members facilitated the work and direction as requested by these stakeholders and as guided and designed by the Executive Director.

This overview is intended as a summary of the work completed and is part of the regional report provided to the board and Alberta Education. (2013-2014)



Essential Condition	Examples in support of implementation for system/teacher capacity (data represented in full report)	Suggested next steps based on the data, lessons learned and current context
<p>Shared Vision Stakeholders share an understanding of and commitment to the intended outcomes.</p>	<ul style="list-style-type: none"> - ERLC team required time for understanding of vision of inspiring education for sharing with region. (e.g., learning and dialogue time, application and alignment into professional learning materials) - Districts support for understanding of vision was facilitated/supported by consortium team and allowed for collective growth in interpretation of the vision based on district context. (e.g., districts had to interpret for alignment with their own context and ERLC team members provided clarification based on awareness and understanding provided by the ministry) 	<ul style="list-style-type: none"> - Learning and dialogue of the vision with Alberta Education team members is important. Facilitating dialogue with school authorities is an important role for consortium as the ERLC can assist in building a regional community of learners through grant funded personnel. - To enhance this work - identification of the indicators representing that the vision is being addressed should occur. This can be developed as a profile of what practice will look like once the vision is implemented. - Shared measures between the ministry and school authorities should be identified and Consortium could assist in data generation through services

		provided.
<p>Leadership Leaders at all levels have the capacity to champion the shift from the current reality to the intended outcomes.</p>	<p>-ERLC team provided leadership to the region in “connecting the dots” between various provincial initiatives (grant deliverables), and school authorities context and goals.</p> <p>-ERLC leadership provided in a variety of professional learning designs to facilitate learning. (e.g., regional team, video development, online professional learning resources, face to face sessions.)</p> <p>-ERLC leadership provided in implementation conversations and supporting awareness and understanding of the essential conditions, primarily through District Contact and Advisory Committee meetings.</p>	<p>- Consortium model facilitates capacity building amongst school authorities’ leaders based on sharing of lessons learned when regional meetings are facilitated. Increased clarification on the role of the consortium in supporting implementation could occur through enhanced ministry communications and confirmed governance structure. (e.g., no formal announcement was made about the consortium role in receiving this grant, confusion about supporting prototyping districts occurred)</p>
<p>Research and Evidence Current research, evidence, and lessons learned inform implementation decisions.</p>	<p>-ERLC regional team expertise comes from understanding the research and evidence in their specific area of focus. (e.g. Literacy, math/numeracy, leadership) as well as about curriculum redesign – e.g., from knowledge to action summary created.</p> <p>-ERLC Executive Director (and team members) reviews and applies the research related to professional learning design and implementation science. New videos and learning guides created to represent “research and evidence in action” and aligned with the essential conditions.</p>	<p>- Developing a common provincial needs assessment, aligning with learning opportunities surveys and other data collected (e.g., google analytics, Advisory Committee input) would help to identify data that will assist in response to inquiries about impact of professional learning on practice.</p> <p>- Continued research on cost benefit analysis of online learning, as well as measures to determine impact would help continued improvements in supporting adult learning.</p>
<p>Resources Human resources, materials, funding, and infrastructure are in place to realize the intended outcomes.</p>	<p>-Consortium provides “support for implementation” through the design of adult learning opportunities and facilitates a cost effective and regional approach to support ministry and district goals, based on ministry grants and infrastructure.</p> <p>-Grant funding allows for team members with targeted expertise to support the region with intended learnings.</p> <p>-Infrastructure funds support the operations and consortium organization allowing access to professional development at a reasonable cost. (ERLC goals)</p>	<p>- Development and delivery of online learning opportunities is a cost savings for school systems and an additional cost for consortium that cannot be maintained with grant funding.</p> <p>- Long term grant funding allows for access to human resources as they know the role would be longer than a one year term. Previous grants included a three year funding window.</p>

<p>Teacher Professional Growth Teacher knowledge, skills and attributes are enhanced through ongoing professional learning.</p>	<p>-A wide variety of professional learning designs are provided via consortium. E.g., regional team workshops in schools/districts across the region, conferences, full day workshops, workshop series, google hang outs, webinars, online learning with videos and learning guides, social networking via the ning and communities of practice with a blend of learning designs. The consortium model provides different opportunities to best meet the diverse needs of teachers coming from various contexts across the province.</p> <p>-Online learning opportunities provided by one consortium are accessed by teachers across the province. Distributing learning online has allowed for equitable access and involvement at participants own pace.</p>	<p>- Duplication of professional development services and supports still exists. A more coordinated effort and expectation for all organizations would save dollars and provide for access of all of the opportunities provided by all groups.</p> <p>- Measuring the impact and cost benefit analysis of various professional development designs would assist with future planning and ministry requests based on grant funds. (e.g., is there value in a one day workshop if no follow up opportunities are available?)</p> <p>- A more coordinated, collaborative and comprehensive plan for development of online resources in the province is required.</p>
<p>Time Time is provided to support implementation.</p>	<p>-Consistent repetition from teaches survey data states that they need more time to practice and implement learning from professional development sessions.</p> <p>-Staggered implementation schedules provided by the ministry is helpful in the continuum of learning required with new curriculum/initiatives.</p>	<p>- Time provided to support implementation is important in addressing the unique needs of teachers.</p> <p>- Coherence and coordination/collaboration amongst education stakeholders will support efficient and timely planning for implementation</p>
<p>Community Engagement Parents, school councils, students, community members, businesses, industry and post – secondary institutions are partners in supporting implementation.</p>	<p>-Building relationships takes time and resources. This summer’s workshop began an opportunity to nurture community engagement – with a focus on curriculum re design. http://www.erc.ca/programs/details.php?id=5163</p> <p>-CTF/CTS programming provides a content that nurtures community connections</p>	<p>- We continue to plan to do more in this area and will continue to explore the time required to nurture effective community partnerships.</p>

Culture of Learning

A culture of learning is a social/emotional environment in which inquiry, risk-taking, sharing and collaboration are encouraged in order to optimize student learning. *What will we accept as evidence that our context models a strong culture of learning based on a shared responsibility to support implementation?*

The best example of the ERLC regions “culture of learning” would be the [Advisory Committee](#) and District Contact meetings. The image on this page represents the June 2014 meeting of district representatives who are all individually and collectively focused on building teacher capital and supporting implementation. [District Contact meeting](#) agendas and meeting materials are posted online by meeting date.

The intent of the Guide to Support Implementation: Essential Conditions is to support thoughtful implementation planning. Ideally organizations and schools authorities would align their implementation plans so that a more coordinated, collaborative and comprehensive plan could be developed.

APPENDIX B: 2013-2014 ERLC DISTRICT CONTACT SURVEY

Survey: ERLC District Contact Survey 2013-2014

	SA	A	U	D	SD	NA	Responses
1. The Consortium was effective in helping us address professional development needs identified in our planning documents.	71.4%	28.6%	0.0%	0.0%	0.0%	0.0%	21
2. Professional development facilitated by the Consortium supported effective implementation of curricula.	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	21
3. The Consortium's coordinating, brokering and/or referral services were effective in helping us access professional development resources.	81.0%	9.5%	0.0%	9.5%	0.0%	0.0%	21
4. The Consortium was effective in helping us meet emerging professional development needs, outside of those identified in our planning documents.	76.2%	19.0%	0.0%	4.8%	0.0%	0.0%	21
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.	71.4%	28.6%	0.0%	0.0%	0.0%	0.0%	21
6. Consortium services are provided at a reasonable cost.	76.2%	23.8%	0.0%	0.0%	0.0%	0.0%	21
7. The Consortium provided good value for the grant dollars they were provided to support implementation of curricula.	90.5%	9.5%	0.0%	0.0%	0.0%	0.0%	21
8. Overall, I was satisfied with the services provided by the Consortium.	90.5%	9.5%	0.0%	0.0%	0.0%	0.0%	21

2. General Comments / Recommendations

CountResponse

- 1 Thank-you so much for everything that you do for us!
- 1 Val/Terri - your team is phenomenal. Thank you for the guidance.
- 1 We continue to rely on consortium as an integral part of our comprehensive PD plan



CountResponse

1 We miss you already Val!

1 The ERLC has been a crucial resource for our small division especially with the demise of the AISI program.

1 ERLC has been a key component of our PD offerings within our district. As a northern district, access to grant dollars has allowed us to provide quality PD to support our teachers at large, who would not have had the opportunity otherwise, due to prohibitive travel costs.

1 Districts require additional funding to make more use of the excellent and cost-effective PD provided by ERLC - It would be valuable for Alberta Ed to look into the possibility of university credit being provided in some ERLC courses or possible co-horts. We have many teachers who would love to participate in ERLC sessions, but are involved in course work which sometimes is not as applicable in their masters programs. We have many teachers taking their Masters through American universities, and they have told me that their American classmates are allowed to participate in PD activities in their school districts for credit. It would be wonderful if our local universities could pick up on this trend.

1 The consortium is critical to our jurisdiction's strategic development of professional capital. We rely on services of the consortium for our comprehensive PD plan. We deeply value the effectiveness of the consortium's capacity to facilitate collaboration and relationships between school districts.

1 My comments never vary. The ERLC is such a wonderful support for those of us in a small district. Val Olekshy, as ED, is always responsive to the needs of our district and so flexible and willing to make things work. I cannot say enough about how much I have enjoyed working with Val and her staff over the past many years. Thank you for your unwavering support of those of us out in the field. The team of consultants has also been invaluable to us in districts where we do not have subject consultants. Keep up the good work. Lois Gluck, St. Albert Public Schools

1 ERLC has been instrumental in providing supports and access to adult learning. They respond well to division feedback and they are extremely resourceful.

APPENDIX C: ARPDC PROVINCIAL PD LEADERSHIP



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 2013—2014, 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 expertise and knowledge of effective professional learning design and delivery, aligned with the Alberta Programs of Study and are research sound. In 2013—2014, besides regional PD delivery and implementation support work, the following provincial activities occurred:

- Provincial pilot projects / Communities of Practice
- Provincial projects
- 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 / Communities of Practice

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 2013-2014, Pilot Projects included:

<p>Early Learning – Early Years Evaluation: 2 learning opportunities 117 participants in person 1 wiki space created 278 unique views /610 hits</p>	<p>Literacy for All – Community of Practice 7 learning opportunities 196 participants in person and online 1 wiki space created – 3,011 unique visitors; 14,237 page views https://abliteracyforall.wikispaces.com/</p>
<p>Moving Forward with High School Redesign: 15 learning opportunities 1,044 participants in person 1 website created 1,942 unique views http://www.abhsredesign.ca/</p>	<p>FNMI Professional Development Project 5 pilot authorities involved 54 pilot authorities meetings 66 education partner meetings 23 resource development and project meetings</p>
<p>Numeracy for All – Community of Practice 3 face-to-face learning opportunities 84 participants in person 4 webinars – 112 online participants 1 wiki space created 16 unique visitors 2,948 page views http://abnumeracyforall.wikispaces.com/</p>	<p>Peer Mentoring (Supporting Peers with Disabilities) 9 learning opportunities 159 participants 1 wiki space created 1 NING group created 1,593 unique visitors 2,406 page views</p>

Lessons Learned Based on Facilitating Pilot Projects:

- Pilot participants appreciate the opportunities to collaborate with other provincial pilot participants.
- Learning has the propensity to stay with the group involved in the pilot.
- Pilot project design varies depending on grant resources and deliverables.

Implications for Future Pilot Projects Design:

- Creating intentional opportunities for learning to be shared with a broader audience beyond pilot participants.
- Creating opportunities for more participants to have equitable access as pilot participants.
- Developing collaborative relationships between Consortium pilot lead, Alberta Education, and other partners.
- Consideration for all pilots to use technology to connect pilot participants and develop a Community of Practice between face-to-face opportunities.

Provincial Projects

Alberta Education requests regional consortium to manage professional development 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 professional development delivery designs using technology such as, but not limited to, Communities of Practice. Some projects or grants require digital support in a variety of formats. Provincial projects design and delivery is to the benefit of all school authorities and regions in the province.

FNMI Family, Parent and Community Engagement

19 regional learning opportunities presented by the FNMI Branch, logistics arranged by each region; 19 learning opportunities in 12 locations with 501 participants in person

LN
Lead

Leading in Literacy & Numeracy for FNMI Students

7 videos and learning guides created representing promising practices in Alberta and to support personalized learning

Empowering the Spirit Website - <http://www.empoweringthespirit.ca/>

ERLC
Lead

Inclusive Education Community of Practice - NING

Online Community of Practice - 1,154 members with 11 groups

This online community of practice is a place to share and celebrate innovative strategies that support inclusive practices across Alberta. <http://reachingallstudents.ning.com/>

ERLC
Lead

AISI Networking Grant

15 networking applications approved, representing 42 districts, education authorities, charter and private schools involved in a variety of collaborative partnerships

LN &
CPFPP
Leads

Consolidation of Technology

14 project meetings for program planning and development

CARC &
CPFPP
Leads

Official Languages in Education Program

11 learning opportunities, 1456 participants in person

SAPDC
Lead

Lessons Learned Based on Facilitating Provincial Projects:

- A broad range of professional learning design and delivery being offered and developed.
- The high cost of the development stage is expending regional Consortia infrastructure and not incorporated into project costs. Additional provincial funding for areas such as technology integration would increase ARPDC capacity to distribute learning in a variety of approaches.
- Digital resource development and access have ongoing learning value for educators when they reflect current needs, applicability and interests.

Implications for Future Provincial Projects Design:

- Continue to provide a variety of learning designs, resources and opportunities responsive to educator needs, applicability and interests.
- Ensure budgets are adequate to support all aspects of the projects inclusive of knowledge management.
- Develop a provincial communication plan that addresses knowledge mobilization.

Empowering the Spirit Website - <http://www.empoweringthespirit.ca/>



Digital Resource Development and Support

2013—2014 continued to show an increase in accessibility of learning opportunities for Alberta educators as a result of technology tools that facilitated 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 Communities of Practice. Provincial websites were created for *Career and Technology Foundations* <http://albertactf.ca> and *Moving Forward with High School Redesign* <http://www.abhsredesign.ca/>. A provincial wiki was created for *Curriculum Redesign* which allowed access to materials and presentations for system and school leadership <http://arpdccurriculumredesign.wikispaces.com/Curriculum+Redesign>. As well, to assist educators with implementation of *Inspiring Education*, *Inclusive Education*, *High School*



Redesign and *Curriculum Redesign*, ARPCD created Alberta resources including videos and learning guides, archived webinars, facilitator guides and links to Communities of Practice.

<http://www.engagingalllearners.ca>.

Synchronous		
Webinars	241 webinars	3,058 webinar participants
	159 meetings	581 meeting participants
Videoconferences	11 sites	121 participants in person 104 participants at remote sites
Webcasts	8 host sites 4 remote sites	155 participants at host sites 159 participants at remote sites
Tweet-Up High School Redesign	8 biweekly Twitter conversations	240 participants

Asynchronous - Online Resources

Wikis EYE Project	1 wiki	16 unique users 14 pages on the wiki 2,948 page views
Numeracy for All	1 wiki	25 unique users 73 pages on the wiki 3,829 page views
Curriculum Redesign, High School Redesign, Math, Social Studies, Beginning Teacher (Webinar) , LNES PD resources	1 wiki	9,641 unique users 11,535 hits 40 pages on the wiki 526 page views
Literacy for All	1 wiki	3,011 unique visitors 14,237 page views
Learning Portal 2013—2014	262 courses; 88 of which are open to all and do not require a log-in	10,146 registered users 97,597 activities on the top 30 active courses (activities include any view or addition made by logged-in users)
Online Community of Practice: Enhancing Inclusive Environments	Social Networking (NING)	1,154 members January-August 2014
Videos/Learning Guides Created 2013—2014		2 videos 1 learning guide
Inclusive Education Website 2013—2014 www.inclusiveeducationpdresources.ca/		29,686 unique users 86,553 page views

Lessons Learned Based on Digital Resource Development and Support:

- Create “black books” containing organizational operations allowing Consortia to learn from one event to the next.
- Provide a variety of support materials to assist educators in using the resources for professional development is recommended.
- Participant accessibility, time and cost savings are reflected when utilizing synchronous or asynchronous digital support.

Implications for Future Digital Resource Development and Support:

- Continue exploration of emerging technologies to support the delivery of professional learning.
- Develop a communication plan to provide awareness and understanding of use of professional development resources.
- Regular evaluation of usage and applicability of professional development resources to determine continuation or archival 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 2013-2014 Fee for Service Partnerships included:

Event	Service Provided	# of Registrants
ATA Specialist Councils	Registration, Coordination, Delivery	2 events - 570 registrations
CASS Events	Registration and/or Coordination	29 events - 2016 registrations
Rural Education Sustainability Symposium	Webcast, Webinar Registration, Follow-up Survey	unknown webcast/webinar sites
21st Century Symposium	Registration	1 event - 431 registrations
Microsoft Teaching and Technology	Registration and Coordination	1 event - 25 registrations
BYOD in Alberta Schools	Registration and Coordination	1 event - 52 registrations
RCSD Meeting	Registration and Coordination	1 event - 40 registrations
The Alberta Association of Public Charter Schools Conference	Registration, Event Management, Evaluation	1 event - 533 registrations
Engaging with Community Partners (Alberta Education)	Registration, Event Management, Evaluation	1 event - 89 registrations
Engaging with Education Partners (Alberta Education)	Registration, Event Management, Evaluation, Financial Management	1 event – 117 registrations
Lethbridge School District #51 Professional Learning Day	Registration	5 events – 1176 registrations
Holy Spirit Professional Learning Days	Registration	3 events – 1974 registrations
IAAP Conference	Registration	1 event – 105 registrations
LethCAMP	Registration, Follow-up Survey	1 event – 137 registrations

Challenges, Celebrations & Trends in Professional Learning

In recent years, the Alberta Regional Professional Development Consortia (ARPDC) has experienced a myriad of changes and complexities as they respond to the goals, initiatives and areas of focus 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.
- Finding a balance between process, content and relevance when providing access to a variety of professional learning opportunities.
- 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 First Nations, Métis, Inuit PD Facilitator project.
- Leading/Modeling and exploring new learning strategies, such as Communities of Practice. (Online NING and face-to-face)
- Providing cost effective, long term planning, maintaining staff with sustained funding commitment.
- Responding to the requests from Alberta Education, districts, community partners and having the scope of staff that can bring integrity and quality to the work.

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.