



LEARNING OPPORTUNITIES



SUPPORT FOR IMPLEMENTATION REPORT
Zone 3
2011 | 2012

Edmonton Regional Learning Consortium

Support for Implementation Report Zone 3

Grant # 2011-0267

Table of Contents

ERLC Implementation Grant 2011-2012 Summary and “At a Glance”	3
ERLC Contact Information	7
Project Background and Design	7
Goals of ERLC.....	8
Beliefs about Curriculum Implementation	8
Regional Consultation & Characteristics	9
District Leaders in Advisory Committee Consultation Meetings Feedback.....	10
Zone 3 Partners.....	11
Identified Regional Needs	12
Grant Deliverables and ERLC Planned Actions 2011-2012	13
Support for Implementation Plan Zone 3 Financial Report.....	17
Support for Implementation: Learning Opportunities by Focus Area.....	18
Appendix 1 Program Feedback & Ongoing Needs Assessment	49

Edmonton Regional Learning Consortium (ERLC) Curriculum Implementation Support (CIS) Grant 2011-2012 Executive Summary

Background and Overview of 2011-2012 CIS Grant

Alberta Education has 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. This grant was extended for one year in the 2011-12 school year with a grant of \$726 000.

The implementation plans for the 2011-12 CIS Grant addressed Alberta Education's implementation schedule as well as the needs identified by zone three (i.e., math, science, international languages, knowledge and employability, CTS, ESL/ELL, technology, literacy, FMNI, Action on Inclusion 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 plan and report (http://www.eric.ca/who/our_history.php) detail 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 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 district curriculum facilitation skills and 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:** ERLC has made use of technologies such as video conferencing, webinars, webcasts and online archived materials to increase access to learning opportunities.
- **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, videos and podcasts).
<http://www.eric.ca/resources/> and <http://www.inclusiveeducationpdresources.ca/>

ERLC provided these services and learning opportunities under the direction and leadership of an executive director, two implementation support coordinators, an office coordinator and program coordinators, as well as contracted services.

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		
<p>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.</p>	<p>Collaborative development of a comprehensive implementation plan 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.</p>	<p>Continue to collaborate as widely as possible in order to create and maintain a “dynamic” shared vision that is responsive to evolving needs.</p> <p>Acceptable measures need to be identified related to how ERLC facilitates conversations among districts around a shared vision for implementation.</p> <p>Effective collaboration takes time and resources.</p>
Leadership		
<p>ERLC provides leadership specific to professional learning program planning, effective professional development models, facilitation of regional conversations and report writing.</p>	<p>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.</p> <p>The ongoing development of leadership capacity in the region is a crucial sustainability issue.</p>	<p>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.</p>
Evidence and Research		
<p>ERLC’s team ensure that session facilitators are knowledgeable about and integrate current research in the design of their sessions, as well as ensuring that content shared supports the Alberta program of study.</p> <p>ERLC staff remains current in the research around PD design.</p>	<p>Competing priorities need to be minimized by aligning implementation overlap. Sharing of research and evidence continues –most often at advisory committee meetings. Identifying “Evidence of implementation” in efforts to continue our collective learning about the best supports for implementation continues.</p>	<p>Continue the advisory committee format and explore ways to track data about needs across areas and identification of evidence of adult learning.</p> <p>Continue to access networks where research is available.</p>
Resources		
<p>ERLC ensures that grant monies are effectively and efficiently used to provide regional professional learning opportunities that meet the expressed needs of the region.</p> <p>In the previous year, 97.2% of participants in ERLC learning opportunities indicated that they had learned strategies/skills to support</p>	<p>Choice and variety are key elements in providing learning opportunities that meet the diverse needs of teachers. Demand is growing for technology-mediated learning opportunities that allow participants to transcend barriers of time and/or distance.</p>	<p>Continue to increase choice by providing technology-mediated learning opportunities at-a-distance. Determine costs to maintain a variety of program delivery with limited grant dollars.</p>

Evidence	Lessons Learned	Implications
<p>student learning and 94.1% indicated that they had increased their ability to implement curriculum/initiative in their schools or jurisdictions.</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 needs.</p>	<p>Continue offering programs that can be sustained over time. E.g., archive webinars, videos, 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 and inclusive education as a core component in learning opportunities.</p>
Community Engagement		
<p>In 2011-2012 ERLC collaborated with personnel responsible for teacher conventions, ATA specialist councils, the AAC, and those responsible for school council development as some examples.</p>	<p>The ERLC region is large and exploration of community supports and resources is an ongoing challenge as well as an opportunity.</p>	<p>ERLC needs to continue to explore how to engage more community members in meaningful "Support for implementation" conversations.</p>
Time		
<p>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.</p>	<p>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.</p> <p>As the end of grant funding to support implementation approaches questions of sustainability become increasing important.</p>	<p>Explore a variety of delivery models such as moodle, video development that maximize anytime, anywhere access and minimize time constraints.</p> <p>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.</p>

ERLC Implementation Grant 2011-2012 “At a Glance”

GENERAL GRANT DELIVERABLES

- Annual base funding of **\$85,000** assists with operational stability and equity needs including administrative support, mathematics and/or subject area coordination, as well as sustainable human resources funds for greater use of emerging technology to support a wide variety of professional development delivery.
- Work collaboratively with regional advisory committees.
- Model inclusive practices and other effective practices focusing on implementation.
- Emphasize offering learning opportunities using various delivery mediums (e.g. videoconferencing, webinars, webcast, Moodle).
- Include a wide variety of regional and provincial activities and follow-up work to support implementation of the key areas identified.
- Integrate/embed strategic priorities and initiatives as outlined within the AB Ed Business Plan.
- Consult with key Alberta Education Lead Managers and Directors.
- Develop processes and tools to assist school authorities in the collection as well as tracking and reporting of “evidence of success”.
- Collaborate with other P.D. providers and stakeholders (e.g. Alberta PD, Galileo, Tc2, 2Learn, ATA, and Alberta Post Secondary Institutions) in the planning and development of programs where applicable.

Action on Inclusion (\$63,500)

- ✓ Consulted with region, planned sessions as requested
- ✓ Lead in designing
<http://www.inclusiveeducationpdresources.ca/>
- ✓ Focused work on UDL and RTI including a summer conference

- ✓ Consult with provincial leaders about PD design

Mathematics (\$475,000)

- ✓ Consulted with region, planned sessions as requested
- ✓ 2/3 of total implementation budget
- ✓ Implementation Support Coordinator and Regional Team to support region
- ✓ District, zone and school based learning opportunities

Knowledge & Employability (\$15,000)

- ✓ Consulted with region, planned sessions as requested
- ✓ Cohort group created and facilitated

First Nations, Métis, Inuit (\$5,000)

- ✓ Consulted with region, planned sessions as requested
- ✓ Coordination and collaboration to “connect the dots” with online resources and other grants (FNMI consultants, FNMI branch)
- ✓ Work on reviewing online videos

High School CTS (\$5,000)

- ✓ Consulted with region, planned sessions as requested
- ✓ CTS Mini Conference 2012
- ✓ Continue with focus on CTS HRH sessions

English Language Learners (\$5,000)

- ✓ Consulted with region, planned sessions as requested
- ✓ Co-sponsor keynote with ATA ESL council
- ✓ Develop and update webinars with ATA council

Literacy (\$25,000)

- ✓ Consulted with region, planned sessions as requested
- ✓ Support implementation of the intent of the Literacy Action Plan

High School Science (\$7,500)

- ✓ Consulted with region, planned sessions as requested

PD Leadership Capacity (\$225,000) Zone 3 Request

- ✓ Support district “PD leadership capacity”
- ✓ Support for district implementation based on PD leaders role
- ✓ Sustainable, job/district embedded learning

International Languages (\$7,500)

- ✓ Consulted with region, planned sessions as requested
- ✓ Further develop image of needs for teachers of international languages.

ERLC Operations (\$85,000)

- ✓ Implementation support coordinators, program coordinators

Total Funds Available (\$918,500)

- ✓ Budget adjusted as needs require (e.g. more requests for inclusive education support)
- ✓ Based on Alberta Education identified areas of priority & Zone 3 identified needs, PD design and delivery

Edmonton Regional Learning Consortium Contact Information

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Project Background and Design

Alberta Education has provided a grant in the amount of \$726,000 (June 22, 2011-November 15, 2012 Grant # 2011-0267) to Edmonton Regional Learning Consortium (ERLC) Region to **provide implementation support that aligns with Alberta Education's Curriculum Implementation Cycle and Business Plan**. This grant was provided for the development of learning opportunities in nine basic areas of implementation work. As part of the **grant deliverables**, specific requirements have been identified including providing a **comprehensive plan** based on district consultation. The plan is based on [A Guide to Support Implementation: Essential Conditions](#) as well as information provided through session assessments, consultations and Advisory Committee input.

ERLC is Governed By:

The ARPDC is governed by a board comprised of representatives from: CASS, ASBA, ASBOA, ASCA, Post Secondary, ATA and Alberta Education. The board ensures that programs align with the following goals of the consortium.

- **FACILITATE** professional development which supports the effective implementation of components of:
 - the Alberta Education Business Plan
 - Jurisdiction and school education plans
 - Regional School Council priorities
- **FACILITATE** professional development which supports the effective implementation of curricula, including instruction, assessment, and student learning outcomes,
- **COORDINATE, BROKER, AND ACT** as a referral centre to assist stakeholders to identify available professional development resources,
- **DELIVER** professional development based on the identified and emerging needs of educational stakeholders,
- **PROMOTE AND SUPPORT** the development of professional development leadership capacity, and,
- **PROVIDE** educational stakeholders with access to professional development at a reasonable cost.

ARPDC Beliefs about (Curriculum) Implementation

Overarching understanding:

Effective (curriculum) implementation leads to changes in practice that enhances student learning.

Our pillars:

- Effective Collaboration (process)
- Effective Practice (content)
- Effective Adult (learning)

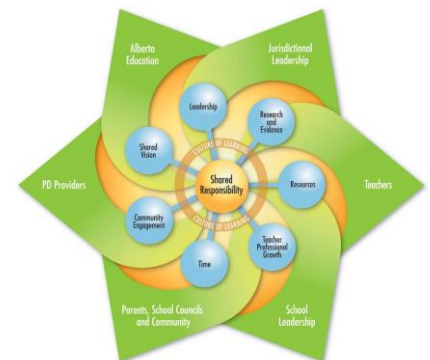
Enduring Understandings:

We have come to understand the following:

- Effective (curriculum) implementation is a shared responsibility for all stakeholders.
- Effective (curriculum) implementation is developmental and contextual.
- Effective (curriculum) implementation must be systemic, systematically planned and sustained.
- Collaboration leads to deeper understanding and shared commitment.
- Professional Development is interactive, continuous and reflective.
- Effective adult learning is meaningful, purposeful and provided through a variety of learning opportunities for stakeholders.

Designs for professional learning include conversations about shared responsibility and essential conditions to support implementation.

[A Guide to Support Implementation: Essential Conditions](http://www.essentialconditions.ca)
www.essentialconditions.ca



Regional Consultation & Characteristics

This plan is based on consultation with leaders from Zone 3. Representation at fall advisory committee meetings is one example of groups that the ERLC dialogues with. http://erlc.ca/programs/advisory_committee.php. This link provides meeting summaries for 2011-2012 year.

ERLC serves eighteen school divisions, sixty-five private schools, twelve Band schools, four charter schools and covers a vast geographical area. Of the 35,000 teachers in Alberta, ERLC serves over one-third of the population.

The ERLC primarily provides service to:

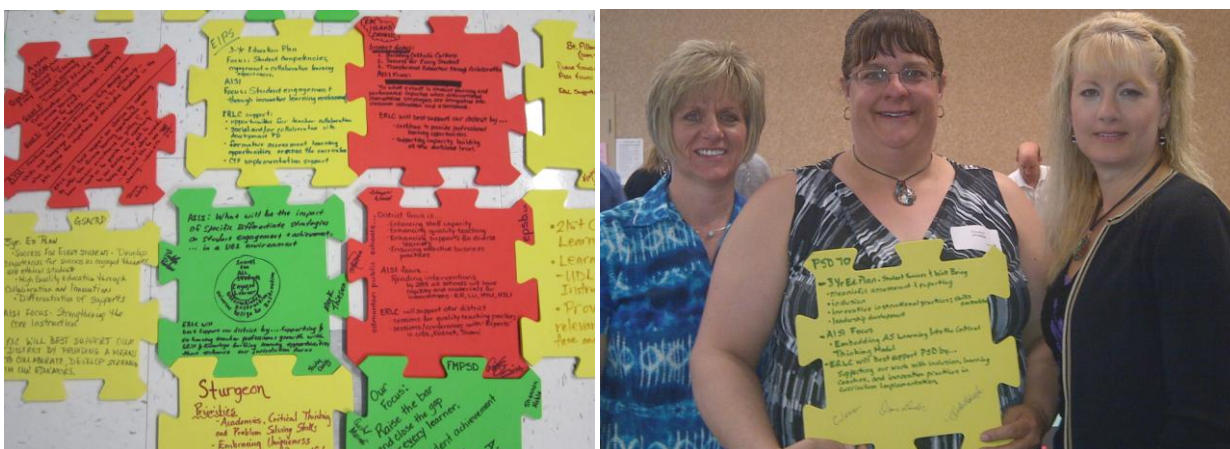
- Aspen View Regional Division
- Edmonton Catholic Schools
- Elk Island Catholic Separate Regional Division
- Evergreen Catholic Separate Regional Division
- Fort McMurray Public School District
- Greater St. Albert Catholic Schools
- Northern Gateway Regional Division
- Pembina Hills Regional Division
- St. Thomas Aquinas Roman Catholic Schools
- Band Schools (x 12)
- Private Schools (x 55)
- Black Gold Regional Division
- Edmonton Public Schools
- Elk Island Public Schools
- Fort McMurray Catholic Schools
- Grande Yellowhead Public School Division
- Living Waters Catholic Regional Division
- Parkland School Division
- St. Albert Public Schools
- Sturgeon School Division
- Charter Schools (x4)



District Contact Meeting June 12, 2012 - Consultation focused on Lessons Learned to inform future planning

District leaders involved in advisory committee consultation meetings share:

- ✓ *I appreciate all of the hard work all of you do for our teachers in our jurisdictions. You really are responsive to our needs and support our teachers well. Thank you to all of you for your hard work!*
- ✓ *In a small district, having the ERLC support our initiatives is our pd lifeblood. We simply would not be able to continue with our projects with their support!*
- ✓ *The ERLC has become the life blood of our PD programs. Our schools absolutely depend on the services they provide, without them our initiatives would be at a standstill.*
- ✓ *The Consortium is the lynchpin in the Professional Development plan of smaller boards who are not able to have central services available to them due to economy of scale.*
- ✓ *The consortium works very hard to support many current initiatives and they are always willing to work collaboratively in whatever capacity. They are very flexible and are open to suggestions and new ideas.*
- ✓ *The consortium is a highly valued element of our jurisdiction's comprehensive professional development plan. It has been a critical part of our professional learning community.*
- ✓ *Thank you for all that you do for professional learning. The quantity and quality of the opportunities available to staff has enabled jurisdictions to access excellent pd in a timely manner.*
- ✓ *Without the ERLC our district would have far less opportunities for teacher professional learning. The team at ERLC makes it possible for us, in a community at a considerable distance from a major centre, to give our staff opportunities that the more urban districts are able to provide. The flexible approach to providing these learning opportunities reduces any disadvantage we may have from our geographical location.*
- ✓ *I cannot speak highly enough about the work that ERLC does to support our district. Under the leadership of Val Olekshy, the whole office works to serve us. They listen carefully to our input and try their utmost to bring us pd that is tailored to our needs. They will even bring pd to our districts at our request. ERLC has the ability to bring in presenters that we, as individual districts, could never afford to do. The advisory committee meetings are invaluable for networking and sharing of ideas. For those of us who are the only curriculum coordinators in our districts, this is such a help in the work that we do. We have made good use of the curriculum facilitators as I am all curriculum, K - 12 and obviously do not have the expertise that these facilitators have. Thank you for the great work you continue to do.*



Puzzle pieces with district focus provided at the June 12, 2012 meeting (e.g. District 3-year education plans and AISI highlights and response to question "How ERLC can best support districts?")

The ERLC mission is “Partners in adult learning for students’ sake”. In 2011 – 2012 we had the opportunity to coordinate and collaborate with the following partners

- [Alberta Assessment Consortium](#)
- [Alberta Education](#)
- [Alberta Conflict Transformation Society](#)
- [Alberta Health Services](#)
- [Alberta Teachers’ Association](#)
 - [ATA ESL Council](#)
 - [ATA Math Council](#)
 - [ATA SLIC Council](#)
 - [Le conseil français](#)
- [Alberta School Boards Association](#)
- [Alberta School Councils’ Association](#)
- [Alberta Sport, Recreation, Parks and Foundation](#)
- [Association of School Business Officials of Alberta](#)
- [College of Alberta School Superintendents](#)
- [Galileo Network](#)
- [Greater Edmonton Teachers’ Convention Association](#)
- [Institute for Innovation in Second Language Education](#)
- [North Central Teachers’ Convention of Alberta](#)
- [Northern Tier School Leaders Program](#)
- [Sports Medicine Council of Alberta](#)
- [University of Alberta – Faculty of Education](#)



**III Encuentro de Profesores de Español de Alberta
Spanish Conference on May 12, 2012**



Janice Aubry and Rosario Vasquez (IISLE) and Melissa Valdes (AE)

Partnered with



Government of Alberta
Education



Grant Deliverables and ERLC Results 2011-2012

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

RESULT – ERLC used the \$75,000, as well as an additional allocation to the region of \$10,000 to subsidize the extra cost of support/administrative staff salaries arising from the work as outlined in this plan. ERLC exceeded amount required for administration staff support to facilitate the diverse learning opportunities requested.

2. Annual proportional funding in the amount of \$726,000 including deferred funds of \$192,500 to total \$918,500 for implementation of new and revised programs of study according to Alberta Education's Implementation Schedule and other curriculum/program priority areas. Funds are to support the implementation of the following subjects or areas in English and French; Mathematics, Career & Technology Studies, English Language Learners/English as a Second Language, FNMI Student Success, High School Knowledge & Employability, High School Science, International Languages, Literacy and Action on Inclusion.

RESULT – ERLC developed a flexible work plan with the capacity to adapt based on regional emerging needs, as well as emergent requests from Alberta Education. The plan addressed the subjects and implementation areas of support indicated by the grant deliverables.

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

RESULT – Active advisory committee

Advisory Committees provided opportunities for input and direction for ERLC professional development programs and plans.

Most importantly, Advisory Committees provided a venue for collaboration across the region, district to district. District representatives that attended meetings (most often curriculum coordinators and teacher leaders), share the most important part of the meeting is "district sharing" and networking. During this time, members learn about strategies to support implementation and further develop networks across the region. A direct link to active and past advisory

committee information is available at
http://www.erc.ca/programs/advisory_committee.php

In 2011 – 2012, ERLC facilitated and coordinated Advisory Committees in the following areas:

- **CTS & Knowledge and Employability**
- **English Language Learners**
- **First Nations, Métis & Inuit (FNMI)**
- **French**
- **Inclusive Education (Programming for Student Success)**
- **International Languages**
- **Literacy/English Language Arts**
- **Mathematics**
- **Science**
- **Technology Integration**

ERLC team members also attended and participated in Curriculum Coordinator meetings; ATA PDAC conferences and regional meetings; Zone 2/3 Special Education Directors meetings and regional stakeholder meetings such as CASS Zone 2/3 and ASBA Zone 2/3. A yearly or bi-yearly meeting with district leaders is also a great source for consultation and program planning.

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

RESULT – Alberta Education provided documentation to assist with direction for the development of the plan. Meetings were held June 14, 2011 and October 17, 2011 with Alberta Education Managers and Directors to share information, collaborate and open communication with professional development providers. ERLC also connects with Alberta Education lead managers at bi-annual Curriculum Coordinator meetings, CASS/Alberta Education symposia and through other meetings and communication methods (e.g., telephone, email, hallway conversations)

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

RESULT - Executive Directors meet on a regular basis to collaborate with each other, organize provincial activities, share plans and host discussions on how to best coordinate, collaborate and make most effective use of grant dollars for teacher professional development.

6. The Grant Recipient will ensure that the ERLC will prepare a regional professional development plan that models the infusion of technology, inclusive practices, FNMI strategies, and other effective practices with curriculum and includes a wide variety of regional and provincial activities and follow-up work to support implementation of the key areas identified. This would include a work plan and budget submitted to Alberta Education by October 30, 2011, and updated electronically on the consortium website periodically as a work in progress throughout the school year. Grant funds remaining from the previous year's "large implementation grant" would be rolled over to the work in 2011-2012.

RESULT – ERLC Support for Implementation Plan 2011-2012

http://erlc.ca/who/our_history.php

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

RESULT - ERLC provided a wide variety of PD designs allowing for learning opportunities to meet the diverse needs of adult learners:

- *In person sessions at regional and district levels (e.g. www.erlc.ca)*
- *Technology mediated sessions (e.g., webinars, videoconference, webcast, podcasts)*
- *Cohort work over time with a combination of In person and technology mediated opportunities (e.g., math cohorts, knowledge and employability cohort).*
- *Math demonstration classes with learning management system support www.moodle.arpdc.ab.ca*
- *Development of archived materials to support online learning <http://www.inclusiveeducationpdresources.ca/> and <http://www.erlc.ca/resources/>*
- *The region has requested an emphasis on PD leadership capacity*
- *ERLC team members model use of the essential conditions at meetings and when requested support districts with use of the guide.*

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

RESULT - ERLC has formed partnerships – refer to page 7.

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

RESULT - ERLC promotes the use of the "[A Guide to Comprehensive Professional Development Planning](#)" and the "[A Guide to Support Implementation: Essential Conditions](#)" with all. ERLC was the provincial lead on additional grant funding to field test the essential conditions guide and has provided leadership in developing and maintaining the website at www.essentialconditions.ca

- d. As determined in advance by ARPDC, and in collaboration with Alberta Education as well other educational stakeholders, all identified provincial, area (north/south), and/or other "one-time" events as PD institutes, symposium(s), online PD forums, and other such activities will be part of this grant. ARPDC, utilizing identified consortia project leads, will coordinate these as appropriate. Costs/expenses for these will be shared by all seven consortia on a proportional basis.

RESULT - A number of provincial learning opportunities are planned by Consortia leads. ERLC advertises, actively promotes and provides assistance for these forums.


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

RESULT - Final report will be submitted as requested.

2011-2012 Edmonton Regional Learning Consortium
Support for Implementation Plan Zone 3
Statement of Financial Expense

	Budget 2011-2012	Actual to August 31, 2012	Deferred August 31, 2012
Support for Implementation Funding 2011-2012			
Base Funding			
Planning Assistance/Coordinator Costs			
ERLC operations & logistics support	85,000.00	85,000.00	
Proportional Funding - Implementation years			
Mathematics	475,000.00	479,236.00	
Science	7,500.00	7,500.00	
International Languages	7,500.00	9,927.00	
Knowledge & Employability	15,000.00	22,344.00	
CTS	5,000.00	13,382.00	
Proportional Funding Strategic Priorities & Initiatives			
English Language Learners	5,000.00	7,856.00	
Literacy	25,000.00	25,000.00	
FNMI Student Success for Goal 3	5,000.00	5,000.00	
Action on Inclusion	63,500.00	65,523.00	
Proportional Funding Zone 3 Implementation			
PD Leadership Capacity 18 X 6500.00 Math = 117,000.00 18 X 3500.00 CIS = 63,000.00	225,000.00	157,732.00	
Total Grant Funding	918,500.00	878,500.00	40,000.00

Support for Implementation Report Zone 3 2011-2012

Mathematics	Support for Implementation: Learning Opportunities
<p>Grant Allocation: \$475,000 (2/3 of total grant)</p> <p>Implementation Support Coordinators under the direction of the Executive Director (Harry Wagner as key contact – team includes: Jann Edney, Wanda Dechant and the ERLC regional team) who liaises with Alberta Education & Regional Advisory. Consults with Alberta Education and works collaboratively to: guide development of regional plan; lead and guide progress of plan; plan for coordination of resources and support collaboration provincially; gather evidence to inform future planning; and demonstrate effectiveness of components of the plan.</p> <p>The Math Moodle Demo Teachers were Candace Ketsa, Stephanie McKay and Colin Veldkamp.</p> <p>Alberta Education Contacts: Christine Henzel 780-415-8958</p> <p>Tim Coates 780-422-5160</p> <p>Diane Stobbe 780-427-7489</p>	<p>Results –</p> <p>The Edmonton Regional Learning Consortium continues to strive to meet the needs of mathematics teachers, as well as schools and districts, in a variety of different ways:</p> <ul style="list-style-type: none"> • The ERLC mathematics advisory committee provided ongoing advice and support for implementation of mathematics in the ERLC region. The committee provided advice and feedback not only about the structure and content of the plan and ongoing refinement of that plan but also about the use of emerging technologies to provide greater access to professional learning for all members of the region and beyond. Dialogue at the advisory committee demonstrates ongoing reflection and response to evolving needs of teachers and districts as implementation of the mathematics curriculum progresses. Meeting summaries at http://erlc.ca/programs/advisory_committee.php <div style="text-align: center;">  <p>Mathematics Advisory Committee 2011-2012</p> </div> <ul style="list-style-type: none"> • K-12 teachers in the ERLC region had access to a wide variety of learning opportunities that included in person sessions, cohort planning groups, and access via videoconferencing, webinars, webcasting and moodle. These learning opportunities took place mainly during the day, but also included after-school (both in-person and videoconference) and summer sessions as well as anytime, anywhere access via the moodle and archived webinars. Learning opportunities that featured the work of Cathy Fosnot and Dan Meyer

were added based on teacher and district request.

In person/“live” learning opportunities (e.g. included interactive webinars and VC sessions)

<http://erlc.ca/programs/theme.php?theme=11>

Past sessions

<http://erlc.ca/programs/archive.php?focus=11&month=&year=&submit=View+Sessions>



Learn to Lead in Mathematics with Cathy Fosnot on February 24, 2012

- A new initiative to support senior high mathematics teachers was the addition of demonstration classes. Three senior high mathematics teachers were seconded for 0.25 FTE during the 2011-12 school year. These teachers taught senior high math courses at their schools but had time to post lessons, units and related materials including resources on the moodle site at <http://learning.arpdc.ab.ca/>.

The screenshot shows a Moodle course page for 'Math 20-1 Demonstration Class'. The page header includes the Alberta Regional Consortia logo and the text 'adult learning for students' sake'. The main content area features a 'Topic outline' section with the following text: 'The Edmonton Regional Learning Consortium has seconded Stephanie Mackay to share her resources and insights for teaching Math 20-1 as part of the implementation process of the new mathematics curriculum. Stephanie will be teaching a Math 20-1 class in the Edmonton Catholic School District. Please see the link below to get an insight in Stephanie's math class. This learning opportunity is subsidized as a result of a grant from Alberta Education to support implementation.' Below the text are several images showing students working on math projects, including one titled 'Trigonometry Triangle Investigation: Creating a 30° 60° 90° Special Triangle' and another titled 'Sequences and Series Construction Winners'. The right-hand sidebar contains a 'Recent Activity' section with the text 'Activity since Wednesday, 26 October 2011, 08:11 AM Full report of recent activity...' and a 'Course updates' section with the text 'Updated Resource: 4. Quadratic Equations Added Resource: 5. Radical Expressions and Equations'. A footer note states 'A demonstration course for the implementation of Math 20-1'.

These courses included Mathematics 10C taught by Mr. Colin Veldkamp (recipient of the SMART Technologies Innovative Use of Technology Award) of Harry Ainlay High School in Edmonton Public Schools, Mathematics 20-1 taught by Ms. Stephanie McKay of O'Leary High School in Edmonton Catholic Schools, and Mathematics 20-2 taught by Ms. Candace Ketsa of Greater St. Albert Catholic Schools. An overview video of all ARPDC demonstration classes was produced to be shown at the January High School Mathematics Institute and can be found at <http://learning.arpdc.ab.ca/course/view.php?id=98>.



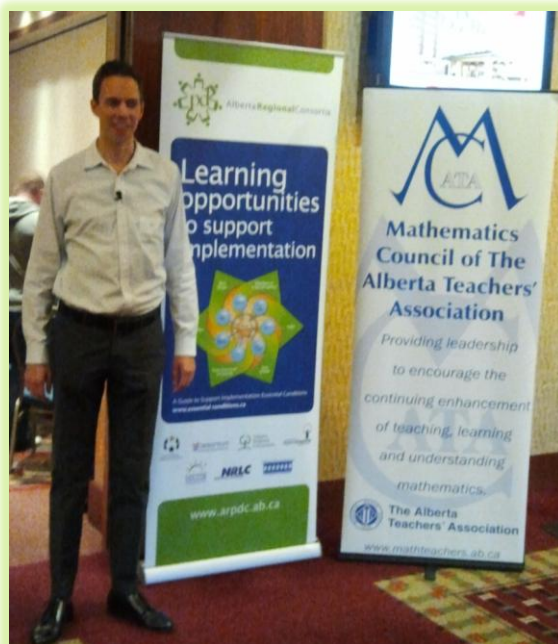
**Math Moodle Demo Teachers
(Candace Ketsa, Stephanie McKay and Colin Veldkamp
with Val Olekshy, Harry Wagner and Jann Edney)**

- A Senior High Mathematics Institute was held on January 26, 2012 featuring Dr. Peter Liljedahl. The use of webcasting allowed teachers from across the province to participate. The ERLC hosted sites in Edmonton (80 participants) as well as Ft. McMurray (14 participants), Whitecourt (6 participants) and Edson (10 participants). Use of webcast technology supported accessibility for teachers saving districts travel costs (but increasing costs for consortia). Attendance numbers in the institutes are dropping each time they are held and ARPDC members are exploring other models, such as an online symposium that might better meet the learning needs of teachers.



Senior High Mathematics Institute was held on January 26, 2012 featuring Dr. Peter Liljedahl

- All consortia in the ARPDC have worked collaboratively in planning math institutes, webinars and other provincial events. In addition, ERLC has worked collaboratively with a variety of other organizations especially the ATA Math Council, Early Education Council and North Central Teachers' Convention to offer learning opportunities in mathematics.



MCATA Fall Symposium: Using Rich Mathematical Tasks to Engage Students in Learning Mathematics with Dan Meyer on October 20, 2011 in partnership with the ATA Math Council.



ERLC Math Regional Team 2011-2012
(Vicky Wisheu, Keith Van De Keere, Ulana Soletsky and
Cathy Campbell with Val Olekshy and Harry Wagner)

- The mathematics regional team consisting of the ERLC mathematics coordinator, three consultants from Edmonton Public Schools, one consultant from Greater St. Albert Catholic and one retired Pembina Hills consultant was able to provide in district support to ERLC districts. Each district had access to three days of consulting time and a number chose to work together and pool their days to enhance access for teachers. The efforts of the team were greatly appreciated by the region and the advisory committee has continued to ask that the regional team be included as part of the regional plan.
- A number of new PD resources were added to the ERLC website during the course of the year including recordings of the first two high school math institutes along with support resources and a series of 13 short videos on a variety of topics including one to support parents (<http://www.erc.ca/resources/filter.php?theme=11&title=Mathematics>).

Lessons Learned

- Choice and variety are key elements in providing learning opportunities that meet the needs of teachers. In addition to in person learning opportunities, ERLC offered summer sessions, cohort sessions and selected learning opportunities via moodle, videoconference, webinar and webcast in order to provide the broadest possible access to learning opportunities. The ERLC mathematics regional team also provided in district support in order to help districts mitigate the costs and time of travel and to allow for learning opportunities that are specific and focused on the district implementation plan and needs. Choice and variety respects that teachers have different needs for professional learning and abilities to access it.


- 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. During the April 2012 meeting of the ERLC mathematics advisory committee, district leaders noted that even though there needs to be a focus and support of high school teachers as they implement this new curriculum and especially the 30 level courses, there should be ongoing support for K-9 teachers as they continue to need support in implementation. An example of an issue that has developed is the lack of clarity of how best to support students in learning basic facts.

Challenges encountered

- The use of technology helps to mitigate time and distance however the use of videoconferencing, webcasting, and webinars does require extra time to prepare facilitators and support participants in “being connected”. Presenters are not always experienced or comfortable with the emerging technologies and often need extra support in preparation. Technical support is not always readily available and so careful work is done in preparation to test connections and make sure that everything is working as much as possible in advance. Teachers leading the demonstration courses also needed support in using this platform and a facilitator hosted weekly noon hour meetings every Thursday to provide for discussion and to meet emerging needs of the demonstration teachers. Increased costs are involved in planning but do provide enhanced access for the field and the ability to create online archived resources.
- At the same time many teachers are not yet familiar enough or comfortable enough with technologies such as webinars to participate in large numbers. Continued support and development will be needed to enhance the use of these technologies. Careful consultation and planning will need to continue in planning all programs, in particular using emerging technologies to deliver learning opportunities.

Continuing support for Implementation of Mathematics

- Senior high mathematics teachers are just beginning implementation of the new curriculum. Once courses have been taught for the first time, different questions and needs may emerge.
- Elementary teachers are not usually subject specialists and need ongoing support in deepening their learning about the actual mathematics.

Action on Inclusion	Support for Implementation: Learning Opportunities
<p>Grant Allocation: \$63,500.78</p> <p>Alberta Education Contacts: Dianne McConnell (Action on Inclusion) 780-422-6544</p> <p>Marni Pearce (Cross Ministry Service) 780-422-5045</p> <p>Natalie Prytuluk (Early Learning) 780-422-6537</p> <p>Leah Dushenski (Inclusive Learning Supports)</p> <p>Lise Belzile 780-422-7794</p> <p>Marie-Josée Verret 780-422-7796</p>	<p>Results –</p> <ul style="list-style-type: none"> The ERLC Inclusive Education advisory committee provided ongoing advice and support for implementation of Inclusive Education in the ERLC region. The ERLC hosted four advisory committee meetings and three as part of the Zone 2/3 Special Education Director’s meeting enabling leadership personnel in districts to share ideas and approaches. Meeting summaries at http://erlc.ca/programs/advisory_committee.php  <p style="text-align: center;">Inclusive Education Advisory Committee Meeting 2011-2012</p> <p>Themes arising from Inclusive Education Advisory Committee Meetings:</p> <ul style="list-style-type: none"> A desire and appreciation for opportunities to collaborate, share and network with colleagues from other districts (e.g. Inclusive Education Meetings, In person workshops, Community of Practice Ning) The need for working collaboratively across ARPDC, ATA, districts, Alberta Education A desire and means to know “who is doing what” throughout the province A desire and appreciation for having web resources in one place (e.g. www.inclusiveeducationpdresources.ca) Need for Alberta/Canadian content in presentations, resources and assessment Continued support for topics at both a Universal and Targeted level: <ul style="list-style-type: none"> Learning Coaches Differentiated Instruction (DI) Universal Design for Learning (UDL) and Assistive Technology

- Response to Intervention (RTI)
- Positive Behaviour Supports (PBS)
- Specific topics such as Autism Spectrum Disorder, FASD, Tourette's Syndrome, Restorative Justice
- A need to “connect the dots” in terms of how a variety of concepts fit together (i.e. RTI, UDL, DI)
- Continue to “repurpose and repackage” videos/wikis/webinars to share (i.e. Learning Coaches, UDL and into shorter video chunks with resource links and topic specific breakdowns such as “Top 5 things a Principal Needs to Know About...”)
- Continue Advisory Committee Meetings in conjunction with the Zone 2/3 Director's Meetings

Themes arising from Inclusive Education session evaluations:

- An appreciation of the expertise, organization and flexibility of presenters
- An appreciation of a variety of session presentation styles (In person, webinar, videoconference) and cost effectiveness for outlying districts
- An appreciation when presenters have a good understanding of the Alberta context
- An appreciation of sessions that provide theory and research, but a desire to have sessions that are practical and provide participants with resources and hands on materials
- A desire to have follow-up support of some kind, (i.e. more targeted sessions, webinars, networks, sessions to address the needs of specific populations, schools or districts)
- An appreciation and desire for sessions that allow for participant movement, small group discussion and participation
- An appreciation and desire for networking and collaboration during/after sessions
- An affirmation of what they are doing
- A desire to increase content knowledge
- **In person/“live” learning opportunities (e.g. included interactive webinars and VC sessions)**
<http://erlc.ca/programs/theme.php?theme=27>
- **Past sessions**
<http://erlc.ca/programs/archive.php?focus=32&month=&year=&submit=View+Sessions>
- **Online learning opportunities**
 ERLC PD Resources
<http://www.erlc.ca/resources/filter.php?theme=32&title=Inclusive+Education+%28Programming+for+Student+Success%29>
- **New approach to combining, coordinating and distributing learning opportunities around a broader definition of inclusive education** www.inclusiveeducationpdresources.ca/

FNMI, ESL/ELL, Literacy and other topics that may otherwise be in other “themes” and categories. Ongoing work developing the website have occurred this year. Exploring partner’s additions to the website, or collaborative development of materials suitable for the intent of the site will be a focus for the year. An implementation plan for the website is in development. (e.g. presentations about the website at the November 3, 2011 Learning Coach Symposium; development of tools to allow for a search of the website)

- New approach to “packaging” learning with a video, tip sheet and learning guide was developed
http://www.inclusiveeducationpdresources.ca/collaborating_with_parents.php
- **Brokering/Collaboration – ATA Special Education Council – co-sponsor keynotes/sessions** <http://celebratethechallenges.ca/> (Joellen Killion and Dawn Reithaug) based on a grant from Alberta Education to support coaching.

ARPCD met with the ATA Specialist Council on developing materials for the learning coach section of the Inclusive Education website
http://www.inclusiveeducationpdresources.ca/learning_coaches.php

Proposal submitted to the ATA Special Education Council to look for partnership/collaboration opportunities (e.g. regional sessions in partnership, work on the UDL website repurpose and repackage of materials)

See FNMI and ELL sections for additional work completed to support the region. Most subject area sections will include sessions on Differentiated Instruction and assessment practices that meet the needs of all students.

- **Additional Grants to support this area – ERLC as provincial lead:**
Coordination and delivery of the IEPT pilot sessions – including coaching on webinar delivery.
- Field Services focus on development of Communities of Practice
<http://reachingallstudents.ning.com/>



Early Learning

Part of Action on Inclusion
grant allocation for 2011-2012

Results – based on ARPDG grants to support early learning implementation

- In person/“live” learning opportunities (e.g. included interactive webinars and VC sessions)

<http://www.erc.ca/programs/theme.php?theme=58>

Past Sessions

<http://erc.ca/programs/archive.php?focus=58&month=&year=&submit=View+Sessions>



Inclusion in the Early Years: Promising Practices Provincial Symposium
on January 20, 2012 offered via webcast with
139 in person and 218 in 7 webcast sites across the province.

- **Online learning opportunities**

ERLC PD Resources

<http://www.erc.ca/resources/filter.php?theme=58&title=Early+Learning>

Inclusive Education PD Resources site

<http://www.inclusiveeducationpdresources.ca/earlylearning.php>

As a result of a different grant, completed work on a project with Edmonton Catholic Schools to share effective practice, which is posted online to support job embedded learning at

<http://www.inclusiveeducationpdresources.ca/early-learning/broadbased.php>

- **Brokering/Collaboration** – Galileo offered Ensuring Success in the Early Years Quality Educational Programs for Young Learners sessions at the Greater Black Gold ATA Institute in November 2011 and Fort McMurray District Day on January 30, 2012.

CTS

Support for Implementation: Learning Opportunities

Grant Allocation:
\$5,000.00

Alberta Education Contacts:

[Ernest LeFebvre](#)
780-427-5406

[Mike Dumanski](#)
780-422-4124

Results –

- The ERLC CTS advisory committee provided ongoing advice and support for implementation of CTS in the ERLC region. The ERLC hosted three advisory committee meetings during the year enabling leadership personnel in districts to share ideas and approaches. Thirty-three participants attended these meetings and ERLC has been asked to continue hosting meetings to allow for district sharing. Meeting summaries at http://erlc.ca/programs/advisory_committee.php



CTS Advisory Committee 2011-2012

The Edmonton Regional Learning Consortium continues to strive to meet the needs of senior high school CTS teachers, as well as schools and districts, in a variety of different ways:

- In collaboration with organizations such as SMCA and AFLCA and expertise from districts, ERLC offered nine other sessions with a total attendance of 123 participants. Many of these sessions were based on teacher, school and district requests to support implementation of some of the newer senior levels of Recreation Leadership.

ERLC Logo: Edmonton Regional Learning Consortium

Navigation: Home, Programs & Sessions, PD Resources, PD Across Alberta, About ERLC, Contact Us

Learning Opportunities

Resistance Training Leadership: HRH REC 3080 - CTS Recreation Leadership Course

Facilitator(s): Cheryl Thurston

Date: June 21, 2012

Time: 8:30 am – 5:00 pm

Cost: \$250.00
(includes lunch, workshop materials and manuals)

Location: Sherwood Park (Archbishop Jordan Catholic High School)
2021 Brentwood Blvd
[Google Map](#)

Partnered with: Provincial Fitness Unit of Alberta

ELK ISLAND CATHOLIC SCHOOLS
Seeing Christ in Everyone

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Printer friendly version

Resistance Training Leadership: HRH REC 3080 - CTS Recreation Leadership Course on June 21, 2012

- In collaboration with Edmonton Public and Edmonton Catholic Schools, the Edmonton Regional Learning Consortium hosted a day for CTS teachers on January 2012; Success Through Collaboration. The event was hosted by Harry Ainlay and Louis St. Laurent High Schools and featured 21 half day and 2 full day learning opportunities with speakers from industry, post-secondary, and CTS teachers themselves. This was the third year for this annual event and 199 participants from across the ERLC region and beyond attended. Among the many comments received; *“Please keep doing this conference. CTS teachers do NOT get this opportunity to get together with other CTS teachers any other time in the year.”*

CTSTC

Career & Technology Studies. Success Through Collaboration.



January 2012 CTS: Success Through Collaboration

- **In person/“live” learning opportunities (e.g. included interactive webinars and VC sessions)**
<http://erlc.ca/programs/theme.php?theme=37>
Past Sessions
<http://erlc.ca/programs/archive.php?focus=37&month=&year=&submit=View+Sessions>
- On behalf of ARPDC, the ERLC took the lead in creating five videos focusing on issues in CTS: Pathways, Managing Multiple Pathways, Project and Practicum Courses, Health Pathways and Recreation

Leadership, and Off-Site in CTS. ERLC collaborated with the CTS specialist council to distribute a survey to collect ideas and suggestions from teachers. A steering committee was established and districts were asked to provide suggestions of sites where one could “see” exemplars of good practice. Each film is intended to provide information on the topic and an opportunity to see “what it looks like in the classroom”. Each also has a discussion guide to support distributed and sustained support for implementation.

Lessons Learned about CTS support for implementation over the last three years:

- Implementation takes time.
- CTS teachers want and need hands on professional learning.
- Professional learning for CTS teachers needs input from industry, post-secondary, government and teachers as needs/requirements evolve and change. Industry standards are an important consideration.
- Collaboration is extremely important as delivery of professional learning in CTS is often costly and requires a confirmed audience.
- Dual credit is another facet of collaboration (among various organizations) which provides opportunities for students

Challenges encountered with the delivery of CTS support for implementation:

- CTS is a huge and diverse area with very different needs.
- CTS teachers are not congregated but dispersed across districts. There is infrequently more than one teacher in a particular cluster at a given school.
- Facilities are important and access to facilities to provide hands on professional learning is challenging so PD needs to be scheduled at times when students are not also accessing the same facility; e.g. Resistance Training needs access to a fitness facility.
- External organizations, such as the AFLCA and SMCA, offering "certification" often have differing requirements and those requirements are not always clearly articulated to teachers or to organizations like ARPDC. It has taken time to develop working relationships. Access to materials and trainers is often very expensive.

Continuing support for implementation of CTS:

- Implementation takes time and some change is just starting to happen as reported by district leaders (e.g. Physical Education teachers are just getting used to the shift in philosophy to CTS in areas where programming has been offered via locally developed courses such as sports medicine in the past).
- CTS is an area that allows for and encourages innovation and student choice. Some very exciting things are happening and we need to look for ways to continue to support and to share those

	<p>stories. Note that a great deal of video has been collected for the CTS video project and there are numerous exemplars and stories that could also be repurposed but that resources do not allow for it at this time.</p>
<p>English Language Learners/English as a Second Language</p>	<p>Support for Implementation: Learning Opportunities</p>
<p>Grant Allocation: \$5,000.00</p> <p>Alberta Education Contacts: Catherine Walker 780-422-0988</p> <p>Mike Etrich 780-644-8195</p> <p>Kathy Salmon 403-660-3755</p> <p>Sylvie Carignan 780-422-0025</p>	<p>Results –</p> <ul style="list-style-type: none"> • Consultation with the region – Meeting summaries at http://erlc.ca/programs/advisory_committee.php via the Inclusive Education Meeting Summary • In person/“live” learning opportunities (e.g. included interactive webinars and VC sessions) http://www.erlc.ca/programs/theme.php?theme=54 Past sessions http://erlc.ca/programs/archive.php?focus=54&month=&year=&submit=View+Sessions • Online learning opportunities ERLC PD Resources http://www.erlc.ca/resources/filter.php?theme=54&title=English+Language+Learners Inclusive Education PD Resources site http://www.inclusiveeducationpdresources.ca/ell_esl.php • Brokering/Collaboration – ATA ESL council – co-sponsor Keynote http://eslc.teachers.ab.ca/Annual%20Conference/Conference2011/Pages/default.aspx (e.g. Elizabeth Coelho) <p>ARPDC co-sponsored with the ESL Council to bring ESL speaker Elizabeth Coelho from Spain for an Alberta Tour, with ERLC taking the lead on the organization and logistics for the provincial tour.</p>



ATA English as a Second Language Council Team

Collaborating with the council about creation of new webinars, updating existing webinars and potential development of online resources around 8 topics the council identified continues. A video was created and will be posted.

FNMI Student Success for Goal 3 **Support for Implementation: Learning Opportunities**

Grant Allocation:
\$5,000.00

Results –

- The ERLC FNMI advisory committee provided ongoing advice and support for implementation of FNMI in the ERLC region. The ERLC hosted three advisory committee meetings during the year enabling leadership personnel in districts to share ideas and approaches. Meeting summaries at http://erlc.ca/programs/advisory_committee.php

Themes arising from FNMI session evaluations & Advisory Committee Meetings:

- a desire for more exposure to FNMI culture
- a desire for more explicit strategies for engaging FNMI families, parents and communities
- a desire for more interaction with Elders - *varied Elders from all parts of the region*

Alberta Education Contacts:

[Linda Pelly](#)

780-427-5411

[Debbie Mineault](#)

780-415-9305

[Gena Kolay](#)

780-422-3258

[Pauline Auger](#)

780-415-9580

[Lise Belzile](#)

780-422-7794

Themes arising from FNMI session evaluations:

- A desire to work together with teachers having similar assignments.
- A desire to increase content knowledge. Training needs specific to the area they are working in.
- Hands on sessions are most desirable.
- A desire to work with people in industry and/or those who have the most up to date knowledge in the field. The link to industry and/or post-secondary is very noticeable.
- A desire to get more information on junior high programming.

Other notes:

- A desire for more QUALITY exposure to FNMI culture (beyond the surface)
- A desire for more purposeful interaction with elders
- A desire for Aboriginal success to be modelled by Aboriginal people
- Focus on Literacy and Numeracy and cultural sensitive resources that support this – depicting diversity as aligned with Inclusive Ed
- Continued support for FNMI teacher camp
- Share the model of the Aboriginal Youth Leadership Camp
- How to reflect FNMI perspectives in content areas...where are the best fits in programs & study...which unit in subject, grade is logical/best fit to reflect FNMI perspectives
- How do we help teachers to realize that AB awareness is not only for teachers with FNMI students?
- **In person/“live” learning opportunities (e.g. included interactive webinars and VC sessions)** (e.g. Bob Cardinal, Terry Lakey)

<http://erlc.ca/programs/theme.php?theme=59>

Past sessions

<http://erlc.ca/programs/archive.php?focus=59&month=&year=&submit=View+Sessions>



Engaging FNMI Students with Curriculum-based Activities and Projects with Terry Lakey at the Fort McMurray PD Day on January 27, 2012



Traditional Aboriginal Games with Terry Lakey on May 25, 2012



FNMI Immersion Camp at the Palisades Centre, Jasper National Park on May 1-2, 2012 with Terry Lynn Cook, Terry Lakey, Sandra Davenport and Kerry Aiken

	<ul style="list-style-type: none"> • Online learning opportunities were developed. ERLC PD Resources http://www.erc.ca/resources/filter.php?theme=59&title=FNMI+%28First+Nations%2C+M%26acute%3Btis+and+Inuit%29 <p>Repurpose and repackaging of online materials for Inclusive Education PD Resources site http://www.inclusiveeducationpdresources.ca/fnmi.php</p> <ul style="list-style-type: none"> • Additional projects and grants to support this area – ERLC as lead; FNMI Branch request to develop a website design focused on Goal 3 and to share online “supports for implementation” was created and delivered to Alberta Education for posting. Review of existing conference video to determine where the information might be used on existing online resources. (e.g. ARPDC webinars) <p>Collaborating and providing project management with the ARPDC FNMI consultants around creating sustainable legacy pieces based on their provincial work.</p> <p>Support implementation of the online “Walking Together resource” that may include awareness webinars.</p> <p>Creation of 2 PD modules for the FNMI Branch to deliver Traditional Parenting and Cultural Awareness for Administrators.</p> <p>All projects will provide an opportunity to “connect the dots” and post information online at http://www.inclusiveeducationpdresources.ca/fnmi.php</p>
<p>High School Knowledge & Employability</p>	<p>Support for Implementation: Learning Opportunities</p>
<p>Grant Allocation: \$15,000.00</p> <p>Alberta Education Contacts: Ann Marie Lyseng 780-422-0820</p> <p>Alan Chouinard 780-422-1899</p>	<p>Results –</p> <p>During the 2011-2012 school year, the Edmonton Regional Learning Consortium continued to strive to meet the needs of teachers, as well as schools and districts, in a variety of different ways:</p> <ul style="list-style-type: none"> • The ERLC Knowledge and Employability (K&E) advisory committee provided ongoing advice and support for implementation of K&E in the ERLC region. The ERLC hosted three advisory committee meetings during the year enabling leadership personnel in districts to share ideas and approaches. Meeting summaries at http://erc.ca/programs/advisory_committee.php



K&E Advisory Committee 2011-2012


- The ERLC hosted both individual learning opportunities as well as a planning cohort. The cohort group was requested by the advisory committee.
- KE Grade 8 cohort - A cohort group of grade 8 teachers worked together with ERLC facilitators over four days to design some projects and materials that may be used with students. These materials include lessons, projects and units in science, social studies and math and are meant to complement materials already used. They have been shared with the ERLC advisory committee to be shared with teachers in each district and will be posted on the ERLC website at www.eric.ca.

SCIENCE 8
Knowledge and Employability:
Light and Optical Systems

Edmonton Regional Learning Consortium




Teacher Team: Tammy Bonko, Edmonton Public Schools, and Ingrid Yukes, Black Gold Regional Division
 Facilitator: Jane Diner, Edmonton Public Schools

 **Let There be Light!** - Student Assessment Task

You are a superhero on planet Falcon. Dark Vulture has tried for years to block the sun's light from Falcon so he can live in darkness. Without light, the food chain will be disrupted and life as we know it will come to an end. Falcon needs you! Save the planet! Save the life on the planet!

And while you're saving the planet, record your actions as a story or graphic novel (after all, you ARE a superhero), so your deeds will always be known. By fulfilling the following tasks, you'll save Falcon and create a great story.



Tasks:

1. You are a superhero because an unusual light source struck you one day. You now have the ability to emit light from your eyes. Describe the unusual light source and how it travels.
2. How will you use your knowledge of each reflection, refraction, transmission and absorption to defeat Dark Vulture? What sources of light are you using? How are you using these sources of light to defeat him?
3. At some point in your story, Dark throws out a force of darkness so great it changes the shape of your eyeball. Consider an optical device or technology that will help correct your vision.

Unit vocabulary:

• absorption	• incandescence
• artificial sources of light	• mediums
• bioluminescence	• natural sources of light
• chemiluminescence	• opaque
• concave lenses	• phosphorescence
• convex lenses	• reflection
• eye	• refraction
• fluorescence	• translucent
• image	• transparent

Sample unit from the Science cohort group

- ERLC learning opportunities represented 7 days with 82 participants.

	<ul style="list-style-type: none"> • In person/“live” learning opportunities (e.g. included interactive webinars and VC sessions) http://erlc.ca/programs/theme.php?theme=39 Past sessions http://erlc.ca/programs/archive.php?focus=39&month=&year=&submit=View+Sessions <p>Lessons Learned and Challenges:</p> <ul style="list-style-type: none"> • K&E teachers represent a relatively small group with the education system. Needs should be clearly identified and learning opportunities designed to meet those needs. • Who belongs in K&E? Perhaps needs to be clarified. • A major issue and topic of discussion was around “inclusive education” and how that relates to CTS and K&E. Some related questions included: <ul style="list-style-type: none"> ○ Will K&E students have equitable access to apprenticeship programming? ○ What does inclusive education mean in K&E and what does it look like? ○ How is K&E best accommodated in CTS? How can the programming be structured to allow students to get their K&E certificate? <p>Continuing support for implementation of Knowledge and Employability:</p> <ul style="list-style-type: none"> • As noted, K&E teachers represent a relatively small group of teachers that would benefit from ongoing opportunities to meet and share ideas and resources. • Inclusive Education by definition includes K&E students. All stakeholder would benefit from ongoing professional learning about how to continue to address the diversity in their classrooms. This is a challenging area worthy of ongoing professional learning.
<p>High School Science</p>	<p>Support for Implementation: Learning Opportunities</p>
<p>Grant Allocation: \$7,500.00</p> <p>Alberta Education Contacts: Laura Pankratz 780-422-5465</p> <p>Francois Lizaire 780-422-7992</p>	<p>Results –</p> <p>During the 2011-2012 school year, the Edmonton Regional Learning Consortium continued to strive to meet the needs of senior high school science teachers, as well as schools and districts, in a variety of different ways:</p> <ul style="list-style-type: none"> • The ERLC HS Science advisory committee provided ongoing advice and support for implementation of HS Science in the ERLC region. The ERLC hosted three advisory committee meetings during the year enabling leadership personnel in districts to share ideas

and approaches. Five to six participants attended each of these meetings. As a result of these meetings some participants collaborated in planning and delivering a session on flipped classrooms in science for the ERLC region. Meeting summaries at http://erlc.ca/programs/advisory_committee.php



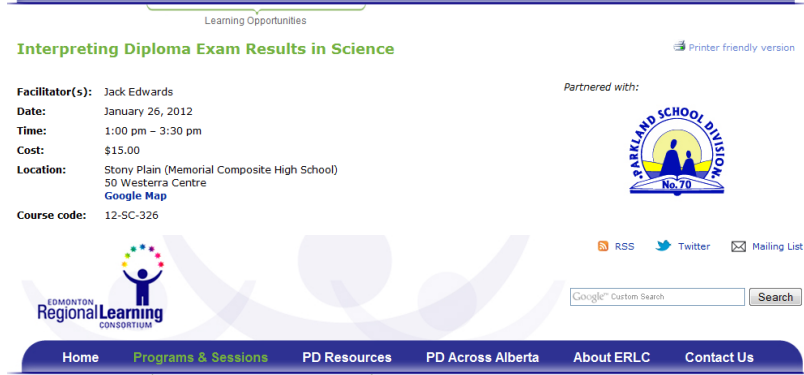
A few members of the HS Science Advisory Committee 2011-2012

- The ERLC hosted both in person sessions as well as offering videoconference access to some sessions as appropriate. Fourteen sessions on a variety of topics were offered with presenters from Alberta Education, The Critical Thinking Consortium, and district consultants. 204 participants attended in person with 8 attending via videoconference.



Engaging Science - Strategies to Engage Students with Jane Diner on March 9, 2012

- Since high school teachers sometimes find it difficult to leave their classrooms, some learning opportunities were scheduled during the exam period at the end of January.



- **In person/“live” learning opportunities (e.g. included interactive webinars and VC sessions)**

<http://erlc.ca/programs/theme.php?theme=13>

Past sessions

<http://erlc.ca/programs/archive.php?focus=13&month=&year=&submit=View+Sessions>

Themes arising from science session evaluations

A desire to have sessions that were “practical” and provided participants with ideas and materials.

- Excellent session...all of the presenters were knowledgeable and willing to share. All of the activities presented can have a direct impact on my classroom
- It was a very useful, practical, informative, enjoyable. She gave time for us to explore new learning and practice new skills.

A desire to increase science content knowledge.

- In-service on content for non-content specialist.
- Information on how to do the labs given after the fact would really help. Not all of us knew how to create the procedures for the labs but would have become better at the craft with a little extra written

information.

Assessment was a big topic but particularly learning more about the diploma exams and/or developing selected response questions.

- Evaluation by someone who knows more about this to look at my exams
- Real item writing PD-actually make Q's
- How to create questions.

Lessons Learned


- Implementation and change in pedagogy takes time and sustained professional development. Follow through and follow up is important.
- High school science teachers are reticent to leave their classrooms. Science teachers are very much content based and are usually science experts. Hence, the unwillingness to leave classrooms because delivery of that content is most important.
- Pedagogy is perhaps secondary; i.e. I am a physics teacher.
- Learning opportunities planned at times like exam periods are most successful.
- Assessment practices lag. Teachers are extremely exam oriented. The diploma exam drives use of selected response and there is an expressed desire on the part of teachers for sessions and working groups around development of exam questions.
- Administrators do not know the program.
- Working with Alberta Education staff is valuable. It's good to hear about the exams in detail directly from the examiners. It nurtures a team approach.

Challenges

- Technology is not yet as effectively used as it might be. One problem is that if a class of 30 students all try to access gizmo's (for example) at the same time, it might be very slow.
- LearnAlberta is not as well known as it might be. If teaching practice is to lecture for 50 minutes that leaves little time to explore.
- Chemistry is potentially an issue. Do students have the opportunity to be actively engaged?

Continuing Support for Implementation of Science

- Division level leaders take what is available from PD providers and contextualize it for that division's administrators. Need to create environments where administrators can admit to not having in depth knowledge.
- Inclusive education – tying and connecting our work to this. It's about student-centered pedagogy.
- Peer feedback and assessment is an area of need. Assessment as learning for the peer assessor. Sessions on performance assessments to balance.

	<ul style="list-style-type: none"> Anything with SMART boards/SMART notebook software and effective use is still desirable. The pedagogy in using the software to create engaging lessons.
<p>International Languages</p>	<p>Support for Implementation: Learning Opportunities</p>
<p>Grant Allocation : \$7,500.00</p> <p>Alberta Education Contacts: Sylvie Carignan 780-422-0025</p> <p>Christina Bexte 780-422-3216</p> <p>Sigrid Olsen 780-422-2669</p>	<p>Results –</p> <ul style="list-style-type: none"> The ERLC International Languages advisory committee provided ongoing advice and support for implementation of International Languages in the ERLC region. In person/“live” learning opportunities (e.g. may include interactive webinars and VC sessions) http://www.erc.ca/programs/theme.php?theme=30 Past sessions http://erc.ca/programs/archive.php?focus=30&month=&year=&submit=View+Sessions  <p>III Encuentro de Profesores de Español de Alberta - Spanish Conference with Ricardo Gómez - Sesión plenaria: Gastronomía y literatura. El cuento: ‘Salir de tapas’, Breakout session facilitators and Second Language teachers and experts on May 12, 2012</p> <ul style="list-style-type: none"> Online learning opportunities ERLC PD Resources http://www.erc.ca/resources/filter.php?theme=30&title=International+Languages+%26+Culture <p>Summary of provincial meeting to focus on development of a provincial plan to support international language teachers. i.e., International Languages “What do teachers need to know and be able to do” to support international language learners. Draft plan is with Alberta Education for review.</p>

	<p>Themes arising from Literacy session evaluations & Advisory Committee Meetings:</p> <ul style="list-style-type: none"> • Appreciated the expertise and knowledge of presenters • Appreciated opportunities given by the presenters to try out some of the ideas during the session • Need time to implement and try out some of the ideas (especially in the integrating technology into literacy sessions) and then have follow up support (e.g., another session, webinar) • Have 30-1 and 30-2 sessions on different days • Technology (connection speed and equipment) did not always work well • In person/“live” learning opportunities (e.g. included interactive webinars and VC sessions) (e.g. Supporting Independent Reading and Writing Literacy Stations; Kelly Gallagher; Literacy Strategies in the Science Classroom, webinars on pan Canadian/literacy action plan.) http://www.erc.ca/programs/theme.php?theme=35 • Past sessions http://erc.ca/programs/archive.php?focus=35&month=&year=&submit=View+Sessions • Online learning opportunities (e.g. implementation and awareness of online webinars focused on literacy action plan) ERLC PD Resources http://www.erc.ca/resources/filter.php?theme=35&title=Literacy+%2F+English+Language+Arts
<p>Areas that the grant requested work should be infused</p>	
<p>Assessment</p>	<p>Support for Implementation: Learning Opportunities</p>
	<p>Results –</p> <ul style="list-style-type: none"> • In person/“live” learning opportunities (e.g. included interactive webinars and VC sessions) http://www.erc.ca/programs/theme.php?theme=4 • Online learning opportunities ERLC PD Resources http://www.erc.ca/resources/filter.php?theme=4&title=Assessment Assessment sessions are available in many “content areas” as well as under the assessment focus. • Brokering: AAC will offer sessions via ERLC for Greater Black Gold

ATA Institute in November 2011; AAC math consultant attended Fall Math Advisory Committee meeting and AAC team provided learning opportunities during the year.

The screenshot shows the website for the Edmonton Regional Learning Consortium. At the top, there are navigation links for Home, Programs & Sessions, PD Resources, PD Across Alberta, About ERLC, and Contact Us. Below the navigation is a search bar and social media links for RSS, Twitter, and Mailing List. The main content area features a green header for the session: "Using Performance Assessment Effectively in Mathematics, Grade 3". A red box with the word "FULL" indicates the session is full. The session details include:

- Facilitator(s):** Pat Lore, Field Services Facilitator (AAC)
- Date:** This is a multi-day event.
 - DAY 1** Feb 06, 2012 (9:00 am to 3:30 pm)
 - DAY 2** Mar 13, 2012 (9:00 am to 3:30 pm)
- Cost:** \$130.00 (includes lunch)
- Location:** Edmonton (Elmwood School) Room 17/18, 16325 - 83 Avenue. A Google Map link is provided.
- Course code:** 12-MA-280

 The page also includes a "Partnered with:" logo for the Alberta Assessment Consortium and a "Save to your phone" QR code. At the bottom, it lists "Who should attend" as Grade 3 Mathematics Teachers and Administrators.

“FULL” session on Using Performance Assessment Effectively in Mathematics with Pat Lore on February 6 and March 13, 2012

Distributed/Technology Mediated Learning

Support for Implementation: Learning Opportunities

Results –

- The ERLC Technology Integration advisory committee provided ongoing advice and support for implementation of Technology Integration in the ERLC region.



Technology Integration Advisory Committee 2011-2012

Technology Integration Advisory Committee Summary

https://docs.google.com/document/d/199ZRgMIbyb3Vmlk7ftkolp5jMMuHfg7LzmojuDK-RO8/edit?hl=en_US

Themes arising from TI session evaluations & Advisory Committee Meetings:

- a desire for more hands-on time
 - a desire for useful, practical, curriculum-based activities and sessions
 - appreciated sessions on how to support meaningful student engagement through use of current and emerging technologies
- **In person/“live” learning opportunities (e.g. included interactive webinars and VC sessions)**

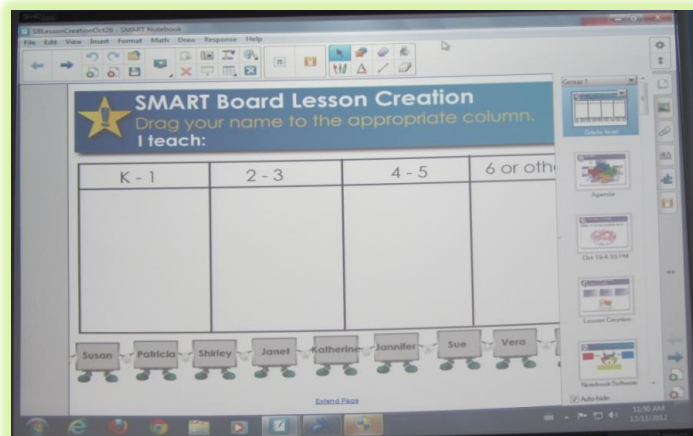
<http://www.eric.ca/programs/theme.php?theme=42>

Past Sessions

<http://eric.ca/programs/archive.php?focus=42&month=&year=&submit=View+Sessions>



SMART Board Lesson Creation session in the ERLC computer lab



	<p>ERLC is using a variety of ways to “Distribute Learning” – searching for sessions that are via webinar or VC is available with the “search by type” function at: http://www.erc.ca/programs/search.php</p> <ul style="list-style-type: none"> • Online learning opportunities ERLC PD Resources http://www.erc.ca/resources/filter.php?theme=42&title=Technology+Integration
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Areas that the region requested work should be provided

PD Leadership Capacity	Support for Implementation: Learning Opportunities
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<p>Grant Allocation : \$225,000.00</p>	<p>Results –</p> <p>The region has requested that funds from the “Implementation Support Grant” are available to support district “PD leadership capacity”.</p> <p>Based on the region’s direction, PD leadership capacity has included support for district leaders/coaches of those areas identified in the Alberta Education grant deliverables provided to the region. Highlights of this model:</p> <ul style="list-style-type: none"> • The region has defined “professional development leadership capacity” as the support provided to teacher leaders who will teach others. • PD leadership capacity is intended to support sustainable, job/district embedded, implementation by developing capacity of teacher/school/district leaders. • Curriculum facilitators and teacher/school/district leaders learn about curriculum/initiative changes (e.g., by attending ERLC sessions) and then return to their district to share with others <p>Districts use funds to support “teacher leaders/curriculum facilitators/learning coaches/instructional coaches with learning about new curriculum and/or Alberta Education initiatives with the expectation that they will return to their district/school site to share information with others. (*e.g. support for math curriculum facilitators, FNMI leaders, instructional and learning coaches, CTS department heads)</p> <p>The PD Leadership Capacity resources that districts in the ERLC region have had access to over the past several years have had an impact in districts. One district noted that, “<i>Clearly, the influx of grant dollars provided initial opportunity which has led to a significant increase in</i></p>
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leadership capacity and opportunity, which would otherwise not have been available.”

In describing the impact that these resources have had in their districts, the twin themes of sharing/dispersal of ideas as well as the development of leadership skills were very consistent throughout all of the feedback:

- *Shared with staff – gave 2 PD sessions re: the information I gained with regards to facilitating students develop as stronger, critical writers.*
- *These two sessions, led by Jim Knight, focused on the primary elements of instructional coaching. As an AISI Support Teacher, I found these sessions invaluable for giving me a "big picture" view of what AISI instructional coaching is meant to achieve, and some of the ways in which I would be able to support my school's AISI coach. Specifically, Jim Knight discussed how trust is the single most important element of instructional coaching, and several specific strategies for developing and maintaining trust. We also examined the principles of partnership learning in detail - namely, equality, choice, voice, reflection, dialogue, and praxis. Some specific strategies I found useful from these sessions were ways to conduct classroom observations, various tools for self-reflection, and several specific things I could do to support our school's instructional coach in the time we had available. I shared this information with my co-workers through a brief presentation at the next monthly staff meeting, and on an ongoing basis by working alongside the instructional coach and any teacher(s) she was assisting whenever my schedule permitted.*
- *All of our Learning Services facilitators participated in Laura Lipton's Groups @ Work: Structures and strategies for PL 2 session. Intentionally, we incorporated various structures and strategies from what we learned into every workshop, meeting, or opportunity to work with various groups within the division . . . When we use a strategy, we clearly articulate what the strategy is and why we are using it. Our intention in doing this is three-fold: facilitate effective group work; share what we have learned; model what we want for our students – engagement. . . Many of our administrators talk about how much they appreciate the processes that we used to engage them in conversation and to think through issues.*

Success story from Evergreen Catholic on how PD Leadership Dollars support their district:

“The Leadership Support dollars are invaluable to small districts like Evergreen who do not have the economy of scale to have the centralized support that many other larger boards do. These dollars have allowed us to build leadership capacity within our schools and rather than parachuting expertise into the school environment to help support best practices, we are building expertise within each of our sites.

One particular ERLC event that Evergreen was able to get involved in due to the Leadership Support grant was the Instructional Coaching days by Jim Knight. Sending teachers from each school in our district, this day soon brought about a grass roots movement for Evergreen to move to a more comprehensive coaching model. We went from a division of schools in regards to the role of coaches to a school division, unified in our pursuit of best teacher practice.

With Jim’s guidance and the ERLC support of this professional development opportunity, teachers came back with a solid framework around which we could build our own Instructional Coaching model that would work in Evergreen Schools. This framework was the catalyst for staffs to look at how they could best use a coaching model in their schools and this feedback became the impetus behind the training and use of Instructional Coaches in Evergreen.


This is simply one of the opportunities that ERLC provided for us that really impacted learning in our schools but it stand out as one that has made our district stronger in supporting learners.”

Program Feedback & Ongoing Needs Assessment 2011-2012 for the Edmonton Regional Learning Consortium

ERLC is gathering evaluation data online for 2011-2012 which will increase efficiencies in the collection and compilation of feedback.

The following Assessment Survey is emailed to all participants following an ERLC learning opportunity.

**Program Feedback
for the Edmonton Regional Learning Consortium**



**EDMONTON
Regional Learning
CONSORTIUM**
Partners in adult learning for students' sake
www.erlc.ca

Session Name: _____

Speaker(s): _____ Date(s): _____

I attended in person I attended via videoconference/webinar

A. FEEDBACK FOR THE PRESENTER During this learning experience, the presenter:	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
1. Provided opportunities for me to be actively involved in the learning.				
2. Provided strategies for integrating new practices into my current context.				
3. Comments/suggestions for the presenter				
(additional comments on back)				
B. REFLECTIONS ON MY LEARNING As a result of this learning experience:	SA 4	A 3	D 2	SD 1
4. I increased my knowledge of the topic.				
5. I learned strategies/skills that will support student learning on this topic.				
6. I was able to reflect on my attitudes and beliefs about the topic.				
7. I have increased my ability to implement curriculum / initiative in my classroom, school or jurisdiction.				
C. The purpose of professional development is to improve student learning. A key change that I will make in my practice as a result of today's session is:				
(additional comments on back)				
D. What I need to support my further learning on this topic:				
(additional comments on back)				
E. MY OVERALL IMPRESSION:	SA 4	A 3	D 2	SD 1
8. The session cost was reasonable.				
9. Overall, I was satisfied with this session.				
10. Additional comments/suggestions for ERLC (e.g. registration process, communication, etc.)				
(additional comments on back)				
F. REFLECTIONS ON THE TECHNOLOGY (if applicable) During the learning experience:	SA 4	A 3	D 2	SD 1
11. The technology was appropriate to this learning experience.				
12. The time provided for interaction and processing of learning was worthwhile.				
13. I felt that I was a part of the workshop session, even if I attended via videoconference or webinar.				
14. The technology worked.				
15. Suggestions for improvement when using technology for professional development delivery:				

Thank you for participating in this learning opportunity and for your submission.

Edmonton Regional Learning Consortium, Room 20, 16325 – 83 Avenue, Edmonton, AB, T5R 3V8
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Website: www.erlc.ca

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