



# Alberta **Regional** Professional Development Consortia

*Adult learning for students' sake*

# ANNUAL REPORT

2021-22



SUBMITTED BY THE EXECUTIVE DIRECTORS OF THE  
ALBERTA REGIONAL PROFESSIONAL DEVELOPMENT CONSORTIUM

NOVEMBER 30, 2022



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*Adult learning for students' sake*

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## Preface

The ARPDC Annual Plan for 2021-22 was developed as a collaborative effort between the seven regional consortia. The plan aligned with the ARPDC Governance Manual and was approved by our governors, the College of Alberta School Superintendents (CASS). The plan addressed 7 Priority Areas that Alberta Education approved in 2019: Inclusive Education, Curriculum & Pedagogical Practice, Literacy, Numeracy and Mathematics, First Nation Métis and Inuit, Instructional leadership and "other" priorities as identified. This year included significant support for implementing the New Curriculum in the spring of 2022. The following annual report presents a summary of the collective efforts at the provincial level, followed by the seven regional consortium reports and financial summaries.

## ARPDC Section

### Introduction

The **Alberta Regional Professional Development Consortia** ([ARPDC](#)) maintains six (6) regional and one (1) provincial office from north to south; **Northern Regional Learning Consortium** ([NRLC](#)) serving the northwest, **Learning Network Education Services** ([LNES](#)) serving the northeast, **Edmonton Regional Learning Consortium** ([ERLC](#)) serving greater Edmonton, Fort McMurray and HWY 16 corridor, **Central Alberta Regional Consortium** ([CARC](#)) offices in Ponoka serving the region between Edmonton and Calgary, **Calgary Regional Consortium** ([CRC](#)) serving the Calgary and surrounding area, and the **Southern Alberta Professional Development Consortium** ([SAPDC](#)) serving the south from Nanton on Hwy2 and Bassano on Hwy 1. The **Consortium provincial francophone** ([CPFPP](#)) is our seventh consortia member and provides province-wide support to the Francophone school systems and additional support to all French Language/French Immersion educators across the province.

In addition to seven executive directors, the work across the province in 2021-22 was supported by fourteen (14) office support positions, some shared between offices, and twenty-seven (27) contracted or seconded consultants working between 10 and 220 days in support of professional learning in their areas of expertise. In addition to our staff, the consortia work to contract with provincial, national, and international leaders in their fields to provide the training and support requested by our educational partners. All work of the consortia in support of educators, educational assistants, administrators, and parents targets the primary goal of excellence in education.



The work of ARPDC provincially is supported and extended through the regional offices. The six goals of ARPDC guide all work, the strategies to achieve those goals and the measures identified in the ARPDC Annual Plan for 2021-22.

**Goal 1:** Facilitated professional development, which supports the effective implementation of components of the Alberta Education Business Plan, Jurisdiction and school education plans, and Education Partner Strategic Plans.

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

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

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

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

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

Throughout the information that follows, specific references will tie back to the efforts of the consortia to fulfill the objectives of these goals through attention to the priority areas of focus provincially and regionally.

## Data Summary



### Learning Opportunities Offered and Attended

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - Aug 30 2020-2021	2,290	120,474	369,359
<b>Sept 1 - June 30 2021-2022</b>	<b>2,779</b>	<b>119,925</b>	<b>311,919</b>

Note: 2021-22 reflects 10 months as we transition to a July 1 to June 30 reporting cycle.

### Learning Opportunities by Major Priority Categories:

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Curriculum and Pedagogy	658	804	54,166	27,972	230,074	86,265
First Nations, Métis and Inuit	198	203	9,778	10,569	24,549	43,151
Inclusive Education	441	607	24,452	42,240	73,942	79,061
Instructional Leadership	123	179	1,857	10,901	6,287	44,114
Literacy	436	507	18,640	19,000	31,358	37,734
Numeracy & Mathematics	322	344	5,960	6,721	13,497	13,510
Other	112	101	5,621	1,523	17,562	5035

As it relates to regional work, additional data is discussed below regarding the learning opportunities offered at the regional level, most frequently designed for specific school and division professional learning days.

## Conferences

Efforts have been taken to break out and report by priority above for conference sessions organized and accessible on a provincial level. ARPDC teams provided provincial support with sessions related to curriculum implementation, inclusive education, mental health, and educational leadership for the Alberta Independent Schools Association (AISCA) provincial conference. ARPDC provided support in 2021-22 in literacy and numeracy for the Alberta Provincial Colony Teachers Conference. ARPDC provided administrative and technical support to the online Alberta Mentorship Project Summit.

## Delivery Mode

Zoom dominated the provincial session offerings, 90% online or hybrid. Regional work was also frequently online, though often with staff gathered in small groups connected via a common online

platform. ARPDC provincially hosted sessions exclusively on the ZOOM platform; consultants worked with division-hosted sessions on Zoom, Teams and Google Meet.

ARPDC offered live online sessions and recordings made available for participants to access. Consortia members also explored rebroadcasting recorded sessions with a live host at scheduled times.

Carry-over from the 2020-21 report year included enhancing resources such as the Learn 'N Go library, website/google drive resource sharing (French Immersion project, New Curriculum supports) and the ongoing exploration of opportunities for supported self-directed learning.

### Data Analysis

2021-22 sessions increased by 21% in the reporting period. Total participants were approximately unchanged, and total learning hours were reduced compared to 2020-21. Sessions increasing while participant numbers dropped is the result of at least two significant factors; an asynchronous learning opportunity specific to assessment that resulted in large numbers of participants and learning hours reported in 2020-21 though completion of the learning may have spanned into 2021-22. The second factor related to the number of participants was the shortage of substitute teachers experienced throughout 2021-22. Finally, we note a shift from a 12-month to a 10-month reporting period for this reporting year for 2021-22. Lost when comparing 2020-21 to 2021-22 are the full-day learning opportunities captured in the last two weeks of August as various school systems engaged in full-day learning opportunities for staff. This additional data will be part of the 2022-23 report.

The number of curriculum-related sessions increased by 22% in this reporting year; an increase was expected as all new curriculum work fell in the "Curriculum" category. The number of participants and learning hours decreased, reflecting a common practice of train-the-trainer where smaller groups joined the session. Then they cascade the learning back to their educational contexts. This model was often used with the new.learnalberta.ca training and curriculum overviews, particularly in May and June 2022. Piloting was also very different across the province regarding the target audience for learning opportunities, and once again, the availability of substitute teachers was a significant constraint. It is important to stress that financial resources to pay substitute teachers were not the main barrier; there were not enough to cover illness-related absences. Thus divisions communicated the request to plan sessions accordingly in many, if not all, regions.

### Annual Plan Update

#### Goal 1:

Executive Directors review the Alberta Education Business Plan annually as part of planning and program conversation. Additionally, extensive work is undertaken in consultation with regional and provincial partners, and school and jurisdiction leads, including the review of division and partner strategic plans.

In 2020-21 ARPDC began tracking the number of consultations undertaken regionally and provincially, reporting over 2300 collective consultations in addition to our meeting with the Provincial Advisory Committee (PAC). In **2021-22** there were **2488** such consultations.

Executive Director meetings in 2021-22 included agenda items allowing regional directors to share the nature of the regional consultations exploring provincial collaboration opportunities. Additionally, ARPDC maintained two provincial committees, Numeracy/Mathematics and Literacy/English Language

Arts and Literature (ELAL), comprised of representatives from each office who shared regional conversations and worked to meet regional and provincial needs better.

#### Goal 2:

The ARPDC Executive Directors and Consultants team worked with CASS to review recent and current literature to identify trends and best practices in professional learning and development. This project impacted work online and in person. Objectives related to enhancing asynchronous access to learning opportunities and resources were established and continue to be refined.

The committees identified in goal one above for Math and ELAL work were expanded toward the end of the 2022 school year to include initial work for Physical Education and Wellness. For 2022-23 Executive Directors are exploring practical ways to construct regional committees in support of Fine Arts, Science and Social Studies in anticipation of the next steps of curriculum implementation.

#### Goal 3:

At the regional level, goal three involves regional office team members working with divisions to maximize resources. Provincially, the elements of coordinating professional learning opportunities across the province were impacted by the shift to online work due to COVID. Presenters outside the ARPDC team have significantly raised rates for in-person sessions as they realize the lost opportunity cost of travel days in front and following in-person sessions, which has impacted planning and consultation regionally and provincially.

ARPDC subject-specific committees have enhanced presentation cooperation provincially; there has also been an increase, particularly online, of consultants presenting across the province in their areas of expertise. This was rarely the case in the pre-COVID environment. As a result of the lived experience from March 2020 to the present, ARPDC members have undertaken to restructure session registration protocols, are refining universal search capabilities across all seven regional sites and have added a learning opportunities page to the ARPDC website. Further refinements are underway during the 2022-23 school year.

#### Goal 4:

The 2020-21 French Immersion Website invited teachers to share work in lesson, unit and year planning, instruction and assessment practices; this website was supported and accessed during 2021-22 and served as a model moving forward. As a provincial team, sharing presentation material and resources across team members, planning together, and inviting lead teachers to join the process regionally and share provincially has been successful but does require further refinement moving forward. One area of particular emerging need though the 2021-22 year was supporting teacher and student wellness and mental/emotional needs.

#### Goal 5:

Session descriptions included information illustrating where the sessions aligned with TQS, LQS and, where appropriate, SLQS. ARPDC offered 184 sessions specifically identified as having a primary focus of instructional leadership, enabling participants to apply their learning as mentors or coaches in their schools or districts. Consultation with division leads identified the need to establish a pattern of teaching one who can, in turn, teach many. Sessions were frequently attended by those designated by schools and divisions to participate with the intent that they would, in turn, have access to all session



materials and, in a "train the trainer" model, subsequently lead the conversations upon returning to their school. Here too, we note, particularly in rural areas, the shortage of substitute teachers helped drive this model.

#### Goal 6:

Qualitative and quantitative data support that ARPDC is highly efficient in providing learning opportunities at a reasonable cost and works to leverage resources and broker learning opportunities at significant savings to those we serve across the province. Cost is not a hindrance to the work. The barriers to increased participation reported included time, educator fatigue, and a nearly universal lack of substitutes across the province.

### Provincial Perspective Highlights

<b>Curriculum Implementation 2021-22</b> ARPDC team members collaborated throughout the year to support divisions piloting the new curriculum. Work in English Language Arts and Literature and Mathematics in advance of implementing the curriculum for ELAL K-3, Mathematics K-3, and Physical Education and Wellness K-6. Following a meeting of the ARPDC team and Alberta Education in May, this work increased significantly and was reported separately via interim reports on June 30, Mid September, and October 31, 2022. 9,166 participants accessed curriculum implementation sessions across the province.	
<b>Leading the Conversation: The Pedagogy of Assessment</b> Hosted a 3-day online conference on Assessment titled Leading the Conversation: The Pedagogy of Assessment from Oct 20-22, 2021, with 364 participants. Featured thought-provoking keynotes by world-renowned leaders in pedagogy and assessment in a conversation that affirmed the promise and power of classroom assessment practice.	<b>French Language Resource Site (OLEP Supported)</b> 41 teachers from across the province have initiated, curated and populated the <a href="#">K - 9 French Immersion Resource website</a> which was launched on January 18, 2021 and supported and refreshed throughout the 2021-22 reporting cycle.
<b>Asynchronous Resources:</b> <a href="#">Learn and Go Library</a> and PD Playlists Asynchronous quick learning opportunities continued to be requested. The Learn-And-Go library was expanded, and PD Playlists continued to be highlighted and shared. Playlists have been paired with Café opportunities for participants to share their learning.	<b>(OSARS) Office of Student Attendance and Retention Grant</b> Significantly interrupted by Covid, this work began in 2019 and was completed in 2022. A Total of 7 three day, in person Community Conferencing Facilitator Training Events were held with <b>173 participants</b> completing the training.
<b>Podcasts, YouTube, Zoom and Video Libraries</b> Zoom is the ARPDC video conference software platform, this was leveraged throughout the year to support blended learning opportunities as participants were able to access recordings to either review or allow participation where time conflicts did not allow live attendance. Podcast recordings provide additional support for asynchronous learning across the province.	<b>Partner Conferences and Presentations ASBA, ASCA, AISCA, ACSSA, CASS, ATA PD days, TAAPCS and Teachers' Convention</b> All Consortia supported conferences, meeting sessions, and conventions throughout the year. This included planning, tech support, session hosting and presenting specifically to support targeted needs identified by our education partners.
<b>Regional Advisory Committees</b> Each consortia office maintains a number of advisory or think-tank committees with membership representing lead teachers or representatives from central office teams in the region. Advisory committees provide an opportunity for leadership development and input to meet division goals and plans.	<b>ARPDC Resources and Learning Portal</b> During the 2021-22 year, the ARPDC Website had <b>60708 page views</b> with <b>34113 users</b> , and the Learning Portal had <b>12179 unique guests</b> . Of note, the ARPDC Website, including the Resources section, are the area of focus for revision in 2022-23.

<p><b>Orange Shirt Day and Beyond (Specialty Grant)</b></p> <p>ARPDC members contributed learning opportunities leading up to and following Orange Shirt Day in response to a targeted grant initiated in the 2021-22 school year. Work included the addition of an <a href="#">OSD &amp; Beyond web page</a> to the Empowering the Spirit website, which includes PD Playlists, video teachings from elders, lesson plans, and classroom learning guides. This grant work continues into the 2022-23 school year.</p>	<p><b>Alberta Rural Education Symposium</b></p> <p>Designed for rural municipalities and school divisions to explore challenges and solutions to better meet the needs of their communities and schools. The event took place on March 6-8, 2022, with 239 attendees.</p>
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### Identified Provincial Challenges

2021-22 continued to be impacted by COVID positively in the application of lessons learned during periods of disruption, specifically in support of online learning. Negatively, regarding the capacity to attend sessions with post-covid substitute teacher conditions and division expressed concerns about teacher wellness and fatigue.

ARPDC regions cancelled 189 sessions across the province for no or limited registration despite being organized and scheduled as a result of regional and provincial consultation. Upon inquiry, we repeatedly heard comments about time, fatigue, and substitute shortages. In response to these challenges, ARPDC members worked to provide a variety of entry points and continue to explore better methods of archiving and sharing learning resource supports and session recordings and materials, where appropriate.

### Emerging Trends / Opportunities

As part of the 2021-22 year, the Executive Directors of the Alberta Regional Professional Development Consortium undertook a full review of operations and engaged in developing a Strategic Plan for 2021-2024. This work allowed for a revisit of our mission, vision and values and served to set the direction moving forward.



Division days in 2021-22 were a mix of online and in-person learning. We are working to link division-requested sessions, particularly online delivery, to be opened beyond the division to the province. This particularly relates to 90-minute or half-day sessions where travel presents a challenge. Having the session closed to the division does not avail the district or others of cost-efficient, professional learning.

Presenters, specifically out of province and outside of the ARPDC team of consultants, are transitioning from approximately two years of strictly online work; time, travel and opportunity cost of a day in person is impacting operations. In-person professional learning days are not easily or frequently recorded, and recordings have become a matter of convenience in support of anywhere, anytime learning.

ARPDC is embracing the opportunity to revisit and revise our collective ARPDC website, resources, and our regional and provincial session registration and delivery models in an effort to support better anytime, any place, any way approach to developing and providing professional learning opportunities across Alberta.



## Conclusion

It has been a great honour for ARPDC to work with and support dedicated educators across Alberta. Our continued focus is to leverage each learning opportunity and resource created and maximize their availability to our stakeholder partners across the province. We are devoted to supporting adult learning anytime, anywhere, by any means to serve the education community in Alberta. Please find the Regional reports in alphabetical order by region below.

Respectfully Submitted,  
Executive Directors  
Alberta Regional Professional Development Consortia

## Regional Offices and Regional Reports

In the subsequent pages of the document, you will find in order as outlined below the regional reports

**Calgary Regional Consortium** ([CRC](#)) – Wanda Dechant  
**Central Alberta Regional Consortium** ([CARC](#)) – Patrick Bohnet  
**Consortium provincial francophone** ([CPFPP](#)) – Madeleine Lemire  
**Edmonton Regional Learning Consortium** ([ERLC](#)) – John Waterhouse  
**Learning Network Education Services** ([LNES](#)) – Todd Robinson  
**Northern Regional Learning Consortium** ([NRLC](#)) – Sandra Ciurysek  
**Southern Alberta Professional Development Consortium** ([SAPDC](#)) – Dr. Rick Gilson

## Regional Office Financial Summaries Appendix

**Calgary Regional Consortium** ([CRC](#)) – Wanda Dechant  
**Central Alberta Regional Consortium** ([CARC](#)) – Patrick Bohnet  
**Consortium provincial francophone** ([CPFPP](#)) – Madeleine Lemire  
**Edmonton Regional Learning Consortium** ([ERLC](#)) – John Waterhouse  
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**Southern Alberta Professional Development Consortium** ([SAPDC](#)) – Dr. Rick Gilson

The Calgary Regional Consortium (CRC) provides professional learning for the Zone 5 education community, including:

**18** K-12 Public & Charter School Districts and Education Authorities with a combined total of **559** schools

**77**  
Independent Schools

### ***Responsive, Timely, and Accessible Professional Learning***

**3 KEY MINDSETS** and **3 CORE VALUES** guided our work with the educators and partners we serve in the 2021-22 year to ensure *responsive, timely, and accessible professional learning* that supported alignment between their emerging needs, the Business Plan for Education, Jurisdiction/School Education Plans and Education Partner Strategic Plans.

**3 Core Values:** Meaningful Relationships, Innovative Solutions, Shared Responsibility  
**3 Key Mindsets:** Collaborate and Co-create, Support Alignment, Build Capacity in Context

Mindful of the educational landscape in the wake of a global pandemic, **3 PRIMARY STRATEGIES** have shaped our application of the 3 Key Mindsets and 3 Core Values in approaching engagement with our partners this year as it relates to our mandate:

1. **Deliver Responsive Professional Learning that Connects Educators and Enhances Professional Practice.**
2. **Support Purposeful Professional Engagement with Credible Resources.**
3. **Find Innovative Solutions to Offer Accessible Professional Learning**

### ***How We Served the Education Community This Year***

Organised by the 6 Goals for Consortia established by Alberta Education, the following summary provides highlights of our work in the region and province this year.

**Goal 1:** Facilitate professional development, which supports the effective implementation of components of the Alberta Education Business Plan, Jurisdiction and school education plans, and Education Partner Strategic Plans.



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

Over the course of the 2021-22 year, we met in collaboration **687** times with system and instructional leaders, education partners and ARPDC Executive Directors/Consortia consultants to understand local emerging needs and collaborate on innovative responses including resources, learning opportunities and strategies for implementation. This is an **increase of 159%** (up from 433 times in 2020-21). Frequent purposeful communication and meaningful collaborations with schools and senior leadership in the Zone 5 region resulted in:

**353** learning opportunities provided **directly to and with schools** in our region, this represents a **56% increase** over 2020-21.

**53%** of the in-district work was **co-created and or co-facilitated** with a CRC team member and a district educator.

\$19 100 subsidized by CRC for in-district support with external experts. These sessions supported **12 984 participants**.

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

### New Curriculum

2021-22 was the preparation year for the upcoming 2022 September curriculum implementation. Beginning as early as February, 2022, the CRC were engaged in on-going conversations with school authorities about support for the implementation of the new curriculum. In collaboration with regional leaders, CRC developed the **Curriculum Implementation Support Circles Model**. The goals of this model were threefold:

- Support regional leaders in preparing teaching staff for new curriculum with pedagogical approaches that promote deep and transferable understandings for every learner.
- Support instructional leaders in preparing the conditions for successful implementation.
- Promote regional collaboration and shared understandings in relation to the new curriculum.

The Circles model was met with tremendous engagement in Zone 5. Each of our districts have collaborated, and in some cases quite extensively, with the CRC as they move forward with implementation preparation. Additionally, districts are working together to support one another through their collaborative work with the CRC.

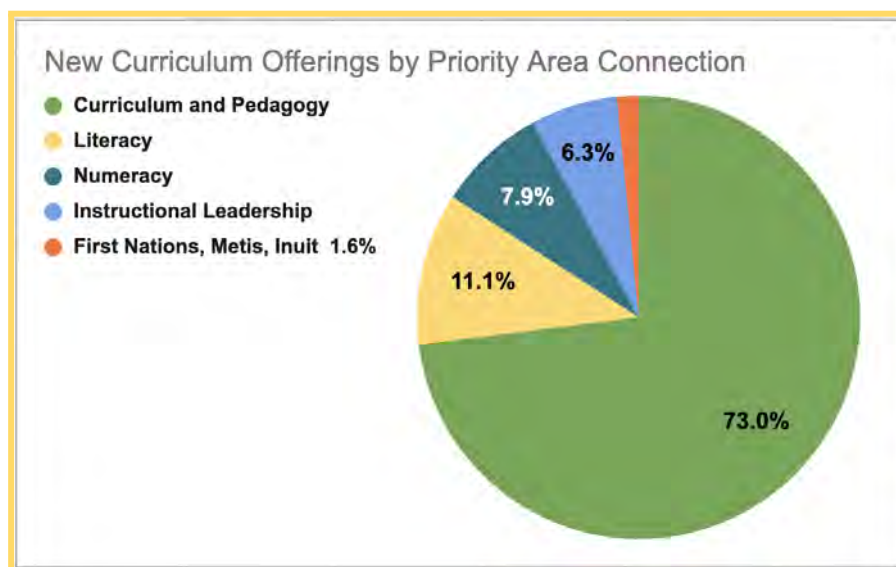
In total, related to new curriculum, CRC offered:

**63 learning opportunities** to support the implementation of the new curriculum.

**57** of the 63 were offered **directly within Zone 5** school authorities.

Of the 63 learning opportunities provided, **6 were open to the province**, with participation from many Zones.

With each of the new curriculum learning opportunities we provided, we strived to connect the learning back to the Priority Areas:



In addition, the [New Curriculum Training Materials for Instructional Leaders](#), created by the CRC and available provincially, were accessed a minimum of **391 times**, benefitting no less than **651 educators**. These numbers are based on self-reported data, and so they provide only an estimate. Resources created can be accessed through the CRC website and the ARPDC website.

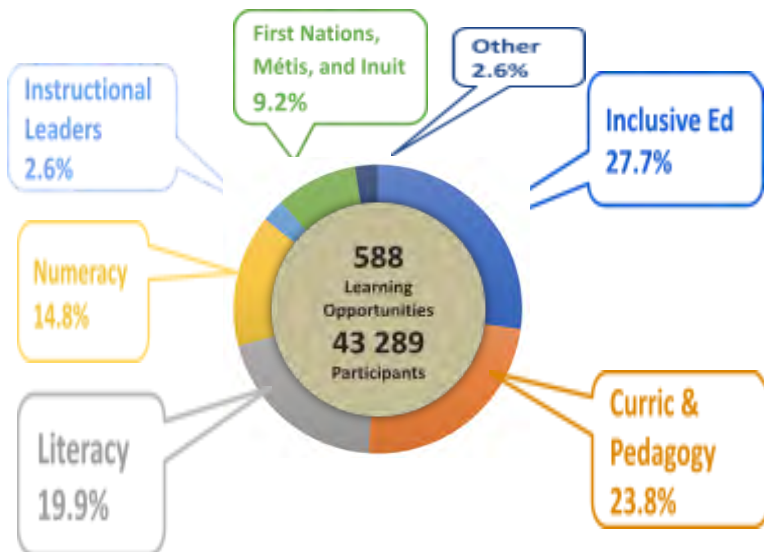
## Priority Area Support

In 2021-22, Calgary Regional Consortium addressed multiple Priority Areas for professional learning both provincially and regionally through a dynamic menu of in-district and open registration synchronous and asynchronous learning opportunities.

**75 430** hours of learning provided, with **71%** Regional and **29%** Provincial learning.

**95%** of participants said that learning included practical strategies for applying the learning to their practice.

**92%** of participants said that learning opportunities contributed to their understanding of the topic.



Comparatively, in the 2020-2021 year, the CRC offered 435 learning opportunities to 50 905 participants.



2021-22 values represent a **35% increase** in learning opportunities provided, and **15% decrease** in learning participants.

In this 2021-22 year, which is an anomaly with a 10-month reporting cycle, as opposed to 12-months, we offered more sessions but with 15% fewer participants overall. We believe this is likely due to the increased use of the train-the-trainer model where school or district leaders would attend sessions and then they would be the ones to cascade the learning back to their colleagues.

CRC had 37 cancelled sessions due to low enrolment. The following describes intentional efforts of the CRC team to continue to raise awareness of CRC and to offer relevant programming in flexible and responsive ways.

**Extensive Social Listening and Communications Strategy:** CRC continues to refine and target specific marketing and communications to ensure that programming is responsive to the interests and needs of the education community that we serve, and to bolster awareness of our learning opportunities. CRC currently has:

**10 793** eNews Subscribers

**1 330** Twitter Followers

**560** CRC Facebook Friends

**Flexible Learning Options:** Providing variety in professional learning avenues for the education community has continued to garner success for our team. Asynchronous learning opportunities and eCourses have been popular choices provided by the CRC to the province. For example, the CRC offered **4** eCourses supporting **348** participants across the province.

**AISCA Conference:** For the 4th year running, CRC led provincial support for the annual Association of Independent Schools and Colleges in Alberta (AISCA) Conference. New this year, AISCA requested support for 3 conventions running simultaneously, one online, one in Calgary and one in Edmonton. CRC supported **154** participants in Calgary and **911** participants online.

**Alberta Mentoring Partnership Summit:** CRC supported AMP with the 2nd annual Teen Mentoring Summit, **134** participants attended online. The Theme of the Summit was Omanitewak: Giving Them Our Best.

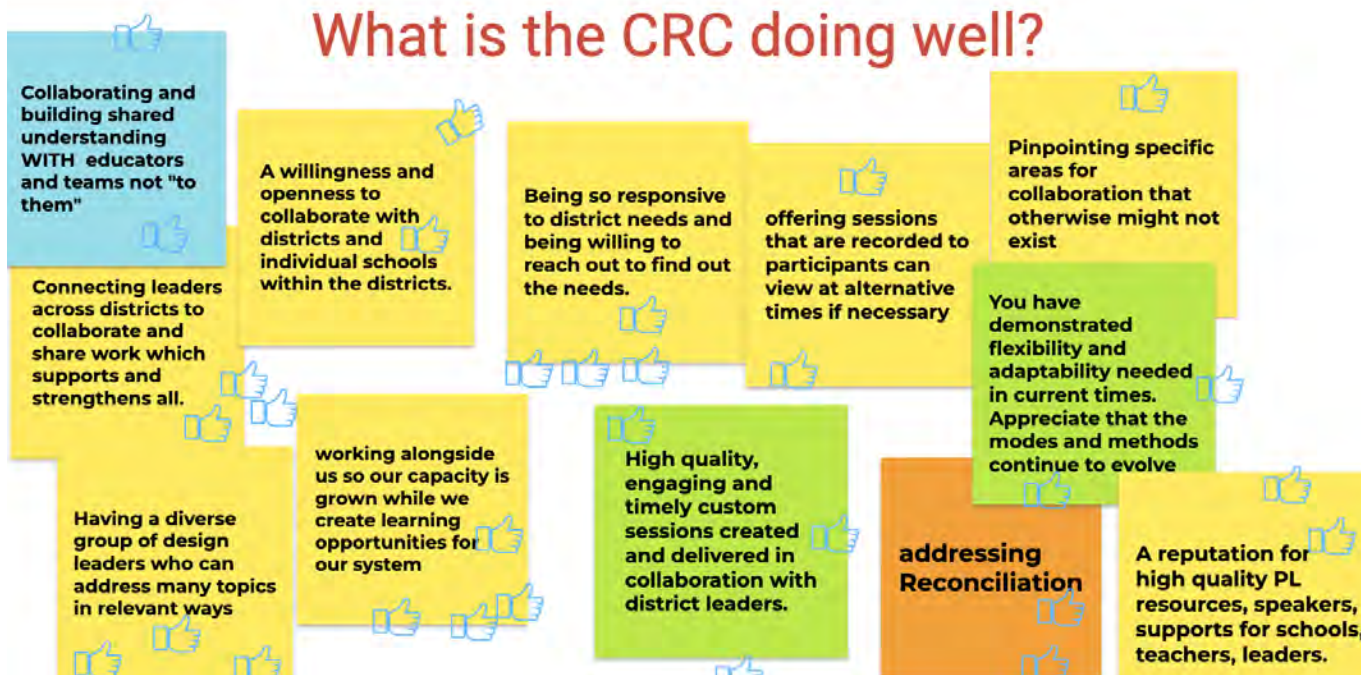
**TAAPCS Conference: Future Focused: Where Instructional Design, Learning Needs and Equity Intersect:** **551** participants online. Three key themes of the conference included: Instruction Design for Flexible Learning, Anti-racism and Equity, and Learning Needs and Addressing Student Variability. The Keynote speakers were Misty Paterson and Sara K Ahmed.

**Layers of Reading Development Series** – as a result of our leadership in working with Michelle Bence and Miriam Ramzy to bring this series to the province, **6 724** educators benefited, this represents a 490% increase from the 1,138 participants last year. The energy around this series continues to be tremendous, and is supporting shared foundational understandings and common approaches to powerful teaching and learning across the province.



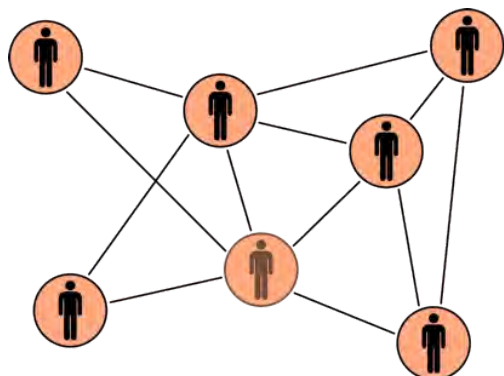
## Responses from Zone 5 Leaders

# What is the CRC doing well?



**Goal 3:** Coordinate, broker, and act as a referral center to assist stakeholders to identify available professional development resources.

Calgary Regional Consortium maintains a large network of education partners and experts in the field to ensure the delivery of high quality professional learning. Partners in our network this year included:



- Alberta Education
- Alberta Health Services
- ARC Foundation
- Association of Independent Schools and Colleges in Alberta (AISCA)
- Alberta School Councils Association (ASCA)
- Canadian Assessment for Learning Network (CAfLN)
- Connect2Learning (C2L)
- Dairy Farmers of Canada
- Mathematics Council of the ATA (MCATA)
- Nelson Publishing
- Pearson Publishing
- Rupertsland Institute
- Scholastic Education
- Skipping Stone
- Solution Tree Education Canada
- Speakers' Spotlight
- TAAPCS
- The Critical Thinking Consortium (TC2)
- University of Calgary

A new approach to supporting instructional leaders this year evolved in the spring with our Math Leadership Drop-ins. This was a model, based on our previous Literacy Trickies, of bringing together instructional leaders who have math or numeracy as a part of their portfolio across the Zone to brainstorm together about problems of practice, emerging needs, and solutions to challenges. The Math Leadership Drop-in group had a standing regular meeting, with a drop in if you can and want to. The Math Leadership Drop-in, was a new way of thinking about Goal 3, based on the success of our Literacy Trickies group.

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

Designers of Professional Learning at the CRC are highly skilled in delivering adult professional learning, frequently attending professional learning themselves to help them advance their in-person and on-line skills. Intentional about supporting the development of professional learning leadership capacity in the region, we collaborate and co-design learning with the leaders we serve whenever possible.

**53%** learning opportunities were co-developed and/or delivered with school or system leaders.

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

**89%** of our learning opportunities were offered completely free of cost to participants.

One way that the CRC is creating fiscal efficiency is investing in high quality Designers of Professional Learning who offer the vast majority of our learning opportunities. Whenever our Designers of Professional Learning provide a learning opportunity directly to districts, it is free of cost with the exception of travel and sustenance. Fees

for open registration opportunities on our website are dramatically reduced with this same strategy. Ensuring highly capable staff who can support the breadth of requests we receive, rather than focusing on brokering outside expertise is a model working in our region. The volume of on-going work we have with all of our districts indicates that this is an appreciated model.

## ***Directions for the Year Ahead***

As CRC moves into the 2022-23 school year we will continue to work closely with our zone 5 school authorities and with our provincial consortia colleagues in order to provide a robust selection of high quality learning opportunities. In consultations with our Committee of Regional Partners and with our Zone 5 Think Tank, our 2022-23 CRC annual plan will remain similar to 2022-23 with some small tweaks to emphasize the emerging needs around social emotional learning, and the requested focus on wellness related to students, educators and the greater education community.



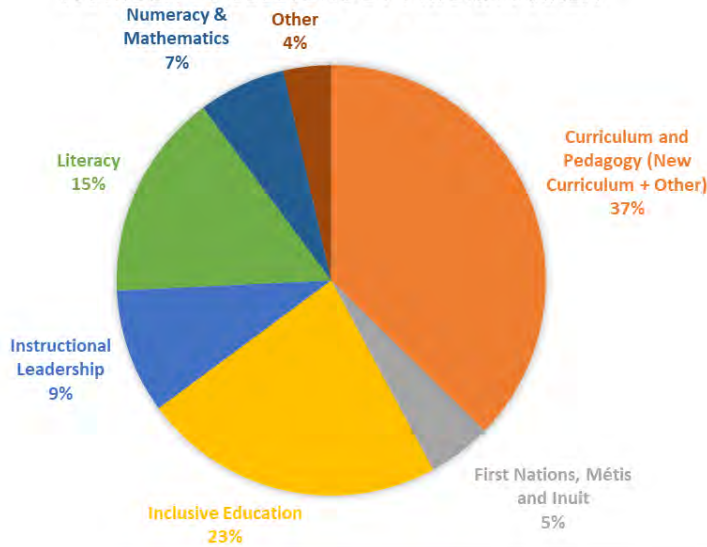


## Central Alberta Regional Consortium

Working Together: Making a Difference

Promoting student achievement and school improvement through professional development.

### NUMBER OF SESSIONS BY PRIORITY AREA



Follow up survey satisfaction rate: **95.5%**  
(2020/21 - 95.4%)

System Lead and Partner Consultations: **311**  
(2020/21 - 368)

**3712** Newsletter Subscribers with **53%** open rate.

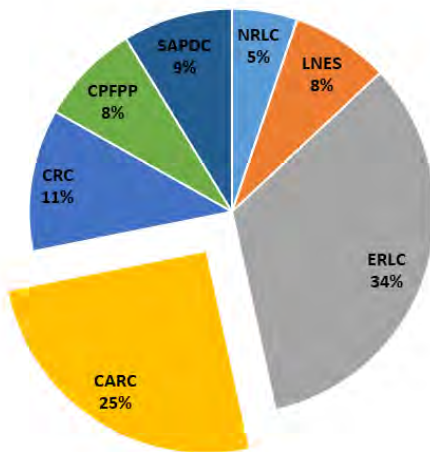
CARC provided **18%** of provincially offered sessions. (2020/21 - 15%)

CARC provided **29%** of total ARPDC Learning Hours.

**312** of **501** sessions were closed regional sessions (**62%**)

	Sessions	Participants	Learning Hours
2020/21	368	13243	34,867
2021/22	501	21,695	68,420

### Curriculum Implementation Sessions Apr-Aug 2022



**CARC Provincial Implementation Sessions**  
Sessions offered: 107  
Total Attendees: 2072

CARC with the support and direction of Zone 4 Jurisdictions, moved forward in the implementation process, providing sessions and supports for K-3 Math, K-3 Language Arts, and K-6 Physical Education & Wellness.

CARC also led the stages for provincial piloting in grade 4-6 Math and K-6 Science.

CARC created a Zone 4 Curriculum Implementation Resource site which was accessed **7223** times by **441** Educators between April - August 2022.

<b>Goal 1</b>	The Executive Director has reviewed Jurisdictional 3-year education plans and the Alberta Education Business Plan for 2021/22. In addition, the CARC Executive Director and CARC Consultants met with jurisdictions, planning committees, and advisory committees 3 - 7 times per year to provide direction with program planning and emerging needs throughout the year (CARC 2021/22 Annual Plan Focus Area 1).
<b>Goal 2</b>	Between April and August 2022, CARC consultants provided supports to jurisdictions implementing the NEW Alberta Curriculum for K-3 Mathematics, K-3 Language Arts, and K-6 Physical Education and Wellness. In addition, CARC consultants provided supports for Zone 4 Jurisdictions and provincial cohorts for teachers piloting Grade 4-6 Mathematics and K-6 Science. In addition to curriculum implementation, CARC provided Zone 4 jurisdictions supports for K-3 interventions in Literacy and Numeracy. CARC's priorities outside of the NEW curriculum included: Numeracy, Literacy, First Nations, Metis and Inuit, Inclusive Education, Pedagogy & Assessment, and Instructional Leadership. CARC developed a NEW Curriculum Resource website for Zone 4 jurisdictions (CARC 2021/22 Annual Plan Focus Area 1).
<b>Goal 3</b>	<p>CARC has provided supports to the following partners and their annual learning events: Red Deer Pow Wow (October 2021), Centre for Child Psychology - Children's Mental Health Conference (Nov 2021), Alberta Rural Education Symposium (March 2022), Red Deer Polytechnic - Indigenous Perspectives Conference (April 2022), Centre for Child Psychology - Children's Mental Health Symposium (April 2022), Jigsaw Learning - Collaborative Response Symposium (May 2022), 10 Peaks Innovation (May 2022) (CARC 2021/22 Annual Plan Focus Area 3).</p> <p>CARC Staff sit on advisory committees for Red Deer Polytechnic Bachelor of Education Program Advisory Committee (BEDPAC) and Urban Aboriginal Voices (UAVS) Education Domain for the Red Deer area.</p> <p>CARC continues to collaborate and support the Zone 4 Regional Advisory Committee which includes members from CASS Zone 4, ASCA and ASBA.</p>
<b>Goal 4</b>	<p>CARC designed professional learning opportunities based on the identified and emerging needs of Zone 4 Educational Partners. Educational partners include eight Zone 4 School jurisdictions, Red Deer Polytechnic Bachelor of Education Department, three Education Band Authorities, and a variety of focus area committees. These committees include: Zone 4 Regional Stakeholders, Think Tank (District Curriculum Leads), Numeracy, Inclusive Education, French Immersion, First Nations, Metis and Inuit, Technology Integration, Support Staff, and Librarians.</p> <p>Specific needs that have emerged this year included: supports for K-3 teachers in conjunction with the K-3 Interventions grant specific to Literacy and Numeracy, and a need for additional resources for the Zone 4 First Nations, Metis and Inuit Curriculum Kits. Support staff continue to be a priority and CARC held two Central Alberta Support Staff Conferences in February and March 2022 focussing on wellness, inclusive needs supports, First Nations, Metis and Inuit Foundational Knowledge, Literacy &amp; Numeracy, Technology and Library Commons (CARC 2021/22 Annual Plan Focus Area 1).</p>
<b>Goal 5</b>	CARC supported Zone 4 jurisdictions with start-up days in August 2021. Three school jurisdictions partnered together with CARC for a presenter for all staff on a PD day at the start of the year. In addition, supports were provided for a district leadership retreat, and an additional district day with presenters for two other jurisdictions. A total of 3 jurisdictions partnered with CARC to develop and implement a Future School Leaders program. In addition, one jurisdiction partnered with CARC in the implementation of a NEW Teacher Development program. CARC provided supports for both Central Office Leads and School Administrators to build leadership capacity with the implementation of the NEW Curriculum beginning April 2022 (CARC 2021/22 Annual Plan Focus Area 3).
<b>Goal 6</b>	Continued emphasis has been placed on low cost flexible learning opportunities. These efforts include reduced pricing for series, partnerships with jurisdictions to allow for no cost to participants, 50% discounts for Bachelor of Education students and no charge to participants, including covering substitute costs in all learning opportunities for French Immersion teachers. All NEW Curriculum implementation sessions were offered at no cost to participants (CARC 2021/22 Annual Plan Focus Area 2).

## Impact Statements

<p><i>"We can make math more accessible to more people by using reasoning rather than memorization and/or algorithms."</i></p> <p><i>"It's important for students to be able to explain their thinking to gain a deeper knowledge of what they are doing."</i></p> <p><i>"When assessment is valuable and when it is not"</i></p>	<p><i>"Working with students that have difficult needs is challenging and we continue to make a difference with them by just showing up to work and giving it our all."</i></p> <p><i>"Understanding that we need to be aware and understand regulation . And that depending on the communication level and development stage of student we are able to understand how best to assist them."</i></p>	<p><i>"Relationships are key. People are at a heightened state of emotion because of the pandemic."</i></p> <p><i>"Listening and conscious awareness are foundations and essential in all coaching."</i></p> <p><i>"The practice of self compassion The practice of understanding that we all struggle with anxiety at some leve.l"</i></p>
<p><i>"deeper understanding of the indigenous culture strategies to use to work with students experiencing anxiety"</i></p> <p><i>"Deeper understanding of the cultural traditions informing the values of each tipi pole and the symbolism of the tipi itself will help me understand the process when I participate in raising a tipi."</i></p>	<p><i>"The theoretical understanding gained will help to allow me a deeper understanding of the process and assessing scores."</i></p> <p><i>"I will now confidently be able to test and assess my students using the F&amp;P system."</i></p>	<p><i>"The learn Alberta website and the student perspective sheets will be beneficial to students I am presently working with and hope to work with next year."</i></p> <p><i>"Conceptual lens for planning and grouping of outcomes that work well together."</i></p>

## First Nations Metis and Inuit

CARC continues to communicate with First Nations Education Authorities in Zone 4 and provide professional learning opportunities to staff at their schools. Regional sessions were held in addition to including sessions at the annual Support Staff conference (February 2022). A total of 24 sessions with 3022 participants took place throughout the year. In addition, to build foundational knowledge within Zone 4, CARC planned for the development of additional resources for the Zone 4 First Nations, Metis and Inuit Curriculum Kits for the NEW Curriculum released in April 2022. CARC supported Red Deer Polytechnic for their Indigenous Perspectives Conference (April 8 & 9, 2022) which had 144 participants and also supported a Culture Camp (June 1 & 2, 2022) for Red Deer Public Schools, Red Deer Catholic Regional Schools and Red Deer Polytechnic with 260 participants attending. CARC continued supports for Sunchild and Maskwacis education band authorities.

*CARC helped plan and support the first Red Deer International Pow Wow (October 2021) with 5584 participants over 3 days and a total of 55,830 hours, \*these numbers are not included in CARC/ARPDC totals"*

## Challenges and Opportunities

Alberta is not immune to the evident pressures of the extended Covid experience. Teacher and system leader fatigue is real, and while we acknowledge those stressors we continue to work and provide opportunities designed for those we serve. Though a move back to face-to-face learning opportunities began again this year, the majority of sessions continued to be held online. An increased use of recorded sessions were used by participants whose calendars did not allow for live participation.

Challenges in Zone 4 continued with lack of substitute teacher availability, and CARC continued to work with Zone 4 jurisdictions to provide learning opportunities after school and during designated professional learning days. Because Zone 4 jurisdictions' professional learning days overlapped, jurisdictions worked together and held learning opportunities together on these days.

With the announcement of the Alberta Education NEW Curriculum in April 2022, CARC prepared a comprehensive curriculum implementation plan and began the initial stages immediately after the release for Zone 4 jurisdictions. Challenges through this initial implementation included: a short timeline to prepare for September implementation, implementation opportunities over July and August, and stages of planning for piloting NEW curriculum. CARC was strategic and was very pleased with Zone 4 jurisdictions support and attendance to create readiness for school staff.

CARC moved their office and learning center location from Red Deer to Ponoka in May 2022. Thank you to Red Deer Public Schools for their amazing support and hosting for many years, and to Wolf Creek Public Schools for supporting our move to one of their locations.



Le CPFPP joue un rôle important afin d'augmenter la capacité de ses intervenants à réaliser la mission et la vision de l'éducation francophone et à répondre aux objectifs des Consortiums.

Nous avons vu une progression pendant cette année scolaire d'un volet de formations offert complètement au virtuel à un timide retour à des occasions de perfectionnement en personne surtout dans le cas de certification en intervention non violente en situation de crise (214 virtuelles, 4 en présentiel). Pour assurer des suivis personnalisés et assister les enseignants aux moments critiques des besoins, nos consultants proposent des accompagnements individualisés ; ainsi 83 accompagnements ont été dispensés.

## FORMATIONS 21-22

La programmation de l'année scolaire 2021-22 a été élaborée sous le thème de : **Faire rayonner nos élèves** avec trois principaux sujets : **Différenciation pédagogique**, **Éducation pour la réconciliation** et **Évaluation/rétroaction**, englobant eux-mêmes les 6 priorités (*Inclusion, Leadership, Littératie, Numératie - Mathématiques, Pratiques pédagogiques, Premières Nations, Métis et Inuits*) des Consortiums. Nous avons consulté les conseils scolaires francophones et nos parties prenantes de façon régulière tout au long de l'année scolaire afin d'établir et ajuster nos offres de formations et les ressources à découvrir ou à développer.



### Différenciation pédagogique

Les sujets explorés incluent l'approche collaborative, les troubles d'apprentissage, la gestion des comportements, la francisation, les stratégies d'enseignement et les pratiques en éducation inclusive.

Nous avons appuyé l'organisation de plusieurs journées pédagogiques de nos conseils scolaires. Nous avons ainsi appuyé le Conseil scolaire du Nord-Ouest à explorer le thème de la **résilience linguistique** avec la conférencière **Phyllis Dalley**. Nous avons organisé et appuyé des séries sur l'**enseignement explicite de la littératie** avec **Marilyn Baillargeon** et sur la **gestion des comportements** avec **Nancy Gaudreau** au Conseil scolaire FrancoSud.

Nous avons également organisé une série portant sur les **outils technologiques pour appuyer les troubles d'apprentissage** avec **Annie Drapeau**, et nous avons offert la série **Pratiques gagnantes et pédagogie 3.0** avec **Stéphane Côté** pour des enseignants à travers la province.

*« Je viens de recevoir ma copie du livre Pratiques gagnantes et pédagogie 3.0 cet après-midi - je vais manger ce livre tout rond, je crois! Je suis certaine que d'ici la prochaine session, quelques PETITES stratégies apporteront de GRANDS changements dans ma classe. »*



### Éducation pour la réconciliation

De nombreuses ressources ont été développées et/ou traduites en français telles que les menus d'activités du projet du Chandail orange d'ARPDC, et le site **Valoriser l'esprit**.

De plus des vidéos, **L'exercice des couvertures** et les **15 enseignements du tipi**, ont été tournés et montés pour assurer la pérennité d'apprentissages authentiques contribués par **Ekti Cardinal**, aînée Cri, et **David McConnell**.

Nous avons aussi organisé des formations sous le format de **Midis banniques** en préparation à la journée du Chandail orange, et une série de formations sur **comment intégrer les langues et cultures des Métis dans l'enseignement**, avec **Eva Lemaire**.

Nous avons offert deux cours en ligne **Tisser les liens** et **Rassembler nos forces**, axés sur la pédagogie autochtone et les formes et les méthodes traditionnelles.

*« J'ai bien aimé la ressource en français (valoriser l'esprit). Et je commence déjà à la parcourir. Merci pour la présentation du site et pour les activités pédagogiques appropriées aux différents niveaux scolaires. »*



### Évaluation et rétroaction

Une série de formations pour les enseignants de maternelle à 12e année a été proposée avec **Sylvie Gazeilles** sur les thèmes suivants :

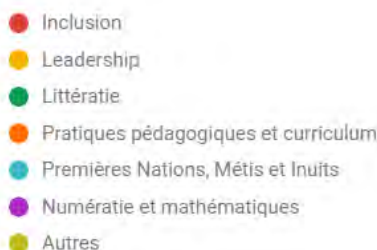
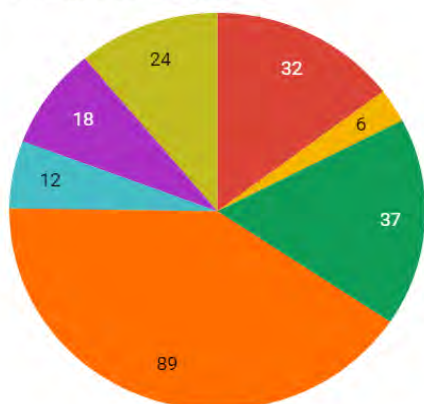
- Les apprentissages essentiels
- Les évaluations repères
- Les évaluations diagnostiques
- Les évaluations formatives et rétroactions
- Les évaluations sommatives

Les ressources et capsules vidéos de cette série sont disponibles sur notre plateforme eFORMATION.

Nous avons aussi offert l'atelier **Après avoir mis en place des outils d'aide, je veux évaluer mon élève en difficulté, quelles sont les possibilités?** animé par **Annie Drapeau**

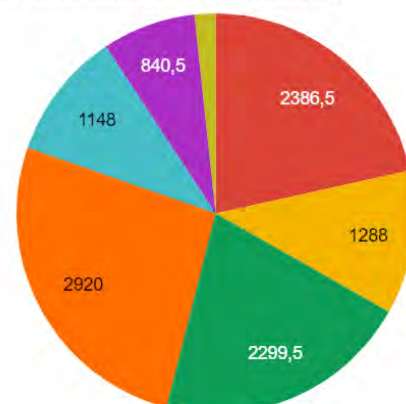
*« Des ressources pertinentes, des intervenantes qualifiées et disponibles pour apporter plus de clarifications et répondre à d'autres questions. »*

Nombre de formations



Au total **4687 personnes** ont participé à **218 formations**, soit **11071 heures d'apprentissage**.

Heures totales d'apprentissage



Institut des troubles d'apprentissage

Sous la direction du CPFPP, [un partenariat a été établi avec l'Institut des troubles d'apprentissage](#). Ce partenariat offre un accès à 973 intervenants et employés de nos conseils scolaires au Congrès annuel de l'institut des troubles d'apprentissage avec plus de 120 conférences disponibles. De plus, toutes nos écoles sont membres du Réseau des écoles inclusives et ont accès à des ressources clés en main pour leurs équipes et les parents de leurs élèves ainsi qu'à plus de 11 formations en ligne.

## POINTS SAILLANTS

### NOUVEAU CURRICULUM :

Depuis mars dernier des offres de formations, de l'information, des documents de transition et des ressources sont préparées et offertes par le ministère et les consortiums régionaux de perfectionnement professionnel de l'Alberta (ARPDC) afin d'explorer les nouveaux programmes. **31 formations** ont ainsi été offertes concernant l'introduction des nouveaux programmes et visant spécifiquement les **mathématiques, l'éducation physique et le bien-être** ainsi que **ELA and literature** - 894 directions, directions adjointes et enseignants ont été rejoints.

[Formations et ressources pour le nouveau curriculum](#)

### APPROCHE COLLABORATIVE

En plus de plusieurs accompagnements offerts dans les écoles, un [blogue](#) permettant aux gens de s'approprier des composantes de l'approche collaborative a été publié. Les principes de l'approche collaborative ont été également intégrés dans nombreuses de nos formations.

### JOURNÉES ÉDUCAIDES

Offertes en format virtuel à l'intention des aides pédagogiques, des éducatrices de la prématernelle et cette année, les moniteurs de langue, sous le thème de **FAIRE RAYONNER NOS RESSOURCES, C'EST FAIRE RAYONNER NOS ÉLÈVES**

#### Participants :

Nord : 10 février	146
Sud : 22 et 24 février	114
<b>Total</b>	<b>260</b>

#### 24 sessions offertes

**1425** heures de formations

**89 %** Taux de satisfaction générale

## CÉDÉFA

Série de formations pour les directions et directions adjointes, **Le Coach à 360°**, avec Marius Bourgeois de [EscouadeÉDU](#):

**« L'expérience de Marius est incroyable. Il est respectueux, motivant, connaissant, inspirant...et j'en passe. Je le considère comme un allié dans mon cheminement professionnel! »**

6 journées de formations  
184 participants

1288 heures de formations  
100 % Taux de satisfaction

## ACPI / SYMPOSIUM DES ROCHEUSES

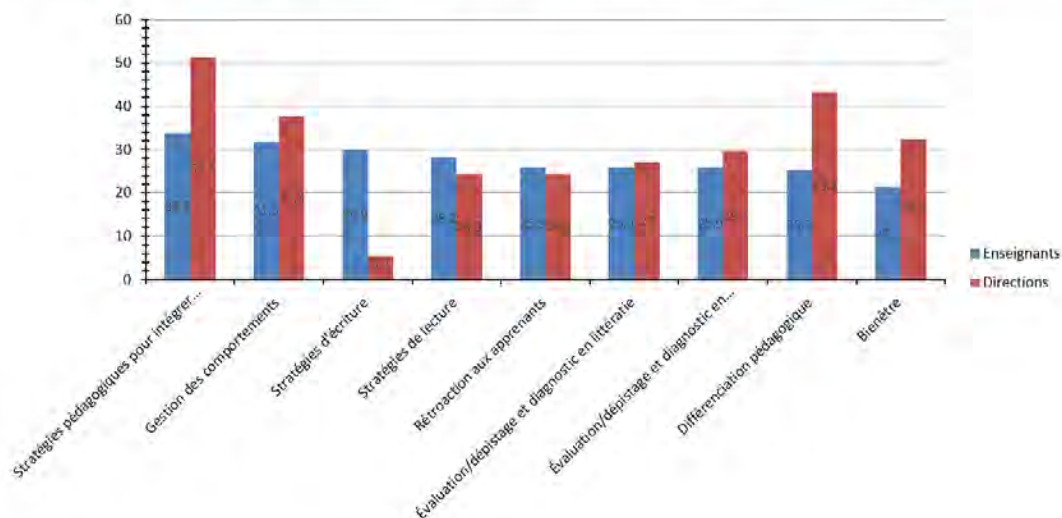
Appui de 5 formations par des conférenciers de plusieurs provinces du Canada : **Martine Arpin, Ollivier Dyens, Anne-Marie Bilton, Marc-Albert Paquette, Renald Cousineau** (72 participants)

## SONDAGE

En partenariat avec les 4 conseils scolaires francophones, un sondage des besoins a été effectué au printemps. Les enseignants, administrateurs, aides-pédagogiques et éducatrices ont été sondés afin d'orienter la programmation pour l'année scolaire 2022-23.

### Synthèse provinciale : 212 répondants personnel enseignant - directions

Indiquez les sujets de perfectionnement professionnel spécifiques qui vous aideraient à développer des stratégies utiles pour appuyer votre plan de croissance professionnelle ?



Synthèse provinciale  
aides-élèves et  
éducatrices  
60 répondants

Les besoins ressentis sur le terrain et exprimés dans ces sondages, les priorités déterminées par les conseils scolaires ainsi que les besoins émergents de nos conseils, représentent des éléments qui nous aident à élaborer notre programmation.



## RESSOURCES

Nous avons développé et mis à jour différents sites qui nous permettent de répondre aussi aux besoins de nos conseils scolaires:

- Création du site internet : **Ressources en mathématiques m à 6** - Site lancé en février 2022 : [math.cpfpp.ab.ca](http://math.cpfpp.ab.ca)
- Lancement du site **Empowering the Spirit en français, Valoriser l'esprit** : <https://empoweringthespirit.ca/francais/>



### Ressources traduites et rendues disponibles sur le site de CASS:

- Bien-être en milieu de travail : [Guide de planification/mise en œuvre](#) et le [Manuel de tactiques](#).
- Cadre d'assurance de la qualité pour les directions générales : [Engagement des parties prenantes](#), [Approches de planification stratégique et de communication des résultats](#), [De la théorie à l'action](#), [Prise de décision fondée sur des données probantes-contexte locale](#).



### Lancement de deux vidéos:

[Les 15 enseignements du tipis](#)  
[L'Exercice des couvertures \(KAIROS\)](#)

Ces vidéos ont été réalisées dans le but de sensibiliser notre communauté aux histoires, aux visions du monde et aux formes de savoir des Premières nations, des Métis et des Inuits et de mieux les comprendre.

Ces vidéos ont été réalisées grâce à Ekti Margaret Cardinal, David McConnell, le personnel et les élèves de l'école Alexandre-Taché et de l'école Michaëlle-Jean du conseil scolaire Centre-Nord. [Plus de ressources pour cette journée ici](#)

Au cours de l'année 2021 – 2022, avec l'Alberta Regional Professional Development Consortia (ARPDC), nous avons participé à la traduction et à la création de plusieurs menus d'activités destinés aux enseignants en lien avec la Journée du chandail orange/Journée nationale de la vérité et de la réconciliation.

Dans chaque édition, il y a des enseignements sur l'histoire et les séquelles des traités et des pensionnats en Alberta, ainsi que des exemples du travail réalisé dans les écoles de la province pour intégrer les formes de savoir, de faire et d'être autochtones dans la vie quotidienne en salle de classe, au profit de tous les apprenants. [Plus d'informations ici](#)



[cpfpp.ab.ca](http://cpfpp.ab.ca)

# 2021-2022

## ANNUAL SUMMARY OF SUPPORTS

### EDMONTON REGIONAL LEARNING CONSORTIUM

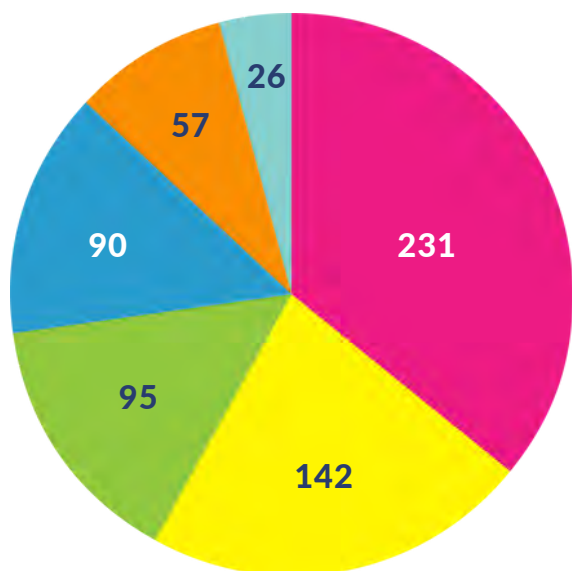


#### ERLC ANNUAL REPORT FOR 2021-2022

This annual report is provided for the purpose of communicating the progress and degree to which the Edmonton Regional Learning Consortium has met its purpose, in alignment with its Vision, Mission, and Guiding Principles of developing professional learning opportunities in collaboration with provincial, regional and local stakeholders in the 2021-2022 year. This report covers the 10-month period from September 1, 2020 through to June 30, 2021. The previous annual report of 2020-2021 covered the 12-month period from September 1, 2020 – August 31, 2021. This adjustment was initiated in order to accommodate the transition of the annual planning and reporting cycle going forward.

The Edmonton Regional Learning Consortium serves 18 school systems, 5 Band Authorities and numerous schools of choice constituting over 15,000 teachers and 10,000 support staff. ERLC also provides professional learning support to our Administrators, Educational Assistants, Pre-service education students, parents and Stakeholder Partners.

#### SESSIONS BY PRIORITY AREAS



		# of sessions	Participants	Learning Hours	Mode F2F	Online
Curriculum & Pedagogy	→	231	7,811	26,018	29	202
Literacy	→	142	5,767	10,735	32	110
Inclusive Education	→	95	9,175	6,002	4	91
Numeracy & Math	→	90	1,476	3,074	12	78
First Nations, Metis & Inuit	→	57	3,771	15,022	37	20
Instructional Leadership	→	26	2,531	7,990	5	21
<b>TOTAL</b>		<b>641</b>	<b>30,330</b>	<b>68,841</b>	<b>119</b>	<b>522</b>



#### DATA SUMMARY

	2020-21 12 Months	2021-22 10 Months
Total Sessions	756	641
Total Participants	34,555	30,300
Total Learning Hours	119,749	68,841
Total Division Days	298	306
Total Open Sessions	458	335
Total Collaborative Meetings	837	859



## SATISFACTION SURVEY DATA

This Professional Learning opportunity contributed to my awareness and/or deeper understanding of the topic:

2020-21	2021-22
95%	93%

This professional learning opportunity provided opportunities to be engaged in the learning opportunity:

2020-21	2021-22
96%	92%

This professional learning opportunity provided information and/or specific strategies for integration of this learning into my current practice:

2020-21	2021-22
93%	92%



## QUALITATIVE COMMENTS

I was overwhelmed (in a positive way) by all of the amazing ideas. As a new teacher in the past 2 years of pandemic messy-ness I've been struggling to engage students in meaningful lessons. What was affirmed for me was that I need to be doing more and gamification is a good way to start implementing this. **(22-TI-063)**

I want to include more retrieval opportunities for my students. - change the type of homework I have students do - only a couple of questions on the day's topic and more on previous topics - I want to encourage students to ask how and why questions **(22-MA-108)**

Miriam and Michelle were excellent presenters. Their passion, knowledge and research was evident in every session. They gave some great strategies that you could implement in classrooms while balancing the research portion. I would highly recommend them, and would look at other sessions put on by them for my school division. **(22-LI-015)**

This webinar help to refresh some ideas and strengthen my confidence that I am working in the direction to assist the students in a positive way. It also brought to my attention to make sure I am taking care of my needs also. Thank you again for a great two sessions. **(22-MH-064)**



## DATA SUMMARY ANALYSIS

Analysis data for 2021-2022 would indicate the following:

- The total number of sessions offered & participants were almost identical per month (10 vs 12 Months).
- The significant drop in the total number of learning hours were impacted by the number of hours in the prior year's C2L assessment course, the 10-month vs 12-month year, fewer teachers attending individual sessions on average, & fatigue in the 2nd year of COVID.
- The number of Division Days increased by 2.7%
- Collaborative meetings increased & continue to be a strong component of ERLC service ensuring relevance, customization & purposeful respect for meeting partner leaders' needs.
- FNMI Foundational Knowledge goals for the year were exceeded & are sustainable in future programming.
- ERLC served 100% of the 18 school systems in the region.
- ERLC also served Schools of Choice, Band Authorities, AAIS, Preservice Teachers & Stakeholder Partner Organizations as well as being accessible to teachers throughout the province.
- Mental Health and Wellness sessions included in the Inclusive Education priority area accounted for a significant % of participants & addressed an identified need especially through COVID.
- Supported New Curriculum Implementation Ministerial Order & other curriculum areas
- Slight decrease in satisfaction survey results, primarily due to teacher fatigue & less active participation in online session (85% of all sessions), far less engaging workshop type opportunities & specific teacher needs in the area of online & disrupted classrooms
- Qualitative comments from survey respondents were very positive
- Communications through social media platforms increased awareness of Learning Opportunities
- Newsletter subscriptions increased from 5,272 to 7,178



## GOAL 1

Facilitated professional development which supports the effective implementation of components of the Alberta Education Business Plan, Jurisdiction and School education plans, and Education Partner Strategic Plans.

- ERLC Provided 641 sessions, to 30,300 participants, for 68,841 learning hours
- 306 sessions for school authorities & schools for specific requests
- 335 learning opportunities provided with open access to teachers across the province
- Annually review the Alberta Education Business Plan, School Division Education Plans to assess trends & needs and to plan programming accordingly
- Connected with every school division for direction & planning
- Addressed readiness for New Curriculum Implementation with sessions on the Ministerial order (And Website), curriculum framework & specific curriculum shifts.
- Worked with Alberta Education & activated New Curriculum sessions in May & June.



## GOAL 2

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

- Engaged in 859 collaborative meetings with leaders & partners ensuring customized support
- Trend towards series of sessions & sustained focus enhanced impact & effectiveness
- Provided a 3-day conference on assessment in October entitled Leading the Conversation: The Pedagogy of Assessment with 364 participants from across Alberta.
- Leading the Community Conference Facilitator Training Conditional Grant - Alberta Education
- FNMI priority area with 57 sessions 3,771 participants.
- Strong support for French Immersion professional learning for teachers & school Divisions.
- All 641 sessions supported implementation of curricula that impacts student learning



## GOAL 3

Coordinate, Broker and act as a referral centre to assist partners to identify available professional development resources.

- The ERLC change in staffing model significantly enhanced internal expertise
- Currently have access to over 150 local & provincial experts, consultants & organizations
- Successfully respond to requests from multiple partners, schools & school divisions in providing, brokering or identifying appropriate speakers, programs & resources



## GOAL 4

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

- Partner with the U of A on the math MILE project
- Partner with the U of A on the Technology in Schools Credit Course opportunity
- Partner with AISCA in their Edmonton Teachers Conference with 150 participants
- Partner with AISCA in their annual conference and curriculum sessions for parents
- Provide ongoing professional learning sessions to the Concordia University and Kings University Education Students Society/Associations and faculty at no cost.





## GOAL 5

Promote the support the development of professional development leadership capacity.

- 2,531 participants in Instructional leadership sessions
- Direct support to division leadership initiatives
- Host Curriculum Leader collaborative communities of all school divisions



## GOAL 6

Provide educational partners with access to professional development at a reasonable cost.

- Most sessions were provided at no cost and had open access for teachers across Alberta.
- Some sessions were provided on a cost recovery basis for high cost speaker and programs.
- Data continues to show a high degree of satisfaction for the cost and value of ERLC support.



## HIGHLIGHTS FROM A REGIONAL PERSPECTIVE

Successfully provided 641 professional learning opportunities in all priority areas to 30,300 participants who impact student learning

Very positive, collaborative working relationship with School Division Leaders, curriculum area leaders, & stakeholder partner organizations – 859 collaborative planning meetings

Excellent support, collaboration and engagement with the ERLC Regional Advisory Committee

Extremely successful Assessment Conference in October of 2021 – 364 participants

Successfully completed the Community Conferencing Facilitator Training conditional grant

Staffing model sees access to 24 Professional Learning Leads enhancing depth and breadth of service expertise being provided from the ERLC Team

Access to open sessions is province wide and both support and engage in provincial coordination and collaboration of service with all ARPDC Consortia



## ERLC REGIONAL CHALLENGES

Participant constraints to accessing professional learning opportunities including less financial support for professional learning & diminished access to substitute teachers

Ability to meet the number, diversity & the intensity of support requests with New Curriculum & other priority needs for all school systems, schools & partners efficiently and effectively



## EMERGING TRENDS & OPPORTUNITIES

There is an increasing need to develop and provide asynchronous access to recordings, slides & materials from sessions on a move forward basis. This approach will need to be sustained over time given the current and future context in Alberta.

ERLC is committed to engaging in an enhanced provincial approach between ARPDC Consortia collaboration in a value added approach that improves both provincial & regional service.

With the increasing number of requests for in-person sessions, workshop sessions & series of sessions, adapting to focus on supporting school and school authority PL days is in place.

## CONCLUSION

The Edmonton Regional Learning Consortium is characterized as having a strong service orientation, excellent professional relationships with leaders, partners and participants and a drive for continuous improvement. In 2022-2023 plans are in place to continue to provide enhanced support in all priority areas and other areas of identified need including a strong focus on implementation of the New Curriculum. It is a pleasure and privilege to support “Adult Learning for Students’ Sake!”.



## CURRICULUM SUPPORT FUNDING 2021-2022 ANNUAL REPORT



connection before content



collaboration



targeted learning to build capacity

### OUR TEAM

**TODD ROBINSON** - EXECUTIVE DIRECTOR

**CELINE ZEVOA** - EXECUTIVE ASSISTANT

**CHARLIE KRAIG** - DESIGNER OF PROFESSIONAL LEARNING

**LANA LANE** - DESIGNER OF PROFESSIONAL LEARNING

**JACKIE RATKOVIC** - DESIGNER OF PROFESSIONAL LEARNING

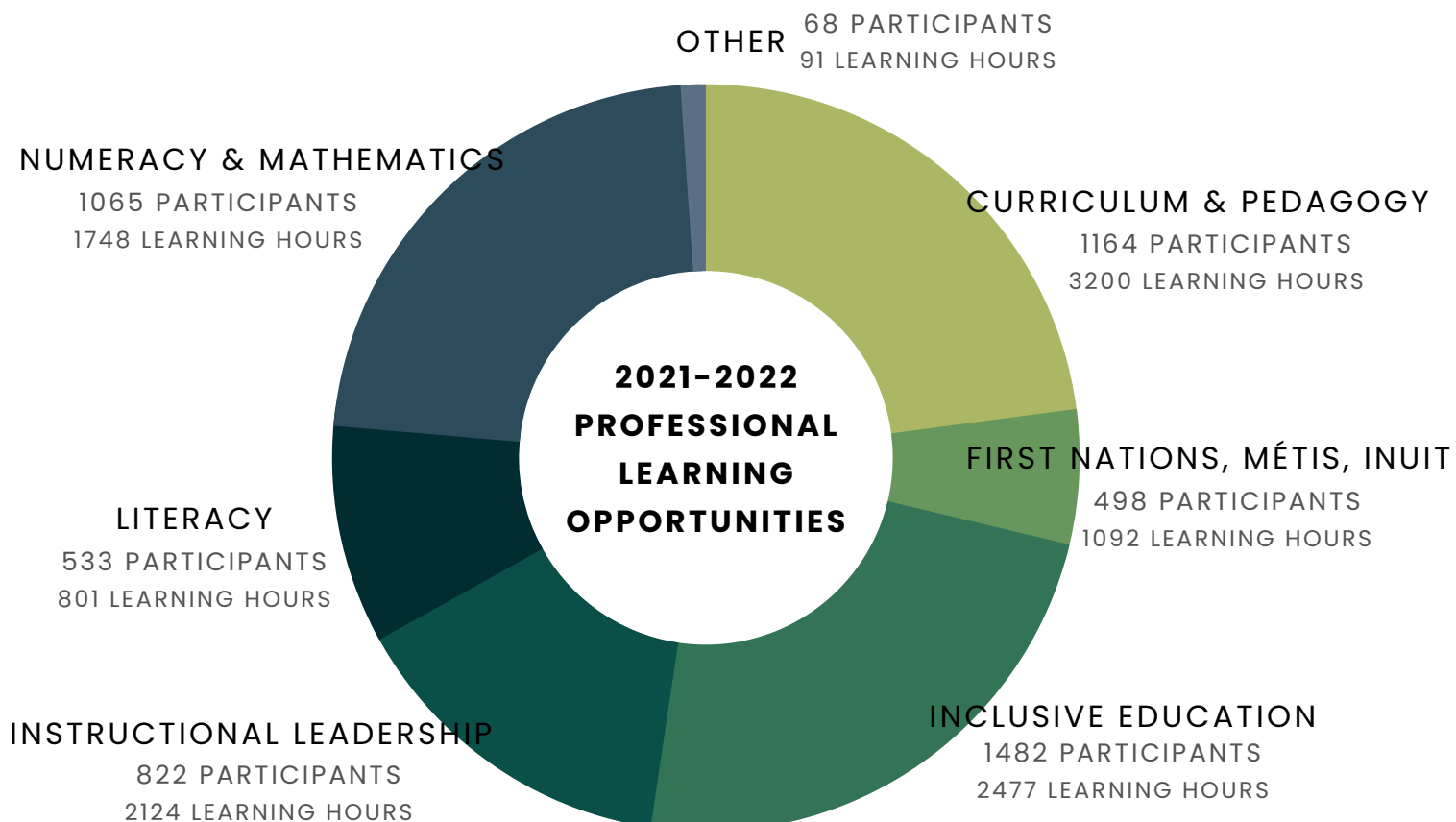


LINES PROVIDED

**309** LEARNING OPPORTUNITIES TO  
**4862** PARTICIPANTS FOR A TOTAL OF  
**14 532** LEARNING HOURS

58 PROVINCIAL LEARNING OPPORTUNITIES

251 REGIONAL LEARNING OPPORTUNITIES





The Learning Network Educational Services continues to serve **five Alberta school authorities** (Buffalo Trail Public Schools, East Central Catholic Schools, Northern Lights Public Schools, Lakeland Catholic School Division, St. Paul Education Regional Division) **two Saskatchewan school authorities** (Lloydminster Public School Division, Lloydminster Catholic School Division), **one francophone school authority** (Conseil Scolaire Centre-Est), and **two education authorities** (Tribal Chiefs Education Foundation, Saddle Lake Cree Nation) including seven member Nations. We support over 3100 teachers and support staff who share and lead learning with nearly 28 000 students. Our regional (and provincial) support is very much driven by the identified and expressed needs of the educators we are privileged to serve. Our Designers of Professional Learning, in addition to invited experts from around the globe, provided 14 532 hours of learning to support educators in our region. **In total 3124 regional participants, representing all seven school authorities and two education authorities, chose to participate in professional learning support encompassing all Curriculum Priority Areas.**

	Curriculum & Pedagogy	First Nations, Métis, & Inuit	Inclusive Education	Instructional Leadership	Literacy	Numeracy & Mathematics	Other	Creating Pathways of Hope
2020-2021	917 4247	349 780	1599 11674	79 390	822 1333	813 2093	NA	25 37.5
2021-2022	1164 3200	498 1092	1482 2477	822 2124	533 801	1065 1748	68 91	NA

● NUMBER OF PARTICIPANTS ● HOURS OF LEARNING

Table 1  
Data Summary - Year to Year comparison

Of the 309 learning opportunities scheduled in 2021-2022, 34 were canceled due to unsustainable registration numbers. While our number of sessions are about the same as the previous year, our number of participants declined. This is consistent with data from other consortia offices around the province as educators are seeing increased demands on their time, as well as a substitute teacher shortage across the region which limits daytime availability for professional learning opportunities. Additionally, our annual reporting window shifted this year to no longer include the August in our data. This makes year to year comparison unclear for this year. Our sessions that are open to provincial registration pull a significant number of registrations from throughout the province, reinforcing that regional needs are often provincial needs as well as the value of 'opening up' learning opportunities whenever it makes sense to do so.

LNES organized the annual *South Support Staff Conference* for 183 registrants who fill support staff roles such as Educational Assistant, Library Technician, and Administrative Assistant. This day includes sessions related to wellness, numeracy and literacy support, and technology tools in the school setting. This event accounts for 915 hours of learning. Additionally in 2021-2022 we offered 63 sessions related to Curriculum and Pedagogy, 16 sessions with First Nations, Métis, and Inuit content, 65 sessions for Inclusive Education (which includes Mental Health and Wellness topics), 40 learning opportunities related to Instructional Leadership, 26 sessions in the area of Literacy, 62 sessions connected to Numeracy and Mathematics, and 3 sessions that have been categorized as Other. Only six of our sessions in 2021-2022 were offered in a face-to-face format; the remaining 303 learning opportunities were online.

Our survey results from participants indicate that they continue to be pleased with the content and structure of our learning offerings. 100% of participants felt that the professional learning opportunities provided by the Learning Network Educational Services, contributed to their awareness and/or a deeper understanding of the topic. Additionally 99% of participants were confident that our sessions both provided opportunities for engagement in learning and information and/or specific strategies for integration of learning into their current practice.

LNES facilitates professional development which supports the effective implementation of components of the Alberta Education Business Plan, Jurisdiction and school education plans, and Education Partner Strategic Plan. Review of school authority 3 Year Educational plans was conducted to inform the development of our own Strategic Plan for the year. Ongoing conversations with school authority leaders allow us to provide timely and responsive learning opportunities for our educational partners. As part of this work, the *Learning Network Educational Services Regional Educational Stakeholder Engagement Committee* met three times over the course of the 2021 – 2022 academic year. The purpose of this committee is to ensure that the voices of all regional educational partners are present and heard and provides the Executive Director with input in the support of the development and delivery of professional learning opportunities that meet the regional needs of its partners. A highlight resulting from these meetings was the offering of a provincial session for parents in partnership with Alberta School Council Association. Emotional De-Escalation at Home with Sue Huff attracted 171 registrants.

We were honored to support the First Annual Heart of Treaty Six (HOT6) Interschool Powwow in Lloydminster in May 2022 through the use of our registration system, as well as volunteering during the event. Hundreds of students and teachers from throughout the surrounding area came to watch and participate in the event. LNES is a proud member of the HOT6 Education Circle who meets to promote and share educational opportunities in the Lloydminster area.

We facilitate professional learning opportunities which support the effective implementation of curricula, including instruction, assessment and student learning outcomes. LNES supported each of the ATA Professional Development committees in our region with their respective professional learning days in October and November 2021 through sessions offered by our Designers of Professional Learning, as well as arranging outside speakers connected to each committee's identified learning needs. Supporting curriculum implementation of English Language Arts and Literature, Mathematics, and Physical Education & Wellness created a very busy May and June for our team, offering sessions that provided a general overview of the curriculum architecture and design, as well as a number of learning opportunities to help prepare administrators in leading curriculum implementation in their schools. While at first glance it may appear that our number of Literacy sessions declined last year, many of these were coded Curriculum and Pedagogy because of implementation. Our website analytics show that the development of our [online resources site for teachers](#) has proven to be helpful for teachers throughout the province.

LNES coordinates, brokers and acts as a referral centre to assist partners to identify available professional development resources. During the 2021/22 year examples of this service included offering Mental Health First Aid training, Violence Threat Risk Assessment, securing international facilitators or procuring facilitators for any other program or service required by authorities in our region that aligned to their Education plans.


We deliver professional development based on the identified and emerging needs of educational partners. Our team functions with our core values at the forefront of our work: **relationship** – connection before content; **collaboration** – finding a way together; and **maximizing opportunity** – targeted learning to build capacity. As such, the majority of our work continues to be 'at the elbow' of teachers, over a period of time, meeting their learning needs wherever they are at. The LNES Designers of Professional Learning have ongoing collaborative relationships with educators in our region and throughout the province and are often asked to return time and time again to continue to work with educators with schools and districts. Anecdotal comments from educators include phrases like "available and accessible"; "lots of resources were shared [with] many examples of how to structure lessons and guide students"; "able to help troubleshoot and genuinely cares about the teachers and students she works with"; and "the presentation was specifically designed for our students and the situation we are in this year".

LNES promotes and supports the development of professional development leadership capacity. We proudly offered an online learning series for educators in a leadership role to support curriculum implementation entitled *Leading Through Change* with Drs. Adams and Mombourquette from the University of Lethbridge. The structure of this series allowed participants to engage in learning one week and meet in an informal setting the following week to talk about how the learning fit into their contexts. Our math learning series with Christine Michalyshen was intended to build instructional leadership capacity within the learning community thereby empowering participants to gain the knowledge, skills and confidence necessary to begin to take on increased instructional leadership roles within their schools, communities and school authorities.

We provide our educational partners with access to professional learning opportunities at a reasonable cost. Most of the learning opportunities in 2021-2022 were offered at no cost or with a minimal fee. As such, our feedback indicates a high level of satisfaction regarding the quality and cost of professional learning from LNES.

It will be no surprise in the coming year that curriculum implementation will continue to be an area of need for all educators in our region (and throughout the province). Emerging trends and opportunities include developing asynchronous resources aligned to our live session content for teachers to access through our website and New.LearnAlberta Boards. LNES continues to be mindful of the many demands on teachers' time and will ensure our learning opportunities are designed with this understanding. We look forward to further partnering with Lakeland College. This will include supporting their Faculty Development department, as well as accessing faculty experts to provide learning opportunities for teachers in our region. Lastly, our participant survey responses from our sessions are not as numerous as we would expect. Therefore, we will be exploring more authentic and engaging forms of feedback from participants in the coming year.

It continues to be a privilege to serve the educators in our region. As part of the ARPDC team we are able to support and collaborate with fellow consultants and educators across the province (and sometimes even beyond). It is the skills, talents, and abilities of our consortia, and the collaboration throughout ARPDC, that allows us to provide the professional learning support that educators in our region deserve and require. No matter what the future holds, we are confident that the relationships we build and nurture with teachers, school leaders, and system leaders in our region will allow us to continue to provide timely and responsive learning opportunities, resulting in improved student learning.



# Northwest Regional Learning Consortium

## Annual Report 2021- 2022

The NRLC team prides itself on responding to the emerging needs of our region in a timely manner. Our top priority is building and sustaining relationships with our partners and continuously collaborating with Zone 1 stakeholders to provide regional/provincial open learning opportunities as they are requested. NRLC is very proud to share that **94% of our stakeholder partners were satisfied** with the services provided by the NRLC.

**175 meetings with NRLC Partners, including System Instructional Leaders & Advisory Committees**

**55%**  
of Total  
Participants  
were **Zone 1**  
Regional  
Participants

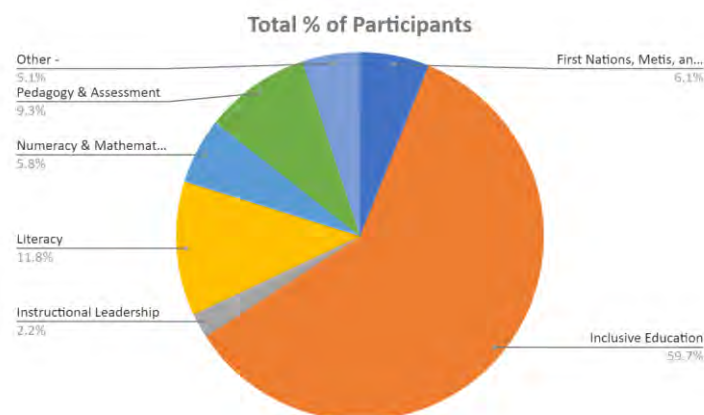
**NRLC DELIVERED 305 LEARNING OPPORTUNITIES,  
55899 LEARNING HOURS TO  
10,812 PARTICIPANTS**

**77%** of Total  
Learning  
Hours were  
**Zone 1**  
Collaborative  
Partnership

### Learning Hours by Priority Area



### Participants by Priority Area



### French Learning

**30 FRENCH Opportunities,  
2140 Learning Hours to 93 Participants**

*80% increase in learning hours and  
43% decrease in participants*

*\*Supported in part with OLEP funding*

### Leadership Learning

**16 Leadership Opportunities,  
3358 Learning Hours to 241 Participants**

*69% increase in learning hours and  
20% increase in participants.*

**98 %** Satisfaction that Learning Opportunities contributed to a deeper understanding of the topic.  
**94%** Satisfaction that LO's provided information/strategies for integration into my current practice.



This reporting year of September 1, 2021, through June 30, 2022, saw the COVID-19 pandemic continue to impact schools and consortia work. NRLC offered 93% of learning opportunities online, including 12 asynchronous sessions, that included 8 different eCourses to support anytime, anywhere professional learning. NRLC showed growth in all areas of programming, with a 35% increase in learning opportunities, 57% increase in learning hours and a 58% increase in participation.

NRLC's embraced our annual strategic plan, in accomplishment of the six (6) goals of consortia through the lenses of **Connection** measured by partnerships programs/sessions, **Communications**, measured by the average our newsletter/social media/website subscribers/hits and **Empowering Learning** measured by number of participants engaging in learning opportunities.

<b>NRLC</b> REGIONAL LEARNING	2019-20	2020-21	2021-22
<b>Learning Opportunities</b>	161	198	305
<b>Cancelled LO's</b>	20	4	18
<b>Learning Hours</b>		24030.5	55899
<b>Participants</b>	6699	4594	10812



### CONSORTIUM GOAL ONE

Facilitate professional development, which supports the effective implementation of 1. The Alberta Education Business Plan 2. Jurisdiction and school educational plans 3. Regional School Council priorities

NRLC received 33 responses to our annual stakeholder's survey, from our regional partners. In response to specific division needs, **82% of stakeholders felt that NRLC was effective** in helping their school division/authority address PD needs in our education plans.

A focused 'Connection' strategy for our work throughout the program year was continuing to build relationships and engage less active stakeholders including some First Nations School Authorities, and independent schools. NRLC engaged 2 additional school authority partners that have been less active in previous years, bringing us to engagement with 7 of our 8 First Nation School Authorities and 8 of 8 School Divisions in Zone 1.

### CONSORTIUM GOAL TWO

Facilitate professional development, which supports the effective implementation of curricula, including instruction, assessment, resources, and student learner outcomes.

Included in our strategic focus for 2021-22 was to increase our versatility in delivery of synchronous and asynchronous learning. NRLC offered only 19 of our 305 learning opportunities in face-to-face delivery with the remaining 272 learning opportunities as online sessions, including 3 online conferences and 12 asynchronous sessions, that included 8 different e-courses.

Continuing for a 3<sup>rd</sup> year in a row, Inclusive Education maintains the highest participation rate and learning hours of all Priority Areas in Zone 1. Curriculum and Pedagogy, inclusive of all learning hours for piloting and implementation of New Curriculum, also remains a top priority in our zone.

BY PRIORITY AREAS	2020-21 Learning Hours	2021-22 Learning Hours
First Nations, Metis, and Inuit	1758	<b>6619</b>
Inclusive Education	8697	<b>20309</b>
Instructional Leadership	3055	<b>3358</b>
Literacy	491	<b>4712</b>
Numeracy & Mathematics	1023.5	<b>1580</b>
Pedagogy & Assessment	7687	<b>17323</b>
Other -	3054	<b>1998</b>
<b>TOTAL</b>	24030.5	<b>55899</b>

BY PRIORITY AREAS	2019-20 Participants	2020-21 Participants	2021-22 Participants
First Nations, Metis, and Inuit	215	373	<b>658</b>
Inclusive Education	1902	1261	<b>6456</b>
Instructional Leadership	950	192	<b>241</b>
Literacy	325	224	<b>1273</b>
Numeracy & Mathematics	526	261	<b>632</b>
Pedagogy & Assessment	746	1395	<b>1001</b>
Other -	70	888	<b>551</b>
<b>TOTAL</b>	4734	4594	<b>10812</b>

Additionally, NRLC would like to highlight that with 35 learning opportunities, 6619 learning hours and 658 participants, **Indigenous learning made up 11.5% of our total programming** in 2021-22. This was an incredible 73% increase in learning hours and 43% increase in participation from 2020-21.

### CONSORTIUM GOAL THREE

Coordinate, broker, and act as a referral center to assist stakeholders to identify available professional development resources.

NRLC worked to both develop and promote ARPDC resources over the program year, and **85% of our stakeholders responded that they were satisfied** with the effectiveness of our coordinating, brokering and/or referral services, with 15 % undecided/not applicable.

With the goal of increasing the number of Zone 1 participants in our learning opportunities, NRLC enhanced communications and marketing strategies to “Connect” , “Communicate” and respond to our regional partners. NRLC worked with our ARPDC partners to make improvements to our regional [www.NRLC.net](http://www.NRLC.net) website and promote both our website and newsletters. A total of 35,823 visitors reached our website in 2021-22, an incredible 50% increase from 2020-21. NRLC maintained and made improvements to our various websites over the year. There were 2670 unique visits to the [Infusing Indigenous Knowledge into Curriculum](#) website, and in partnership with Kee Tas Kee Now Tribal Council Educational Authority (KTCEA) we added a Land Based Learning Page, hosting 4 videos and accompanying learning guides. In addition to learning opportunities to support the resources on this website, NRLC and KTCEA also held workshops with elders to develop resources for Grades 10-12, and update work completed for Grades 1-9 curriculum resources.

During the year NRLC added a mid-month circulation of a provincial newsletter. This provincial newsletter was created by NRLC, shared with all ARPDC consortia, and promoted virtual learning opportunities from our sister consortia around the province. NRLC saw a **23% increase in our newsletter subscribers** from 1771 to 2300. Additionally, NRLC had a 27% increase in Facebook Followers and an 8% increase in Twitter Followers.

As previously mentioned, NRLC met our goal of improving participation with a 58% improvement in our total participation rate. Though our total Zone 1 participant numbers increased from 4594 in 2020-21 to 5925 in 2021-22, this represents only 55% of our total participation, a decrease from 72% Zone 1 participation in the previous year. However, potentially due to our provincial newsletter circulation, the number of registered participants to NRLC programs from around the province increased from 1258 to 4887, with a total of 45% of our total participants in 2021-22 attending from other regions of the province.

### CONSORTIUM GOAL FOUR

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

The NRLC team prides itself on responding to the emerging needs of our region in a timely manner. Over the program year we provided support to our Zone 1 stakeholders with **89 collaborative partnership** learning opportunities throughout the year with **42,874 learning hours**; representing **77% of NRLC's total program hours**. This is a 24% increase in the number of collaborative programs and a 69% increase in the number of partnership learning hours offered from 2020-21.

Additionally, with Alberta Education offering grant funding to school divisions in support of interventions for K-3 Literacy and Numeracy, NRLC hired a literacy consultant and subcontracted a numeracy consultant from our sister consortia, CARC. Responsibilities included connecting with partners, the development of resources and eCourses, developing sessions and leading/participating in advisory committees. Asynchronous resources created included eCourses:

- Literacy Intervention Supports: Reciprocal Teaching, Phonics and Word Study and
- Supporting Student Learning with Interventions for Math

as well as working with our ARPDC colleagues to contribute to the [Supporting Intervention Instruction](#) website.



## CONSORTIUM GOAL FIVE

Promote and support the development of professional development leadership capacity.

In support of developing leadership capacity, NRLC staffed a Learning Facilitator with expertise in Instructional Leadership in 2021-22. Responsibilities included connecting with partners, the development of resources, building, and developing sessions and leading/participating in advisory committees.

NRLC offered 16 leadership learning opportunities, with 3357.5 learning hours to 241 participants in 2021-22. Though an equitable number of learning opportunities were offered, 2021-22 leadership learning increased learning hours by 69% with a 20% increase in participants.

NRLC is proud to have an increase in our **stakeholder satisfaction, from 72%, to 78%** that consortium contributed to their professional development toward leadership capacity.

### The Consortium has contributed to the development of PD leadership capacity within my organization.

	2019-2020	2020-21	2021-22
Strongly Agree	30.8	32.6	34.4
Agree	38.5	39.1	43.8
Undecided	7.7	10.9	12.5
Disagree	15.4	6.5	0.0
N/A	7.7	10.9	9.4

## CONSORTIUM GOAL SIX

Provide educational stakeholders with access to professional development at a reasonable cost.

NRLC expended 70% of 2021-22 Program Support Funds directly on priority area learning opportunities, with **21% of those funds directly subsidizing learning opportunities of our school division/authority partners**, in comparison to 22% in 2020-21.

94% of NRLC Stakeholders were satisfied that services were provided at a reasonable cost and 81% agreed that NRLC provided good value for the grant dollars they were provided to support implementation of provincial curricula.

# Curriculum Support Funding 2021-2022 Annual Report

## Our Team

**Dr. Rick Gilson** - Executive Director

**Heather Pearson** - Executive Assistant

**Kelsey Chic** - Program/Tech Design and Support

**Dr. Trisha Sotropa** - Consultant

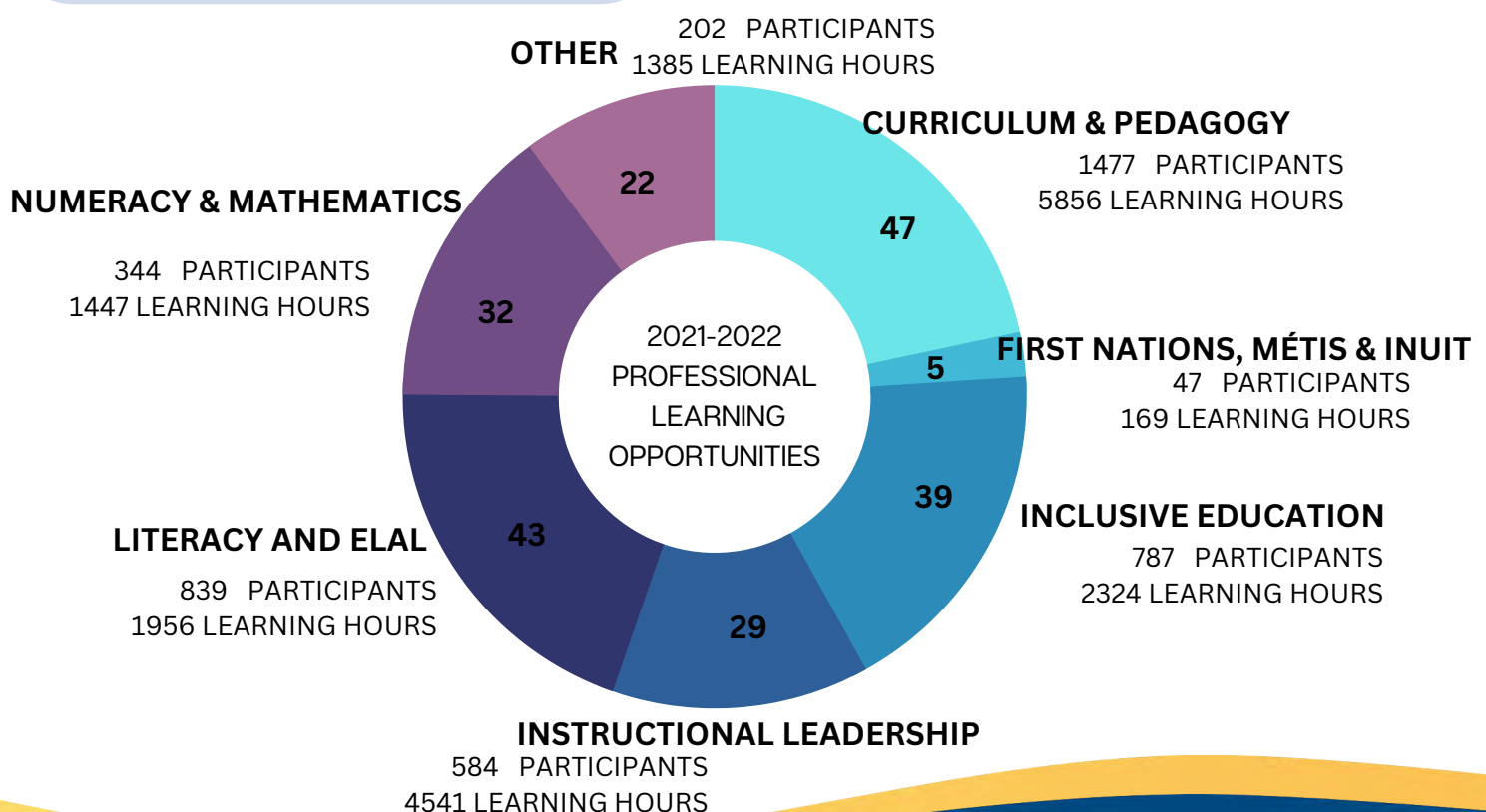
**Kathy Charchun** - Consultant



**144** Learning Opportunities to  
**4290** Participants for a Total of  
**17678** Learning Hours

**43** Provincial Learning  
Opportunities

**101** Regional Learning  
Opportunities





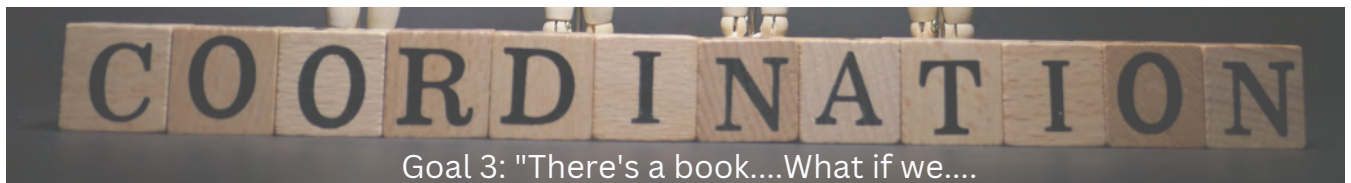
The Southern Alberta Professional Development Consortium is honoured to support 10 Public School Divisions across southern Alberta: Livingstone Range, Lethbridge Public, Holy Spirit, Horizon, Palliser, Grasslands, Prairie Rose, Medicine Hat Public, Medicine Hat Catholic and Westwind and First Nations School authorities serving Kainai and Piikani. The 2021-2022 report year had participation from 100% of the Divisions and Band Authorities. As with the 2020-2021 school year, no direct work occurred with Kainai and Piikani due to Covid concerns.

## Collaboration - Goal 1

Collaboration and consultation are fundamental to our work across the region and inform our session work regionally and provincially. **In 2021-22 our total number of consultations reported is 182**, down from last year's just over 200 conversations though similar in number when considering the adjustment for this year in the reporting period. Our consultations include conversations with system and school leaders, subject or focus area advisory committees, and partner organizations in the region and province. The SAPDC service region aligns with the CASSIX region, and we are blessed to have an excellent working relationship with Division and school administration. We review Division 3-year plans, we gather and share a common regional calendar, and as part of the CASSIX zone meetings, participate four or five times a year (depending on the CASSIX Summer Conference format) in regional focus meetings around all aspects of the curriculum and inclusive education-related professional learning.



2021-2022 continued to be impacted by Covid, creating challenges with substitute availability deeply impacting our rural divisions. In support of draft curriculum work, in consultation with system leads, we created a regional curriculum implementation series populated by representatives from 8 of our ten school divisions designed to build capacity where participants could return to their schools and divisions, replicate the work and process of the group, lead the piloting work and prepare their schools and divisions for implementation. While 8 of ten participated the work of those in the collaborative was made available to all ten and remains available to inform implementation as other subjects come on stream.



Perhaps the most important goal in our region is the work of goal 3, coordinate, broker, and act as a referral centre in supporting the identified needs of the region. In addition to developing and offering sessions or serving as a conversation facilitator.

We work closely with the division and school leads to populate division and school-based professional learning days with sessions led by our team, sessions supported by other ARPDC consultants and contracting presenters outside of ARPDC when appropriate. As part of this work and the aforementioned common regional calendar, we work to provide sessions that be simultaneously accessed by multiple divisions or recorded and accessed in a rebroadcast facilitated session.

In supporting literacy across the region, we procured a regional license at a substantially reduced rate for school divisions to a package of asynchronous learning packages, videos and handouts that supported k-6 work in learning to read. Five divisions availed themselves of this opportunity; one took it a step further, bringing the resource creator to present virtually for a division day and providing a session for parents across the region. Every CASSIX session includes a presentation on one or two new books for the professional library or in support of one or more of the TQS/LQS objectives.



What do you need? How can I help? Meeting the emergency/emergent needs of our regional partners is a responsibility we take most seriously. When system leaders indicated that student engagement, sense of belonging, and mental wellness was interfering with the learning process in the school, we established a series of four sessions and a culminating conference, "Student Leadership, Mentorship and Wellness," with sessions directly for students AND those who lead and mentor them. The concluding full-day conference had 255 students and teachers in attendance, with sessions presented by students, teachers, and SAPDC staff with a common keynote. The Alberta Summer Literacy Institute, now in its 3rd year, the French Immersion Resource Website project, and the Learn N'Go library are all examples of SAPDC and ARPDC responses to emergent needs.



Our capacity to learn is limited by our will and the support provided. One specific emergent need was a request from divisions to expand instructional leadership development and capacity in the region. To that end in 2021-22 we established a regional instructional leadership advisory, developed and offered a series of sessions, and planned a provincial online symposium. The symposium was postponed due to concerns about the lack of substitutes and low registration. This work continues in 2022-23.





## Goal 6



SAPDC is well known across the entire region for providing support through our own presentations, securing presenters, and developing and sharing our resources at little or no cost whenever possible to our partners across the region. If there is a way to make a learning opportunity happen we are committed to finding it and funding it to every extent possible.

Priority	Total Sessions		Total Participants		Total Learning Hours	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Curriculum and Pedagogy	44	47	4145	1477	20177	5856
First Nations, Métis, Inuit	8	5	811	47	1477	169
Inclusive Education	24	39	4378	787	13542	2324
Instructional Leadership	6	29	151	584	683	4541
Literacy	46	43	1631	839	4954	1956
Numeracy & Mathematics	26	32	492	344	1711	1447
Other	0	22	0	202	0	1385

	Total Sessions	Total Participants	Total Learning Hours
Sept 1 - Aug 30 2020-21	154	11400	42544
Sept 1 - June 30 2021-22	217	4280	17628

### By the Numbers Year to Year

Total sessions increased, participants and hours decreased as a one time brokered learning opportunity in the assessment portion of Curriculum and Pedagogy was initiated and reported in 20-21 while participants could completed the work through June of 2022. This accounts for the largest variance.

Session attendance was most successful when tied with division and school professional learning as discussed above. The most significant impact on attendance was the lack of substitutes compounded by a level of fatigue as teachers were less willing to engage in professional learning in the 4:30 - 5:30 window in the wake of COVID. Sessions offered and attended met the needs of the region, whenever possible as indicated above sessions were opened to the province.

## In the End We Move Forward....

The team at SAPDC is proud to be members of ARPDC and honoured to work with our partners across the south and support educators and those involved in education across Alberta. We anticipate issues related to the mental health and wellness within the education community remaining a significant focus in 2022-23 and beyond. Clearly, all aspects of curriculum and pedagogy will dominate our work and find ways to put resources and learning opportunities in place for education partners when and where they are able to engage in the work.

SAPDC embraces the learning found in Tiny Habits by BJ Fogg, the Maui Habit "Today is going to be a great day" as a member of Team Awesome. On behalf of our team it's my honour to share this report. Cheers,

Dr. Rick Gilson - Executive Director.



**Regional Consortium**  
**Statement of Revenues and Expenses**  
**For the Year Ended August 31, 2022 (in dollars)**

CONSORTIUM NAME:		Calgary Regional Consortium (CRC)		
		Budget 2021/22	Actual 2021/22	Actual 2020/21
<b>REVENUES</b>				
<b>Alberta Education:</b>				
Management & Infrastructure (Note 1)*		191,987	191,987	191,987
Net Conditional Grant Revenues:				
Provincial Programs (Schedule 1)		798,384	773,073	769,116
Regional Programs (Schedule 1)			-	
Fee For Service Contracts (Note 2)				
Other Alberta Education				
<b>Total Alberta Education</b>		<b>990,371</b>	<b>965,060</b>	<b>961,103</b>
<b>Other Revenue:</b>				
Conditional Program Registration Fees:				
Provincial Programs (Schedule 1)		50,000	65,132	29,826
Regional Programs (Schedule 1)			-	
Grants - Non government sources (Note 3)				
Cost Recovery Programs: (Note 5)				
Registration Fees (Schedule 4)			47,594	800
Other fees (Schedule 4)			-	
Other (Note 4):				
Interest income		3,000	2,328	2,211
Furniture sale and other			3,770	1,700
Coordination fees (Fee for Services)		14,000	39,800	14,663
<b>TOTAL REVENUES</b>		<b>1,057,371</b>	<b>1,123,684</b>	<b>1,010,303</b>
<b>EXPENSES</b>				
<b>Management &amp; Infrastructure (Note 6):</b>				
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)		487,116	507,876	447,709
Board expenses (Note 8)				-
Less: Program Cost Allocations (Note 9)		220,000	185,903	251,118
Net Management & Infrastructure expenses (Note 9)		267,116	321,973	196,591
<b>Program Delivery Costs (Note 10):</b>				
Conditional programs:				
Provincial Programs (Schedule 1)		848,384	838,205	798,942
Regional Programs (Schedule 1)			-	-
Cost Recovery Programs (Schedule 4)			52,359	569
<b>Other:</b>				
Fee for Service Contracts		10,000	13,006	3,116
Accounting and Audit Fees		8,500	7,391	8,143
(Specify)				

(Specify)			
(Specify)			
<b>TOTAL EXPENSES</b>	<b>1,134,000</b>	<b>1,232,934</b>	<b>1,007,361</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>(76,629)</b>	<b>(109,250)</b>	<b>2,942</b>
<b>Accumulated Surplus at beginning of year</b>	<b>381,997</b>	<b>381,997</b>	<b>379,055</b>
<b>Accumulated Surplus at end of year</b>	<b>305,368</b>	<b>272,747</b>	<b>381,997</b>

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

**Regional Consortium**  
**Statement of Financial Position**  
**As at August 31, 2022 (in dollars)**

**CONSORTIUM NAME:**

**Calgary Consortium Consortium (CRC)**

	August 31, 2022	August 31, 2021
<b>ASSETS</b>		
Cash in Bank and Temporary Investments	286,419	441,656
Accounts Receivable (Note 11):		
Province of Alberta	0	90,000
Alberta school jurisdictions	18,801	
Other	28,871	24,332
Prepaid Expenses (e.g. deposits for future programming)	32,084	6,844
Other assets		
<b>TOTAL ASSETS</b>	<b>366,174</b>	<b>562,832</b>
<b>LIABILITIES</b>		
Accounts payable (Note 12)	57,425	51,224
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	-	90,541
Regional Programs (Schedule 3)	-	-
Prepaid registration (Note 13)	36,003	39,070
Other:		
(Specify)		
(Specify)		
<b>Total Deferred Revenue</b>	<b>36,003</b>	<b>129,611</b>
<b>TOTAL LIABILITIES</b>	<b>93,427</b>	<b>180,834</b>
<b>ACCUMULATED SURPLUS</b>		
Unrestricted Funds (Note 14)	225,689	379,055.04
Operating Reserves (Note 15)	(109,250)	2,942.38
Capital Reserves (Note 16)	156,308	
<b>TOTAL ACCUMULATED SURPLUS (Note 17)</b>	<b>272,747</b>	<b>381,997</b>
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>	<b>366,174</b>	<b>562,832</b>

**Regional Consortium  
Statement of Revenues and Expenses  
For the Year Ended August 31, 2022 (in dollars)**

**CONSORTIUM NAME:**

**Central Alberta Regional Consortium**

	Budget 2021/22	Actual 2021/22	Actual 2020/21
<b>REVENUES</b>			
<b>Alberta Education:</b>			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	47,934	20,913	68,172
Regional Programs (Schedule 1)	571,475	493,301	341,764
Fee For Service Contracts (Note 2)			
Other Alberta Education			
<b>Total Alberta Education</b>	<b>811,396</b>	<b>706,201</b>	<b>601,923</b>
<b>Other Revenue:</b>			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)		-	
Regional Programs (Schedule 1)	85,000	88,691	118,465
Grants - Non government sources (Note 3)	15,000		
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)		108,280	8,795
Other fees (Schedule 4)		-	2,735
Other (Note 4):			
Interest		24	
(Specify)			
(Specify)			
<b>TOTAL REVENUES</b>	<b>911,396</b>	<b>901,196</b>	<b>731,918</b>
<b>EXPENSES</b>			
<b>Management &amp; Infrastructure (Note 6):</b>			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	501,500	479,146	302,247
Board expenses (Note 8)	4,409	4,762	
Less: Program Cost Allocations (Note 9)	314,513	291,921	110,259
<b>Net Management &amp; Infrastructure expenses (Note 9)</b>	<b>191,396</b>	<b>191,987</b>	<b>191,988</b>
<b>Program Delivery Costs (Note 10):</b>			
Conditional programs:			
Provincial Programs (Schedule 1)		20,913	68,172
Regional Programs (Schedule 1)	680,000	581,892	460,230
Cost Recovery Programs (Schedule 4)	15,000	104,280	8,795
<b>Other:</b>			
Fee for Service Contracts			
Accounting and Audit Fees			
Administration	25,000		
(Specify)			
(Specify)			
<b>TOTAL EXPENSES</b>	<b>911,396</b>	<b>899,172</b>	<b>729,185</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>-</b>	<b>2,024</b>	<b>2,733</b>
<b>Accumulated Surplus at beginning of year</b>	<b>34,265</b>	<b>30,768</b>	<b>31,632</b>
<b>Accumulated Surplus at end of year</b>	<b>34,265</b>	<b>32,792</b>	<b>34,265</b>

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



**Regional Consortium  
Statement of Financial Position  
As at August 31, 2022 (in dollars)**

**CONSORTIUM NAME:**

**Central Alberta Regional Consortium**

	August 31, 2022	August 31, 2021
<b>ASSETS</b>		
Cash in Bank and Temporary Investments	202,342	259,203
Accounts Receivable (Note 11):		
Province of Alberta		
Alberta school jurisdictions		
Other	9,589	20,384
Prepaid Expenses (e.g. deposits for future programming)	9,497	3,750
Other assets	3,035	1,575
<b>TOTAL ASSETS</b>	<b>224,463</b>	<b>284,912</b>
<b>LIABILITIES</b>		
Accounts payable (Note 12)	20,676	20,017
Accrued liabilities (Note 12)	-	
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	30,062	35,767
Regional Programs (Schedule 3)	78,174	192,051
Prepaid registration (Note 13)	62,760	2,810
Other:		
(Specify)		
(Specify)		
<b>Total Deferred Revenue</b>	<b>170,996</b>	<b>230,628</b>
<b>TOTAL LIABILITIES</b>	<b>191,672</b>	<b>250,645</b>
<b>ACCUMULATED SURPLUS</b>		
Unrestricted Funds (Note 14)	2,023	
Operating Reserves (Note 15)	30,768	
Capital Reserves (Note 16)		
<b>TOTAL ACCUMULATED SURPLUS (Note 17)</b>	<b>32,791</b>	<b>34,267</b>
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>	<b>224,463</b>	<b>284,912</b>



**Regional Consortium**  
**Statement of Revenues and Expenses**  
**For the Year Ended August 31, 2022 (in dollars)**

CONSORTIUM NAME:

Consortium Provincial Francophone pour le Perfectionnement Professionnel

	Budget 2021/22	Actual 2021/22	Actual 2020/21
<b>REVENUES</b>			
<b>Alberta Education:</b>			
Management & Infrastructure (Note 1)*	191 987	191 987	191 987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	269 000	279 006	294 937
Regional Programs (Schedule 1)		-	
Fee For Service Contracts (Note 2)			
Other Alberta Education			
<b>Total Alberta Education</b>	<b>460 987</b>	<b>470 993</b>	<b>486 924</b>
<b>Other Revenue:</b>			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)	8 500	7 500	3 150
Regional Programs (Schedule 1)		-	
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)		-	
Other fees (Schedule 4)		-	
Other (Note 4):			
Contribution FCSFA	75 000	75 000	74 313
Contribution FCSFA	60 000	60 000	60 000
Other: interests, Fee for service	10 000	16 742	17 974
<b>TOTAL REVENUES</b>	<b>614 487</b>	<b>630 236</b>	<b>642 361</b>
<b>EXPENSES</b>			
<b>Management &amp; Infrastructure (Note 6):</b>			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	303 000	314 421	300 975
Board expenses (Note 8)			
Less: Program Cost Allocations (Note 9)	90 000	97 199	89 500
Net Management & Infrastructure expenses (Note 9)	213 000	217 222	211 475
<b>Program Delivery Costs (Note 10):</b>			
Conditional programs:			
Provincial Programs (Schedule 1)	277 500	286 506	298 087
Regional Programs (Schedule 1)		-	
Cost Recovery Programs (Schedule 4)		-	
<b>Other:</b>			
Fee for Service Contracts			
Accounting and Audit Fees	6 000	7 944	9 931
(Specify)	75 000	75 000	74 313
(Specify)	60 000	60 000	60 000
(Specify)			
<b>TOTAL EXPENSES</b>	<b>631 500</b>	<b>646 672</b>	<b>653 805</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>(17 013)</b>	<b>(16 437)</b>	<b>(11 444)</b>
<b>Accumulated Surplus at beginning of year</b>	<b>105 496</b>	<b>105 496</b>	<b>116 940</b>
<b>Accumulated Surplus at end of year</b>	<b>88 483</b>	<b>89 059</b>	<b>105 496</b>

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

**Regional Consortium**  
**Statement of Financial Position**  
**As at August 31, 2022 (in dollars)**

<b>CONSORTIUM NAME:</b>		<b>Consortium Provincial Francophone pour le Perfectionnement Professionnel</b>	
		<b>August 31, 2022</b>	<b>August 31, 2021</b>
<b>ASSETS</b>			
Cash in Bank and Temporary Investments		150 745	121 460
Accounts Receivable ( <b>Note 11</b> ):			
Province of Alberta			
Alberta school jurisdictions		1 985	
Other		11 117	14 216
Prepaid Expenses (e.g. deposits for future programming)		1 722	3 248
Other assets		924	1 847
<b>TOTAL ASSETS</b>		<b>166 494</b>	<b>140 771</b>
<b>LIABILITIES</b>			
Accounts payable ( <b>Note 12</b> )		60 595	11 164
Accrued liabilities ( <b>Note 12</b> )			
Deferred Revenue:			
Conditional Grants:			
Provincial Programs ( <b>Schedule 3</b> )		16 840	24 111
Regional Programs ( <b>Schedule 3</b> )		-	
Prepaid registration ( <b>Note 13</b> )			
Other:			
(Specify)			
(Specify)			
<b>Total Deferred Revenue</b>		<b>16 840</b>	<b>24 111</b>
<b>TOTAL LIABILITIES</b>		<b>77 435</b>	<b>35 275</b>
<b>ACCUMULATED SURPLUS</b>			
Unrestricted Funds ( <b>Note 14</b> )		33 664	116 940
Operating Reserves ( <b>Note 15</b> )		(16 437)	(11 444)
Capital Reserves ( <b>Note 16</b> )		71 832	
<b>TOTAL ACCUMULATED SURPLUS (Note 17)</b>		<b>89 059</b>	<b>105 496</b>
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>		<b>166 494</b>	<b>140 771</b>

**Regional Consortium**  
**Statement of Revenues and Expenses**  
**For the Year Ended August 31, 2022 (in dollars)**

**CONSORTIUM NAME:**

**Edmonton Regional Learning Consortium**

	Budget 2021/22	Actual 2021/22	Actual 2020/21
<b>REVENUES</b>			
<b>Alberta Education:</b>			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)		118,313	106,398
Regional Programs (Schedule 1)	725,925	815,702	676,951
Fee For Service Contracts (Note 2)			
Other Alberta Education			
<b>Total Alberta Education</b>	<b>917,912</b>	<b>1,126,002</b>	<b>975,336</b>
<b>Other Revenue:</b>			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)		-	
Regional Programs (Schedule 1)	100,000	157,728	82,175
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)		38,986	13,180
Other fees (Schedule 4)		-	
Other (Note 4):			
GIC interest	30	32	
(Specify)			
(Specify)			
<b>TOTAL REVENUES</b>	<b>1,017,942</b>	<b>1,322,745</b>	<b>1,070,691</b>
<b>EXPENSES</b>			
<b>Management &amp; Infrastructure (Note 6):</b>			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	450,000	445,194	300,158
Board expenses (Note 8)	2,500	4,762	
Less: Program Cost Allocations (Note 9)	260,513	125,776	108,171
<b>Net Management &amp; Infrastructure expenses (Note 9)</b>	<b>191,987</b>	<b>324,180</b>	<b>191,987</b>
<b>Program Delivery Costs (Note 10):</b>			
Conditional programs:			
Provincial Programs (Schedule 1)		152,382	106,398
Regional Programs (Schedule 1)	850,000	850,614	759,126
Cost Recovery Programs (Schedule 4)		58,289	13,180
<b>Other:</b>			
Fee for Service Contracts			
Accounting and Audit Fees	3,500		
(Specify)			
(Specify)			
(Specify)			
<b>TOTAL EXPENSES</b>	<b>1,045,487</b>	<b>1,385,465</b>	<b>1,070,691</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>(27,545)</b>	<b>(62,720)</b>	<b>51</b>
<b>Accumulated Surplus at beginning of year</b>	<b>275,414</b>	<b>271,942</b>	<b>275,363</b>
<b>Accumulated Surplus at end of year</b>	<b>247,869</b>	<b>209,221</b>	<b>275,414</b>

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

**Regional Consortium**  
**Statement of Financial Position**  
**As at August 31, 2022 (in dollars)**

**CONSORTIUM NAME:**

**Edmonton Regional Learning Consortium**

	August 31, 2022	August 31, 2021
<b>ASSETS</b>		
Cash in Bank and Temporary Investments	222,785	404,092
Accounts Receivable (Note 11):		
Province of Alberta	61,520	59,881
Alberta school jurisdictions		
Other	28	106
Prepaid Expenses (e.g. deposits for future programming)	17,425	7,059
Other assets	3,832	2,324
<b>TOTAL ASSETS</b>	<b>305,590</b>	<b>473,462</b>
<b>LIABILITIES</b>		
Accounts payable (Note 12)	51,464	12,767
Accrued liabilities (Note 12)	20,940	
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	(0)	43,823
Regional Programs (Schedule 3)	7,500	80,454
Prepaid registration (Note 13)	16,465	61,005
Other:		
Ontario Public Schools Boards Association 7:		
(Specify)		
<b>Total Deferred Revenue</b>	<b>23,965</b>	<b>185,282</b>
<b>TOTAL LIABILITIES</b>	<b>96,369</b>	<b>198,049</b>
<b>ACCUMULATED SURPLUS</b>		
Unrestricted Funds (Note 14)	209,221	125,413
Operating Reserves (Note 15)		150,000
Capital Reserves (Note 16)		
<b>TOTAL ACCUMULATED SURPLUS (Note 17)</b>	<b>209,221</b>	<b>275,413</b>
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>	<b>305,590</b>	<b>473,462</b>



**Regional Consortium**  
**Statement of Revenues and Expenses**  
**For the Year Ended August 31, 2022 (in dollars)**

CONSORTIUM NAME:				LEARNING NETWORK		
				Budget 2021/22	Actual 2021/22	Actual 2020/21 (Restated)
<b>REVENUES</b>						
<b>Alberta Education:</b>						
	Management & Infrastructure (Note 1)*			191,987	191,987	191,987
	Net Conditional Grant Revenues:					
	Provincial Programs (Schedule 1)			302,700	303,600	369,453
	Regional Programs (Schedule 1)				- 0	
	Fee For Service Contracts (Note 2)					
	Other Alberta Education					
	<b>Total Alberta Education</b>			<b>494,687</b>	<b>495,587</b>	<b>561,440</b>
<b>Other Revenue:</b>						
	Conditional Program Registration Fees:					
	Provincial Programs (Schedule 1)			50,250	35,315	59,982
	Regional Programs (Schedule 1)				- 0	
	Grants - Non government sources (Note 3)					
	Cost Recovery Programs: (Note 5)					
	Registration Fees (Schedule 4)				- 0	
	Other fees (Schedule 4)				- 0	
	Other (Note 4):					
	Other Cost Recovery Registration Fees			24,750	9,250	7,000
	Other Cost Recovery Revenue			17,054	25,674	8,470
	Interest			300	773	532
	<b>TOTAL REVENUES</b>			<b>587,041</b>	<b>566,599</b>	<b>637,424</b>
<b>EXPENSES</b>						
<b>Management &amp; Infrastructure (Note 6):</b>						
	Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)			76,720	301,126	263,537
	Board expenses (Note 8)			2,500	6,143	28
	Less: Program Cost Allocations (Note 9)				76,956	116,107
	Net Management & Infrastructure expenses (Note 9)			79,220	230,313	147,458
<b>Program Delivery Costs (Note 10):</b>						
	Conditional programs:					
	Provincial Programs (Schedule 1)			353,821	338,915	429,435
	Regional Programs (Schedule 1)				- 0	
	Cost Recovery Programs (Schedule 4)				- 0	
	<b>Other:</b>					
	Fee for Service Contracts					
	Accounting and Audit Fees			5,000	4,892	9,016
	Other Cost Recovery Expenses				24,557	4,904
	(Specify)					
	(Specify)					
	<b>TOTAL EXPENSES</b>			<b>438,041</b>	<b>598,677</b>	<b>590,813</b>





**Regional Consortium**  
**Statement of Financial Position**  
**As at August 31, 2022 (in dollars)**

CONSORTIUM NAME:				LEARNING NETWORK		
				August 31, 2022	August 31, 2021	
<b>ASSETS</b>						
Cash in Bank and Temporary Investments				353,232	359,444	
Accounts Receivable (Note 11):						
Province of Alberta						
Alberta school jurisdictions				6,043	7,963	
Other				19,043	10,546	
Prepaid Expenses (e.g. deposits for future programming)				15,906	27,104	
Other assets				5,980	5,153	
<b>TOTAL ASSETS</b>				<b>400,204</b>	<b>410,210</b>	
<b>LIABILITIES</b>						
Accounts payable (Note 12)				55,927	28,035	
Accrued liabilities (Note 12)						
Deferred Revenue:						
Conditional Grants:						
Provincial Programs (Schedule 3)				47,150	48,050	
Regional Programs (Schedule 3)				- 0		
Prepaid registration (Note 13)				14,000	18,920	
Other:						
(Specify)						
(Specify)						
Total Deferred Revenue				61,150	66,970	
<b>TOTAL LIABILITIES</b>				<b>117,077</b>	<b>95,005</b>	
<b>ACCUMULATED SURPLUS</b>						
Unrestricted Funds (Note 14)				238,003	270,081	
Operating Reserves (Note 15)				45,124	45,124	
Capital Reserves (Note 16)						
<b>TOTAL ACCUMULATED SURPLUS (Note 17)</b>				<b>283,127</b>	<b>315,205</b>	
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>				<b>400,204</b>	<b>410,210</b>	

**Regional Consortium**  
**Statement of Revenues and Expenses**  
**For the Year Ended August 31, 2022 (in dollars)**

**CONSORTIUM NAME:**

**Northwest Regional Learning Consortium**

	Budget 2021/22	Actual 2021/22	Actual 2020/21
<b>REVENUES</b>			
<b>Alberta Education:</b>			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	200,000	274,638	211,727
Regional Programs (Schedule 1)	10,000	8,916	9,208
Fee For Service Contracts (Note 2)			
Other Alberta Education			
<b>Total Alberta Education</b>	<b>401,987</b>	<b>475,541</b>	<b>412,922</b>
<b>Other Revenue:</b>			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)	75,000	91,884	71,124
Regional Programs (Schedule 1)		184	
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)	20,000	2,779	30,720
Other fees (Schedule 4)		-	
Other (Note 4):			
(Specify)		53	
(Specify)			
(Specify)			
<b>TOTAL REVENUES</b>	<b>496,987</b>	<b>570,441</b>	<b>514,766</b>
<b>EXPENSES</b>			
<b>Management &amp; Infrastructure (Note 6):</b>			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	200,000	228,413	187,421
Board expenses (Note 8)			400
Less: Program Cost Allocations (Note 9)		80,650	
Net Management & Infrastructure expenses (Note 9)	200,000	147,763	187,821
<b>Program Delivery Costs (Note 10):</b>			
Conditional programs:			
Provincial Programs (Schedule 1)	300,000	366,522	282,851
Regional Programs (Schedule 1)	10,000	9,100	9,208
Cost Recovery Programs (Schedule 4)	1,000	1,930	23,385
<b>Other:</b>			
Fee for Service Contracts			
Accounting and Audit Fees	3,000	3,000	
(Specify)			
(Specify)			
(Specify)			
<b>TOTAL EXPENSES</b>	<b>514,000</b>	<b>528,315</b>	<b>503,265</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>(17,013)</b>	<b>42,126</b>	<b>11,501</b>
<b>Accumulated Surplus at beginning of year</b>	<b>23,481</b>	<b>23,481</b>	<b>11,980</b>
<b>Accumulated Surplus at end of year</b>	<b>6,468</b>	<b>65,607</b>	<b>23,481</b>

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



**Regional Consortium**  
**Statement of Financial Position**  
**As at August 31, 2022 (in dollars)**

**CONSORTIUM NAME:**

**Northwest Regional Learning Consortium**

	August 31, 2022	August 31, 2021
<b>ASSETS</b>		
Cash in Bank and Temporary Investments	482,571	360,282
Accounts Receivable (Note 11):		
Province of Alberta	2,940	
Alberta school jurisdictions	32,702	21,143
Other	12,622	5,731
Prepaid Expenses (e.g. deposits for future programming)	-	3
Other assets		
<b>TOTAL ASSETS</b>	<b>530,835</b>	<b>387,159</b>
<b>LIABILITIES</b>		
Accounts payable (Note 12)	18,302	10,769
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	412,758	350,271
Regional Programs (Schedule 3)	6,601	2,578
Prepaid registration (Note 13)	27,567	60
Other:		
(Specify)		
(Specify)		
<b>Total Deferred Revenue</b>	<b>446,926</b>	<b>352,909</b>
<b>TOTAL LIABILITIES</b>	<b>465,228</b>	<b>363,678</b>
<b>ACCUMULATED SURPLUS</b>		
Unrestricted Funds (Note 14)	65,607	23,481
Operating Reserves (Note 15)		
Capital Reserves (Note 16)		
<b>TOTAL ACCUMULATED SURPLUS (Note 17)</b>	<b>65,607</b>	<b>23,481</b>
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>	<b>530,835</b>	<b>387,159</b>

**Regional Consortium**  
**Statement of Revenues and Expenses**  
**For the Year Ended August 31, 2022 (in dollars)**

**CONSORTIUM NAME:** **Southern Alberta Professional Development Consortium**

	<b>Budget 2021/22</b>	<b>Actual 2021/22</b>	<b>Actual 2020/21</b>
<b>REVENUES</b>			
<b>Alberta Education:</b>			
Management & Infrastructure (Note 1)*	191,987	191,987	191,987
Net Conditional Grant Revenues:			
Provincial Programs (Schedule 1)	350,000	358,605	333,655
Regional Programs (Schedule 1)	100,000	14,293	143,192
Fee For Service Contracts (Note 2)			
Other Alberta Education			
<b>Total Alberta Education</b>	<b>641,987</b>	<b>564,885</b>	<b>668,834</b>
<b>Other Revenue:</b>			
Conditional Program Registration Fees:			
Provincial Programs (Schedule 1)	50,000	36,392	73,981
Regional Programs (Schedule 1)	5,000	400	11,360
Grants - Non government sources (Note 3)			
Cost Recovery Programs: (Note 5)			
Registration Fees (Schedule 4)	7,500	9,150	16,250
Other fees (Schedule 4)		-	
Other (Note 4):			
Miscellaneous Revenue			
Interest Revenue	200	205	296
(Specify)			
<b>TOTAL REVENUES</b>	<b>704,687</b>	<b>611,032</b>	<b>770,721</b>
<b>EXPENSES</b>			
<b>Management &amp; Infrastructure (Note 6):</b>			
Salaries, Wages, Benefits, Contracts and other fixed overheads (Note 7)	275,000	296,375	235,269
Board expenses (Note 8)	500	440	1,300
Less: Program Cost Allocations (Note 9)	80,000	80,250	82,276
<b>Net Management &amp; Infrastructure expenses (Note 9)</b>	<b>195,500</b>	<b>216,565</b>	<b>154,293</b>
<b>Program Delivery Costs (Note 10):</b>			
Conditional programs:			
Provincial Programs (Schedule 1)	400,000	394,997	407,636
Regional Programs (Schedule 1)	125,000	14,693	154,551
Cost Recovery Programs (Schedule 4)	5,000	8,856	14,107
<b>Other:</b>			
Fee for Service Contracts			
Accounting and Audit Fees	3,000	3,000	
Amortization		6,345	
(Specify)			
(Specify)			
<b>TOTAL EXPENSES</b>	<b>728,500</b>	<b>644,456</b>	<b>730,587</b>
<b>ANNUAL SURPLUS (DEFICIT)</b>	<b>(23,813)</b>	<b>(33,424)</b>	<b>40,134</b>
<b>Accumulated Surplus at beginning of year</b>	<b>280,601</b>	<b>280,601</b>	<b>240,467</b>
<b>Accumulated Surplus at end of year</b>	<b>256,788</b>	<b>247,177</b>	<b>280,601</b>

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



**Regional Consortium**  
**Statement of Financial Position**  
**As at August 31, 2022 (in dollars)**

**CONSORTIUM NAME:**

**Southern Alberta Professional Development Consortium**

	August 31, 2022	August 31, 2021
<b>ASSETS</b>		
Cash in Bank and Temporary Investments	327,182	385,501
Accounts Receivable (Note 11):		
Province of Alberta	42,000	58,207
Alberta school jurisdictions	27,315	25,303
Other	27,906	12,163
Prepaid Expenses (e.g. deposits for future programming)	937	7,089
Other assets	16,728	
<b>TOTAL ASSETS</b>	<b>442,068</b>	<b>488,263</b>
<b>LIABILITIES</b>		
Accounts payable (Note 12)	43,456	49,625
Accrued liabilities (Note 12)		
Deferred Revenue:		
Conditional Grants:		
Provincial Programs (Schedule 3)	137,227	154,531
Regional Programs (Schedule 3)	8,918	1,455
Prepaid registration (Note 13)	5,290	2,050
Other:		
(Specify)		
(Specify)		
<b>Total Deferred Revenue</b>	<b>151,435</b>	<b>158,036</b>
<b>TOTAL LIABILITIES</b>	<b>194,891</b>	<b>207,661</b>
<b>ACCUMULATED SURPLUS</b>		
Unrestricted Funds (Note 14)		
Operating Reserves (Note 15)	247,177	280,602
Capital Reserves (Note 16)		
<b>TOTAL ACCUMULATED SURPLUS (Note 17)</b>	<b>247,177</b>	<b>280,602</b>
<b>TOTAL LIABILITIES AND ACCUMULATED SURPLUS</b>	<b>442,068</b>	<b>488,263</b>