

DATE: March 19, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Implementation of New Curriculum
(Response to Request for Information #035)

ORIGINATOR: Ron MacNeil, Assistant Superintendent
Mike Suderman, Assistant Superintendent

**RESOURCE
STAFF:** Janice Aubry, Marilyn Manning, Greg Wondga

REFERENCE: [Shared Approach to Curriculum Implementation](#)
(Response to Request for Information #218)
[Shared Approach to Curriculum Implementation - Next Steps](#)
(Response to Request for Information #218)
[Annual Update on Operational Efficiencies 2017-2018](#)
February 19, 2019, Board Meeting (Trustee Gibson)

ISSUE

The following information was requested:

In the context of effective and efficient use of District and provincial funds and efficiencies that could be gained through collaboration with other school districts to support implementation of new curriculum, it is requested that Administration indicate whether the District has the capacity to provide professional learning supports to other Districts and/or to develop teaching and learning resources collaboratively or independently to support new provincial curriculum implementation, and if yes, provide information regarding potential funding models.

BACKGROUND

Edmonton Public Schools has provided professional learning services and teaching and learning resources for external organizations for over 20 years. These have been developed and provided by the District independently and through collaborative models. Many District departments annually provide supports to Alberta Education, school jurisdictions and local, provincial and national organizations through partnership agreements, contractual relationships, registration fee processes, etc. Examples of this include:

- contracted services to Alberta Education for curriculum and resource development for provincial use
- contracted services to regional learning consortia for workshop presentations and resource development
- collaborative development and/or use of resources such as the Math Intervention Programming Instrument (MIPI) and Highest Level of Achievement Tests (HLAT) with other school jurisdictions
- district professional learning events (conferences, inservice sessions, etc.) accessed by other school jurisdictions

- collaboration with numerous jurisdictions to share expertise and plan and develop resources for the implementation of the new curriculum

Edmonton Public Schools does not currently promote these services and resources to other organizations, but provides these services on request, when possible.

Our District has served as a provincial leader throughout the curriculum renewal process. The District provided leadership in Curriculum Development Prototyping, engaging over 100 District teachers and leaders to develop prototype curriculum, resources and assessment materials for the province through that initial phase. Over 400 teachers and principals were involved in collaborative sessions to provide feedback to Alberta Education on the draft Kindergarten to Grade 4 curricula and the Kindergarten to Grade 12 Scopes and Sequences. As well, District staff have been very involved in the development of many components itemized in the draft Provincial Curriculum Implementation: District Readiness Plan 2017-2020, such as through the development of communications and leadership materials, professional learning sessions, etc.

The Board of Trustees of Edmonton Public Schools has been seeking information regarding possible District and provincial operational efficiencies and savings that could be gained through taking shared approaches to curriculum implementation. These include efficiencies gained through the sharing and collaborative development of resources, and the development of closer relationships to share expertise to support change and to strengthen teaching and learning.

CURRENT SITUATION

Edmonton Public Schools is currently building significant District capacity through such activities as:

- providing 40 staff to work on new provincial curriculum development committees, working groups, focus groups and advisory groups
- engaging hundreds of District teachers in curriculum review, resource identification and resource development (such as through teacher committees to draft lesson, unit and year plans, development of new versions of existing resources, etc.) for implementing the new curriculum
- engaging teachers, consultants and leaders in the collaborative development activities with other districts, such as the New Provincial Curriculum Multi-District Assessment Think Tank
- building capacity in the development and delivery of technology mediated professional learning, through producing online modules with facilitation supports that enable school leaders to facilitate professional learning inside their schools

The District provides significant curriculum leadership across the province and facilitates collaborative work with many school jurisdictions, including leading the Multi-District Assessment Think Tank, facilitating a multi-district curriculum conversation group for approximately 30 district-level curriculum leaders and, by working with many school districts on initiatives such as the Mathematics Intervention Programming Instrument (MIPI) and Highest Level of Achievement Testing (HLAT) administration.

Professional Learning Supports

Administration believes that the District currently has the human resource and technological capacity to provide professional learning supports to other districts. Funding would be required to maintain, expand and extend these services to other districts. Curriculum and Resource Support, other central departments, and catchments currently have capacity to provide extensive professional learning sessions, series, conferences, institutes, etc. Curriculum and Resource Support (CRS) has consultants and digital production coordinators who provide support in various ways to teachers and administrators throughout the District, including schools, catchments and leadership groups. CRS and other central

departments are providing a range of technology-mediated professional learning supports with online information and digital modules. Online coaching and chat support features are under development.

Teaching and Learning Resources

Administration believes that the District has the human resource capacity to develop teaching and learning resources collaboratively or independently to support new provincial curriculum implementation. Initial infrastructure is also in place, but would need expansion to provide the resources to other districts. CRS has 1,024 resources under development or distributed that support the new provincial curriculum.

Potential Funding Models

To provide effective professional learning supports and to collaboratively and/or independently develop and make available resources for use across the province, additional financial resources would be required. The following could be potential funding models:

- Cost-recovery funding model – Edmonton Public Schools invoices other districts for services rendered on a cost-recovery basis
- Grant funding model – Edmonton Public Schools seek up-front funding from the Government of Alberta or other granting sources to deliver services and/or provide resources to other districts.
- Contractual funding model – Edmonton Public Schools enters into service agreements and/or purchasing contracts to provide services and/or resources to other districts, on a district-by-district or service-by-service basis.
- Licensing or membership model – Edmonton Public Schools provides access to professional learning and/or resources through a license or membership structure.
- Consortium model – Edmonton Public Schools leads the establishment of a consortium of school districts that would collaboratively deliver, develop and/or provide resources to its members. This could be self-funded through consortium members collaboratively contributing funds, or could be funded through other funding models, such as through provincial grants

KEY POINTS

- Edmonton Public Schools is a provincial leader in collaborative development and the provision of curriculum-based professional learning and resources for teaching and learning.
- The District currently has the expertise, capacity, staffing and initial infrastructure in place to provide professional learning and resources to other districts.
- Additional funds would be required to provide supports beyond our District.
- Several funding models could be considered to provide quality supports to other Districts.

ATTACHMENT

N/A

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