



PROFESSIONAL LEARNING FOR **ALL** REPORT

2023/24



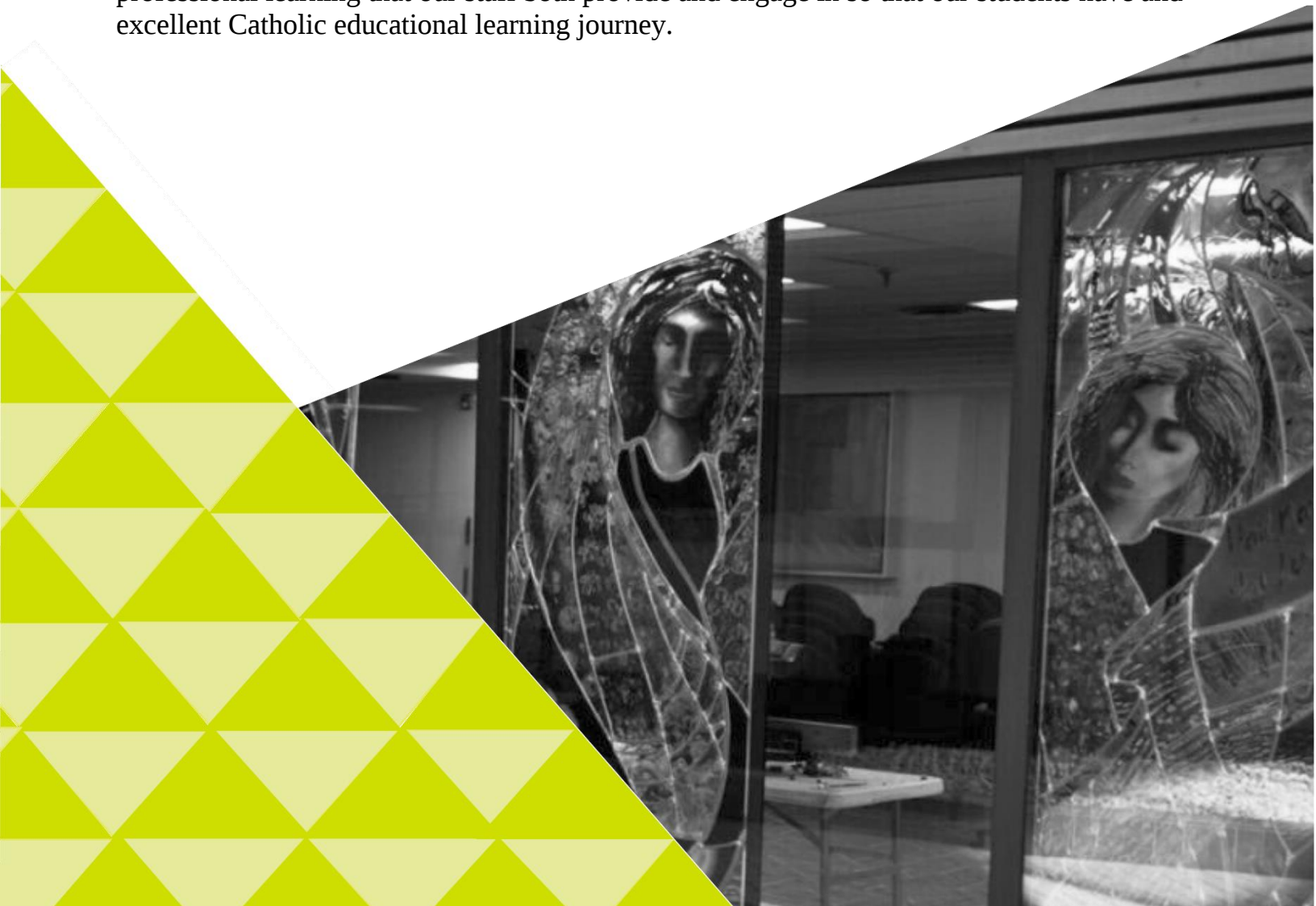
LUMEN CHRISTI CATHOLIC
EDUCATION CENTRE

Edmonton Catholic Schools is committed to providing an excellent Catholic educational experience for all students. In the ever-changing world of education, it is critical that all staff in the Division also have the opportunity to engage in excellent professional learning experiences. This ensures that our staff remain current and well-educated in their areas of expertise. In our Division Plan for Continuous Growth 2023-2026, our Board of Trustees has established, as one of its priorities, Learning Excellence. Embedded in that priority is the following goal and key strategy:

Goal L3: Staff will build their capacity to meet student needs and to be collaborative contributors at their sites and beyond.

- Participate in ongoing professional learning at the school and Division level that is targeted to support the achievement of the academic and non-academic programming of the school.

As a learning organization, it is clear that professional learning for our staff is of paramount importance. Our Division is very diverse, and each department within the Division ensures that their staff remain current in their fields. Each department, in turn, ensures that they are providing professional learning to Division staff in the many disciplines that touch the student learning experience. This report speaks to the incredibly broad spectrum of professional learning that our staff both provide and engage in so that our students have an excellent Catholic educational learning journey.



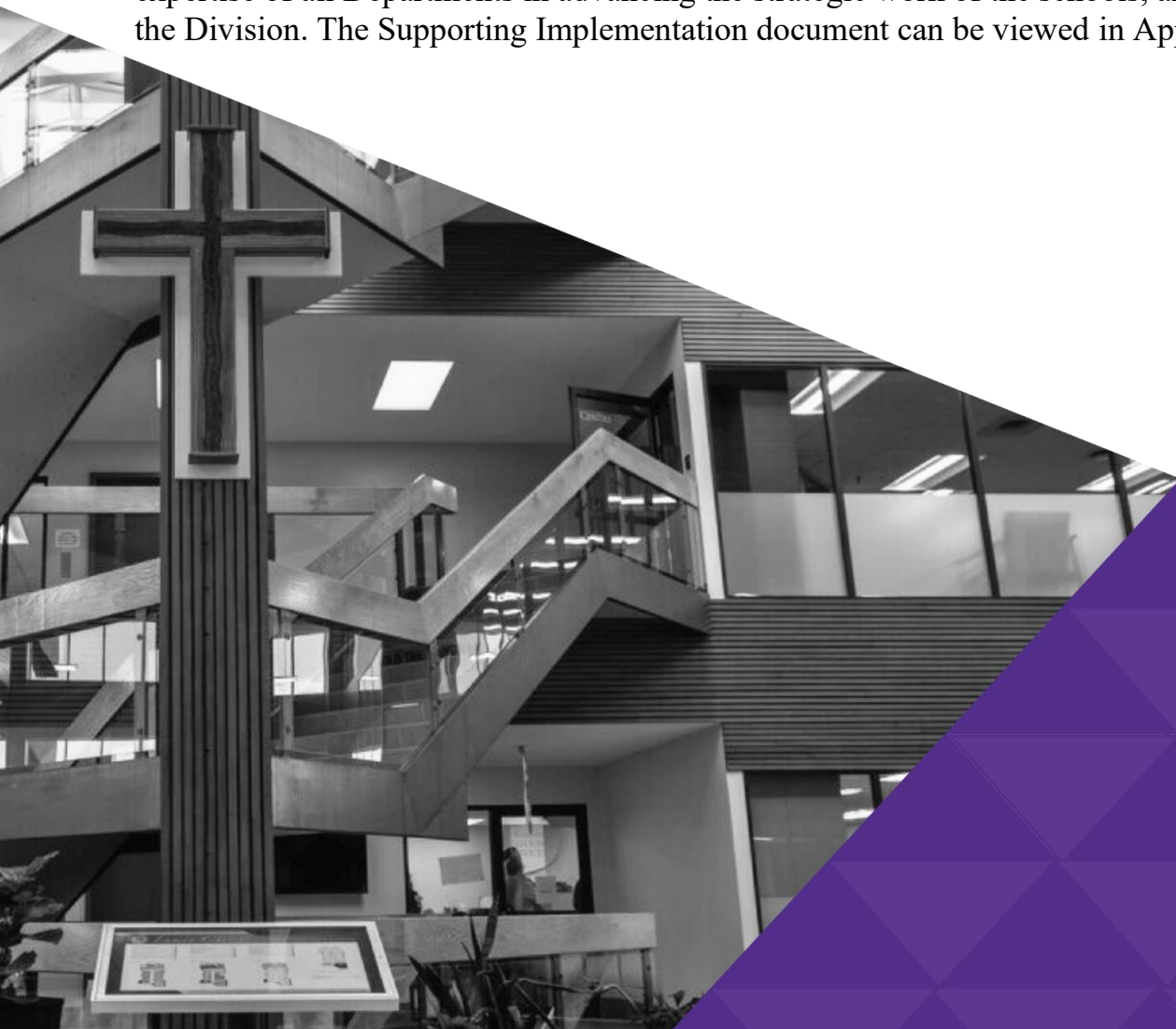
CONTENTS

Professional Learning and Planning for Continuous Growth	1
ECSD Events by the Numbers	2
Educational Planning Services	3
Facility Services	5
Financial Services	6
Human Resources	7
• <i>Occupational Health and Safety</i>	7
Leadership Services	9
• <i>Division Monitoring</i>	9
• <i>Religious Education Services</i>	12
Learning Services	14
• <i>Curriculum & Assessment</i>	14
○ <i>Elementary New Curriculum</i>	14
○ <i>Secondary Curriculum</i>	20
○ <i>Languages</i>	37
• <i>Inclusive Education</i>	42
Student Services	61
• <i>Indigenous Learning Services</i>	61
Appendices	64
Glossary	100

PROFESSIONAL LEARNING AND PLANNING FOR CONTINUOUS GROWTH

The 2023-2024 school year marked the beginning of a new Division Plan for Continuous Growth with a new set of priorities as established by the Board of Trustees. The priorities are Living our Faith, Learning Excellence, Organizational Excellence, and Embracing Diversity. These priorities will guide the Division's work for a fixed three-year planning cycle.

School Plans for Continuous Growth are developed each year and are based on the Division Plan. Acknowledging that schools will intentionally plan very early on in the school year for their professional learning needs with respect to their school plan goals, Administration created a document titled Supporting Implementation of the Division Plan for Continuous Growth. Each Department was asked to contribute to the document by providing an overview of the resources, professional learning, and services they could offer to schools according to each Division priority. The intent of the document was to provide an easy to use "menu" for school-based leaders to build their school professional learning and resource plan for the year. It is an excellent starting point to facilitate maximum use of and access to the expertise of all Departments in advancing the strategic work of the schools, and therefore of the Division. The Supporting Implementation document can be viewed in Appendix A.



ECSD EVENTS BY THE NUMBERS

Through the collaboration of four departments, we are thrilled to offer hundreds of dynamic professional learning sessions, engaging tens of thousands of staff in our journey to make Edmonton Catholic School Division a vibrant hub of educational excellence.

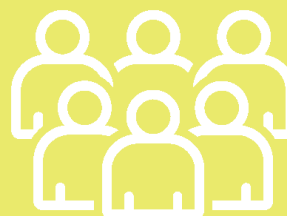
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A bar chart with four bars of increasing height, topped with a white arrow pointing upwards.

This year, from September to January, we have successfully offered 249 sessions covering all facets of deep learning, providing job-embedded learning opportunities that significantly enhance the teaching and learning excellence within our staff.

Supporting an impressive 22,883 participants so far, including teachers, administrators, learning coaches, and support staff, our division fosters a collaborative learning environment where staff learn through and with each other in faith, continuously driving improvement and excellence in our educational community.

22 883



4

A white icon of two hands shaking, symbolizing partnership or collaboration.

With a strong foundation of partnerships and collaboration between Curriculum and Assessment, Inclusive Education, Religious Education Services, and Indigenous Learning Services, each contributing a vital part to the whole, we've crafted comprehensive learning sessions that align seamlessly with our division's priorities and effectively address the diverse needs of our students.

The comprehensive list of ECSD events offered can be viewed in Appendix B.

EDUCATIONAL PLANNING SERVICES

INTERNATIONAL BACCALUREATE PROFESSIONAL DEVELOPMENT

As a contributor to many of The Edmonton Catholic School Division (ECSD) programs, the Educational Planning Department aims to reach as many educators as possible. Participating in professional development (PD) for the International Baccalaureate (IB) Programmes is mandatory to ensure the highest level of impact on educators.

Traditionally, PD sessions for IB Programmes are held in the United States. However, hosting these sessions in Edmonton has helped the Division achieve substantial cost savings by avoiding expenses such as airfare, accommodations, meals and staffing for schools (including substitute teacher and Administrator coverage); the Division has been able to allocate resources more effectively.

Each session was comprised of Administrators and teachers from various school Divisions, including ECSD, Edmonton Public School Board (EPSB), St. Albert Public Schools, Calgary Board of Education (CBE), Elk Island Public Schools (EIPS) and Strathcona. Two different IB sessions were hosted. One was customized for IB educators in the areas of Biology, Chemistry and Physics, and the other was for educators new to the IB Primary Years Programme (PYP). Educational Planning Services' professional development strives to engage educators in immersive learning experiences and thought-provoking concepts aligned with the IB's mission. These sessions were led by expert workshop facilitators with extensive experience teaching IB and PYP Programmes.

The IB continuum of programs is intended to cultivate individuals with a positive attitude and a receptive mindset to meet the demands of the contemporary world. Over the past five decades, this curriculum has consistently proven its efficacy by providing a sturdy foundation that adapts to diverse cultural and contextual needs, rendering it a highly versatile educational platform.

ADVANCED PLACEMENT PROFESSIONAL DEVELOPMENT

Educational Planning Services also provided educators with PD sessions for the College Board Advanced Placement (AP) Program. The AP PD was one of the largest attended in Western Canada. AP is an academically rigorous program intended for high school students seeking a challenging educational experience. By taking post-secondary level courses, students are better prepared for the academic demands they will face in universities and colleges. AP programming provides a supportive learning environment that prepares students for post-secondary studies and offers numerous benefits, including course credit, College Board awards, and scholarships from leading universities, including the University of Alberta.

INTERNAL PROFESSIONAL DEVELOPMENT

Internally, Educational Planning Services introduced a professional development platform similar to a “Ted Talk.” The initiative encourages staff to present topics that benefit the Educational Planning Team and other departments within the Division. Educational Planning Services encourages staff to suggest topics that inspire their enthusiasm as this positively impacts their performance and overall well-being. For example, the Senior Planner presented “The Gated Approval Process” and “The Vision of Educational Planning.”

The Educational Planning Services team’s internal PD platform facilitates the invitation of external presenters, such as a mindfulness coach specializing in techniques that enhance an individual’s ability to remain focused on the present moment. The team was provided with two sessions: “Mindful for the Holidays” and “Mindfulness for the Workplace,” which emphasized utilizing individual strengths to achieve optimal team results.

During a recent PD session, staff from Alberta Infrastructure presented an informative talk on Post-Occupancy Evaluations of completed school projects. The Facility Services team also participated in this session and provided valuable insights based on their experiences in maintaining and operating school buildings. The session highlighted the significance of ongoing evaluation and improvement in the construction and design of school facilities. By working collaboratively and continuously seeking feedback, it can be ensured that schools in the Division provide safe, comfortable, and effective learning environments for all students.

This professional development platform has been an enormous success for the Educational Planning Services team. Not only has it allowed for the sharing of valuable information and skills, but it has also created a sense of community among staff and other departments. It has been wonderful to see staff members step up and lead sessions on topics they are enthusiastic about and to see the positive impact these sessions have had on team dynamics and individual well-being. The ability to invite external presenters has also been a great way to bring in fresh perspectives and ideas.



FACILITY SERVICES

At Facility Services, a variety of opportunities exist for staff to enhance their professional competencies.

Onsite regular safety talks and demonstrations, facilitated by department leadership, as well as the Occupational Health and Safety (OHS) Safety Officer assigned to Facility Services, support the professional development of facility staff. Topics include reminders or new information related to safe work practices, proper use of equipment, assessment, and mitigation of workplace risks, and more. Safety and safe work practices are fundamental to the training offered to Facility Services' staff to ensure their safety in meeting the infrastructure and maintenance needs of schools and sites across the Division.



Additionally, tradespeople are provided opportunities for external credentialization training to support their progression through their trade-related competencies and qualifications, as deemed necessary.

Further, all Facility Services staff participates in Division-sponsored Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) training and booster exposure in an ongoing effort to promote continued awareness of the collective responsibility in matters related to Equity, Diversity, Inclusion and Anti-Racism.

FINANCIAL SERVICES

To determine professional development needs, the Financial Services team primarily looks at service tickets (IITS tickets) received from Administrative Support staff to determine commonalities amongst their requests. Our in-school mobile trainers, who directly support the Division's newer Administrative Support personnel, also provide feedback on areas in need of improvement. Financial Services also addresses financial topics that directly relate to Administrative Support staff roles such as updates on new items, changes to existing processes and controls and refreshers on tasks that are important but may not be fully completed. Examples of refreshers include:

- Cayenta Report Writer sessions every October for new staff members and refresher courses throughout the year.
- Inventory Shopping Cart and Purchase Requisitions for new staff members and refresher courses throughout the year.
- Purchase Card reconciliation videos are available on demand for all aspects of the application and refresher courses are provided throughout the year.

Through the information and training provided by Financial Services, Administrative Support staff achieve a better understanding of financial transactions, processes and controls which ultimately lead to consistency and improved reporting and decision making by the Division.



HUMAN RESOURCES

OCCUPATIONAL HEALTH AND SAFETY —

OHS training is a crucial component of ensuring a healthy and safe work environment for employees. The OHS team's training is designed to educate staff on the potential risks and hazards associated with their work activities and to provide them with the knowledge and skills necessary to perform their duties safely. The goal is to prevent workplace injuries and illnesses – both physical and psychological; as well as promoting the overall well-being of employees. OHS training is crafted to help the Division meet legislative requirements. Key components of OHS training include hazard assessment training, which includes how to identify and assess hazards in the workplace; incident reporting; accident investigations; anaphylaxis and allergy awareness; ergonomics; conducting workplace inspections; orientations; custodial training; science laboratory safety training; Workplace Hazardous Materials Information System (WHMIS); as well as maintenance and construction safety training.

All aspects of the health and safety program are guided by OHS legislation and use employee training to help meet OHS obligations. The health and safety obligations for employers are explained in Alberta's OHS Legislation; training is one of the obligations. "Every employer shall ensure that workers engaged in the work of that employer are adequately trained in all matters necessary to perform their work in a healthy and safe manner."¹ For example, as outlined in the OHS Code, employers are required to have a specific number of trained first aid attendants on site. To meet this requirement, the OHS team offers first aid training sessions throughout the year.



OHS training is tailored to align with job requirements and duties. For instance, during the fall season, custodians are provided with snowblower and flammable liquid training, as they will be using snowblowers and gasoline during the winter months. ECSD employees receive training annually, as well as on a three-year rotational cycle. In addition, training is provided following an injury, if recommended.



The OHS team takes a proactive approach throughout the year to identify and mitigate potential risks and hazards in the workplace. As the OHS team conducts hazard assessments, it can be determined which training elements are necessary for staff to complete, to ensure employees are aware of their job hazards and have the training to do their jobs safely.



The OHS team uses the data from ECSD incident reports to identify trends and areas for improvement. For example, in the fall of 2022, an increase in incidents related to slips and falls on ice was observed. This prompted the launch of a 'fall prevention campaign' to educate staff on safe walking practices in icy conditions. The "Walk Like a Penguin" campaign was a fun, engaging campaign that involved employees in the process of assessing risks and learning how to identify risky situations to prevent falls on ice.

¹ Alberta Occupational Health and Safety Act. Section 3, Part 1 (2).



The OHS team also provides post-injury training that aims to prevent injury from reoccurring. For example, if an employee is injured while working on a ladder, ECSD's online training provider, Public School Works (My Safety Portal) will automatically send a ladder safety refresher course to the employee to review.

In addition to legislation, trend analysis, and injury prevention, OHS training is supported by the Certification of Recognition (COR) requirements. Annually, ECSD undergoes an external audit to evaluate ten different aspects of the safety program. One of the elements that the auditor assesses every year is training. In considering the training element, the auditor asks the following questions:

- Is there a process to ensure employees are qualified for the position?
- Does the orientation process cover OHS rights, and critical health and safety information?
- Are managers/supervisors provided with training to support them in their role?
- Does job-specific training include hazards and controls as well as a practical demonstration?
- Do employees receive job specific training when they are assigned new tasks, or when an operational change affects their work?
- Is there a process to assess the competency of new and re-assigned workers?
- Is required refresher training provided?

There are three new training courses for the 2023-2024 school year. Back to Basics: A training course designed for facility service employees, covering the fundamental aspects of OHS; Science Lab Safety: A program for Junior High/High School Science lab technicians and teachers, providing guidance on how to maintain a safe workplace in the lab; and Wellness Self-Care Sessions: A series of sessions aimed at individuals working in education, focusing on self-care and well-being.

Implementing OHS training programs provides several benefits, including decreasing workplace incidents, reducing lost time and insurance premiums, ensuring legal compliance, meeting COR requirements, enhancing employee morale and engagement, reducing staff turnover and absenteeism rates, increasing productivity, creating a more efficient workforce, and demonstrating a commitment to staff safety and well-being. At ECSD, health and safety practices are embedded within the work processes and everything is done with safety in mind.



LEADERSHIP SERVICES

DIVISION MONITORING —

Division Monitoring is comprised of four areas: Applied Research, Freedom of Information and Protection of Privacy (FOIP), Records Management, and Student Records. The work of Division Monitoring is guided by the *Division Plan for Continuous Growth*, the *Alberta Education Assurance Framework*, the *Funding Manual for School Authorities*, the *Freedom of Information and Protection of Privacy Act*, as well as the other acts, regulations, and administrative procedures that apply within the Division. Division Monitoring both models and supports a commitment to personal and professional growth. Although Division Monitoring primarily provides leadership development sessions, Division Monitoring also provides professional learning for ECSD staff.



At the beginning of the 2023-2024 school year, the Director of Division Monitoring assessed the current professional learning needs of the Division Monitoring team and the Division with respect to the department's areas of responsibility.

The individual areas within Division Monitoring (Applied Research, FOIP, Records Management, and Student Records) were asked to share their responsibilities, achievements, and next steps with the rest of the Division Monitoring team. Throughout September 2023, multiple Division Monitoring training sessions were conducted (e.g., Accuracy Training, FOIP Training, Records Management Training, Student Records and Audit Training). In addition, experts from the ECSD Technology Services department also assisted in the Division Monitoring training sessions (e.g., Knowledge Lake Training, Student Document Repository Training, PowerSchool Training). Division Monitoring staff reported that this was a very positive professional learning experience that strengthened the entire Division Monitoring team. The Division Monitoring training sessions served to standardize some of the key performance expectations of the Division Monitoring team while ensuring that staff understood the collaborative interconnections between the individual areas within the Division Monitoring team. A strong Division Monitoring team ensures that consistent messaging and consistent professional learning sessions are provided to other staff within Edmonton Catholic Schools.

Division Monitoring (Applied Research) assists ECSD schools and departments with applied research projects within the Division (e.g., surveys, engagements, dashboards, testing). In addition, Division Monitoring (Applied Research) also assists Alberta Education with the Provincial Testing Program (e.g., Provincial Achievement Tests [PATs] and Diploma Examinations), the Alberta Education Assurance Framework (e.g., Alberta Education Assurance Survey), and provincial research projects. The Division Monitoring SharePoint site contains valuable applied research information and resources for schools and departments to engage in on-demand professional learning at their own convenience. Professional learning in this area is important as it assists in ensuring the collection of accurate data for evaluation and decision-making purposes in the Division.

Division Monitoring (FOIP) provides advice to schools and departments within the Division to ensure compliance with the Freedom of Information and Protection of Privacy Act. As Division staff encounter privacy-related issues every day, the development and availability of up-to-date training materials is critical to assist in ensuring that the personal information of ECSD students and staff is protected. The FOIP Coordinator is responsible for developing and updating these training materials to address common concerns. In addition to training materials, in-person training sessions are available for departments and schools throughout the school year. There are also FOIP resources and training materials available on the Division Monitoring SharePoint site. To assist schools and departments in meeting their responsibilities under the FOIP Act, there is a free online Service Alberta FOIP training course available to all staff on the Division Monitoring SharePoint site. The course takes 1 to 2 hours to complete and includes review questions designed to stimulate thinking and increase awareness about privacy concepts. A certificate of completion is available to print at the end of the course.

Division Monitoring (Records Management) provides records management advice to schools and departments within the Division to ensure that records are retained appropriately in compliance with legislation and business requirements. The Records and Information Management Coordinator is responsible for developing the Division Records Retention Guidelines and the associated training materials. In-person training sessions are available for departments and schools throughout the school year. Records Management resources and training materials are currently in development and will be located on the Division Monitoring SharePoint site for on-demand professional learning.

Division Monitoring (Student Records) provides student records advice to schools and departments within the Division and assists with audits and student records requests. In Spring 2024, the Director of Division Monitoring and the Student Records Specialists will be providing Administrative Assistant training sessions to ensure that schools understand their duties associated with student records and audits. The “Student Records Road Trip” sessions were originally developed last school year, and will be offered again this school year, due to the positive comments received from the attendees. Division Monitoring (Student Records) also provided Alberta Education Enrolment Verification Audit training and information to Administrative Assistants at the Annual Admin Kick-Off on August 23, 2023. Professional learning in this area is important as student records accuracy impacts funding. Student records resources and training materials can also be found on the Division Monitoring SharePoint site for on-demand professional learning.

The Director of Division Monitoring provides professional learning, communications, and resources to schools and departments throughout the school year. This year, the focus has been on the move towards Alberta Education's new Digital Assessment Platform. Principals, Assistant Principals, and departments will receive training and/or communications with respect to the Provincial Testing Program as well as the transition to the new Provincial Digital Assessment Platform. Principals and Assistant Principals will also receive data analysis and interpretation training this school year to assist in identifying areas of strength and areas requiring focus in the schools. In addition, in cooperation with School Operation Services, the Director of Division Monitoring will be providing "Student Records, FOIP, and PowerSchool Logs" training sessions for school staff.

In summary, Division Monitoring models and supports a commitment to personal and professional growth by both participating in and delivering professional learning opportunities for staff members in the Division. The four areas in Division Monitoring (Applied Research, FOIP, Records Management, and Student Records) work as a team to support the exceptional Catholic education provided in the Edmonton Catholic School Division. Professional learning in the four areas of responsibility of Division Monitoring is critical as it ensures that student and staff information is protected and used in a respectful manner and that records are accurate and appropriate to assist with funding and decision-making in the Division. Overall, the work of Division Monitoring contributes to the systems excellence of the Edmonton Catholic School Division.



LEADERSHIP SERVICES

RELIGIOUS EDUCATION SERVICES —

Each year, Religious Education (RE) Services provides PD sessions centered on its RE curriculum, from Grades K-12. The resources for Religion include *Growing in Faith*, *Growing in Christ* in Kindergarten-8, *Fully Alive* in Grades 1-4, *Be With Me* in Grade 9, *Christ and Culture* in Grade 10, *Jesus of History*, *Christ of Faith* in Grade 11, and *In Search of the Good*, and *Religions of the World* in Grade 12. Given that the new RE Kindergarten Program of Studies was introduced this year, special emphasis is placed in this direction.



In terms of Faith Formation PD, its direction follows that of the school Division. Over the past couple of years, much attention has been fixed on the *Five Marks*. Thus, PD to CEL, to the new Principals, the new Assistant Principals, the Leadership group, Managers, as well as the school Chaplains, has addressed the same.



The Division Theme also drives the direction with the annual Faith Development Day. This year, the focus was on **Letting Our Light Shine Forth**. In addition to celebrating Mass together in local churches, staff were able to engage with the theme more fully via the guidance of three outstanding speaker reflections and music.





Finally, Tuesday liturgies serve as Faith Formation PD for all staff at Lumen Christi Catholic Education Centre (LCCEC), and for all staff and students in the Division via the 'Little-Liturgies' and virtual messages from Father Glenn McDonald and Father Julian Bilyj, as well as prayers and other liturgies shared in the weekly Staff Week at a Glance (SWAG) messages. Liturgy and prayer are a most significant part of the work.



The overarching themes include all the Religion Curricula, that is the fundamental human search for meaning, as well as the Five Marks, and the Division Theme – Let Your Light Shine Forth. In the end, the goal is heaven.

LEARNING SERVICES

CURRICULUM & ASSESSMENT – Elementary New Curriculum

The Learning Services Elementary Curriculum Team has been deeply focused on supporting the implementation of the New Alberta Curriculum, which spans five subject areas across seven grade levels, introduced over the past two years.

At the heart of this planning lies a commitment to teacher PD and the provision of high-quality student resources. The decision-making for Elementary New Curriculum's PD approach was driven by a dual focus: enhancing pedagogical practices and equipping educators with the tools necessary for success in a diverse classroom environment all grounded in the content of the new curriculum learning outcomes and the specific knowledge, understandings, skills, and procedures (KUSPs) for each subject area and grade level.

The Elementary team's approach to the New Alberta Curriculum is closely aligned with the Alberta Teaching Quality Standard (TQS) Indicators, particularly TQS2 and TQS3. TQS2 involves teachers engaging in career-long professional learning and ongoing critical reflection to improve teaching and learning. This commitment is reflected in the professional development opportunities offered by the Elementary team which embody TQS2 by fostering continuous learning and ensuring educators are updated with the latest pedagogical practices relevant to the new curriculum. This aligns with TQS2's focus on a professional body of knowledge.

Additionally, a commitment to inclusive learning environments, central to TQS3, is evident in the Universal Design for Learning (UDL) approach used. TQS3 is defined by teachers applying a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. The UDL strategy aligns with TQS3's mandate of addressing diverse student needs, including cultural, linguistic, and ability backgrounds. By integrating curriculum support with these TQS Indicators, it can be ensured educators are well-equipped to create engaging, inclusive, and effective learning environments for all students.



The overarching themes revolve around collaborative learning, effective planning, instruction, and assessment practices, and inclusive education. Each theme aims to foster an environment where every student can thrive, supported by educators who are confident, resourceful, and adaptive. The scope of this support is broad yet focused, targeting effective curriculum delivery and student engagement through a UDL approach.

The audience for the professional learning offered by the Elementary team includes school administrators and teachers across all grade levels, who are pivotal in bringing this new curriculum to life. Through various formats like conference-style learning days, Communities of Practice (COPs), and teacher working groups, it can be ensured that educators are not just recipients of information, but active participants in shaping the educational landscape.

This professional learning model is not just an investment in the Division's educators and students; it represents a significant stride towards overall Divisional improvement. By empowering teachers with knowledge, resources, and support, a foundation for a more dynamic, inclusive, and effective learning environment is set. This, in turn, benefits the entire school community, fostering a culture of continuous learning and growth.

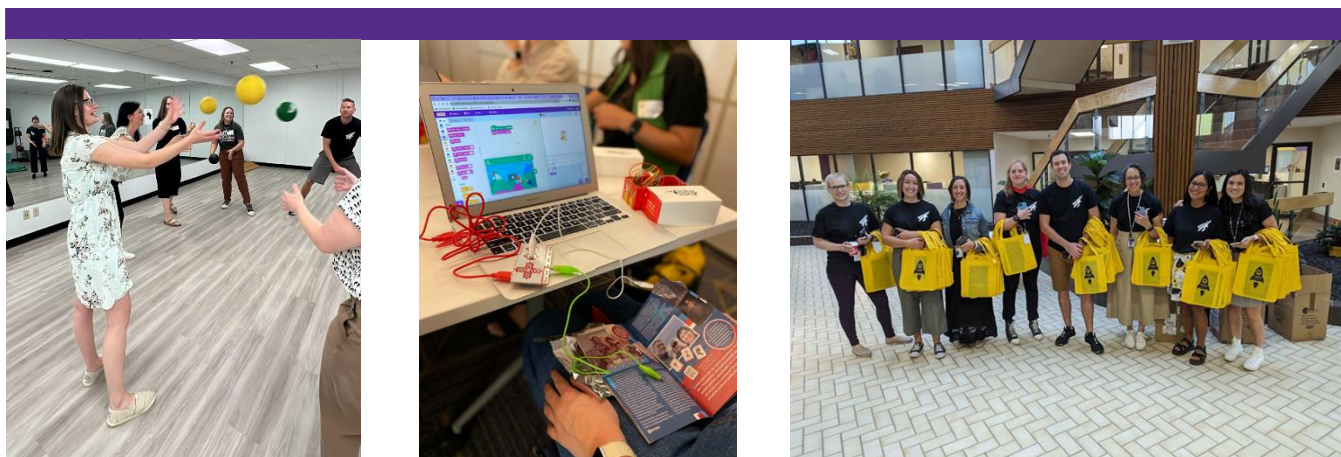
The following sections will delve deeper into the specifics of the Elementary team's professional learning offerings and the resources provided, highlighting how each element contributes to the Division's vision of 'Learning for All'.



Professional Learning

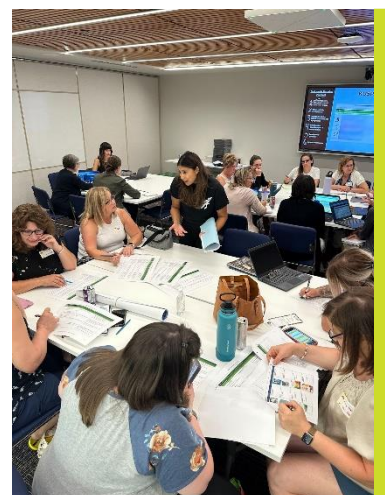
SUMMER SUMMIT

To launch the new curriculum for the school year, teachers were invited to optionally attend *Summer Summit*. This day offers not only over 40 sessions to choose from, but each session provides powerful “classroom ready” learning combined with student resources to take back to the school. 307 teachers were in attendance from 68 elementary schools. This learning is offered in repeat sessions during *Division-Wide Professional Development (DWPD)* and school team days. These resources support not only new curriculum implementation but also the Division’s legacy subjects. Schools received outdoor learning sets, robots, kindergarten exploration centers, portfolio materials, mentor texts, indigenous resources, and more. The classroom resources are supplied to all 72 elementary schools regardless of whether they attended the summit during the summer OR during school teams.



SCHOOL TEAMS

Five times a year the Elementary Curriculum team is offering a “conference-style” full day of immersive hands-on professional learning for school teams to learn about the current and immediately upcoming moments of time in the new curriculum. These days support all 5 new subject areas across all 7 grade levels. Each school team consists of the administrator and up to two additional teachers. School teams can choose from 9 breakout sessions that cover curriculum, assessment, technology, languages, and inclusive supports. Each session is focused on experiences and resources that can be utilized in the classroom immediately. School teams act as implementation experts and bring the information, resources, and experiences back to their school sites.



TEACHER WORKING GROUPS

Teacher working groups serve a twofold purpose. Firstly, self-nominated teachers from grades K-6 are invited three times a year to work at-the-elbow with curriculum consultants to co-construct critical classroom supports for teachers in the form of pacing guides (cross curricular scope and sequence with resources) and curriculum crates (lesson plans with resources). There are 220 pacing guides for every single subject area and grade level for each month. There are 447 fully developed curriculum crates complete with teacher and student materials. Secondly, these teachers get the afternoon to plan with fellow grade level educators with the assistance and support of curriculum consultants. 80 teachers are part of the teacher working group. Additionally, these incredible resources are shared and used by many school Divisions around the province showcasing ECSD as educational leaders.

bit.ly/ecsdnew GRADE 3 DECEMBER @ecsdlearning #ecsdlearning

Curriculum Crate
Grade 1
Land Acknowledgement

SOCIAL STUDIES & ELAL
Edmonton Catholic School Division

You can find these resources at <https://curriculum.ecsd.net/>

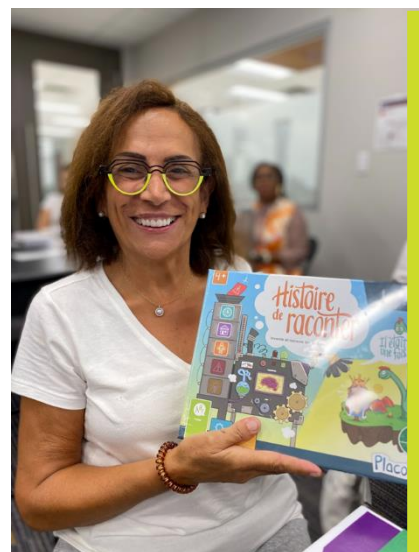
NEW SCIENCE & ASSESSMENT COMMUNITY OF PRACTICE

This is a self-nominated group of educators who want to deep dive into the new science curriculum K-6. The K-3 teachers are working on current implementation while the 4-6 teachers are preparing for the 2024 implementation year. The goal of this Community of Practice (COP) is to build common understanding around the framework of the new curriculum so that learning progressions that lead to understanding for all students, while looking at effective teaching practices to positively impact student engagement, learning, growth, needs, and promote equity, can be developed. Teachers work at-the-elbow with both the elementary science and assessment consultants in an instructional coaching model. There is professional learning, classroom observations, intervisitations, and filming to support this. There are 22 teachers in this group and there will be 6 full days of professional learning between October and May.

NEW CURRICULUM MATH AND ELAL STUDENT RESOURCES

To support ECSD's plan to enhance the educational experience for every student, the Elementary Curriculum team has strategically provided a range of new curriculum resources, designed to complement, and elevate the learning journey. Central to this is the incorporation of classroom-based math manipulatives, including Digi blocks, Cuisenaire rods, number balances, and math mentor texts.

Crucially, the effectiveness of these resources is amplified through dedicated professional learning programs. Prior to these materials reaching the classrooms, it is ensured that educators are thoroughly trained in their use through events like Summer Summit and school team sessions. This approach ensures that teachers are not only equipped with the necessary tools but also possess the knowledge and strategies to utilize them effectively. These resources are more than just aids; they are catalysts for deeper understanding, enabling students to transition from concrete to abstract thinking, engage in rich tasks, and explore learning at their own pace. By intertwining resource provision with professional learning, we bridge the gap between theoretical knowledge and practical application, ensuring that these materials serve as powerful enablers for diverse learners across all levels. This holistic approach ensures that our investment in resources translates into tangible educational outcomes, making learning more engaging, accessible, and effective for every student.



DIVISION-WIDE PROFESSIONAL DEVELOPMENT

Learning Services has revitalized DWPD days to better align with the Division ethos of 'Learning for All'. Embracing a forward-thinking, Universal Design approach to teaching and learning, a community of practice format that spans four engaging sessions has been introduced. This series is uniquely designed to be cross-curricular, incorporating collaborations and considerations for inclusive needs and language support. It is crafted to provide educators with a profound depth of understanding and a progression in skill development through its comprehensive structure.

This new format, detailed in the Division-Wide Professional Development Catalogue, empowers educators with the choice to select the community that best aligns with their personal learning needs, their professional growth plans, and the specific requirements of their unique classroom environments. Offering choice, can ensure that educators are not just participants in a predetermined program but active architects of their own professional development journey. It aligns with their professional learning objectives while addressing the diverse needs of students.



LEARNING SERVICES

CURRICULUM & ASSESSMENT – Secondary Curriculum Assessment and Reporting

Equitable assessment practices, as advocated and implemented by the Assessment team, involve recognizing students as integral to the assessment process and maintaining a genuine belief that all students can achieve excellence in alignment with Alberta learning outcomes. This approach not only respects the Catholic belief in children of God but also ensures that assessment practices used uphold the principles of fairness, inclusivity, and equity.



The Assessment team is spearheading Community of Practices (COPs) focused on assessment pedagogy and Universal Design for Learning. These COPs include a Kindergarten Assessment cohort, a New Curriculum Science and Assessment cohort, and a Junior High/High School Assessment cohort. The aim of these COPs is to create systems that anchor instruction and assessment in the learning outcomes, prioritize feedback to move learners forward, and document evidence of learning so that all invested parties have a window into the learning of a child.

The Assessment team's collaboration and assessment support extends into various working groups, such as those of the Languages team in Ukrainian, Spanish, and French Immersion, Religious Education Department Head meetings, as well as the Reframing Autism Working Group. Additionally, the Assessment team has created three DWPD series, including Backward Design Planning for the New Curriculum, Assess Like a Boss in Mathematics, and Mindset Matters for Equitable Education.

In the upcoming year, the Assessment team is excited to re-launch an online book study for Junior High and High School teachers, in collaboration with the English Language Arts consultant, centered around Sarah Zerwin's "Point-Less: An English Teacher's Guide to More Meaningful Grading".



Lastly, the Assessment team has produced 26 podcast episodes for The Learning Curve Podcast ECSD, featuring interviews with ECSD teachers, administrators, and global experts in the field of assessment. These episodes serve as a valuable resource for continued professional development for educators.

In all initiatives, the Assessment team anchors professional learning in sound, research-backed assessment practices. This approach requires teachers to deeply understand the program of study and learning outcomes, aligning directly with ECSD Administrative Procedure 360 and Alberta's Teacher Quality Standard 3.c.

One digital tool that the Assessment team is piloting for its ability to support teachers in tracking student learning, providing feedback, and reporting to families is Spaces EDU. This digital portfolio tool is anchored in research and practical classroom applications. Currently this tool is being piloted with a handful of elementary schools and teachers to explore its potential for ECSD's implementation of the new Alberta curriculum.

Through providing professional learning about effective feedback, student self-assessment, and peer assessment, the Assessment team's support aims to empower teachers to view students as integral participants in the assessment process and active contributors to their learning journeys.

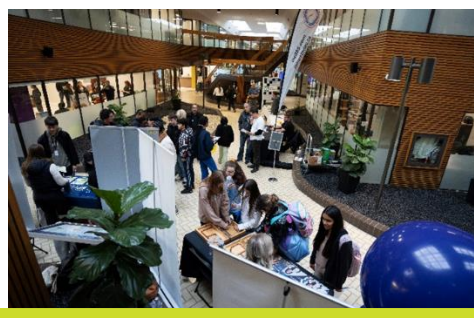
Careers Education

This year, Edmonton Catholic Schools has established a new Careers Education department, dedicated to expanding knowledge about post-high school options for our staff and students. The approach of this department is shaped by three key government documents, tailored to the unique needs of ECSD staff and students: [The Career Education Task Force](#), [The Education Mandate Letter to Honourable Demetrios Nicolaides](#), and [The Advanced Education Mandate Letter to Honourable Rajan Sawhney](#).

The Careers Education department's current efforts involve collaborating with school administrators, teachers, and off-campus coordinators. Careers Education is assessing each high school's needs to further enhance the robust Career Education program. An important part of this effort is the department's partnership with CAREERS: The Next Generation, which has expanded to offer a broader range of paid career opportunities for students in fields like trades, medicine, and technology.

A major highlight was ECSD's first Career and Bridging Fair. This was a fantastic opportunity for staff, students, and the public to explore various career paths and understand how they fit into the educational curriculum. This event showcased the collaboration of multiple departments, enriching learning experiences for everyone involved.

In an ongoing commitment to safety and inclusivity, Careers Education has been working with Career and Technology Studies (CTS) to offer professional development, particularly in safety for construction classes. This aligns with the Division's UDL approach, ensuring that a diverse range of students can safely participate in these programs.



The "Education for Every Child" PD conferences are another cornerstone of Careers Education's initiative. Here, consultants engage with teachers from various subjects and grades, focusing on integrating career education into all areas of study. This integration helps students link their talents and interests to potential future careers.

Later this year, the Careers Education team will be working with staff from grades 7+ to enhance resources for career education curriculum within the Career and Technology Foundations (CTF), CTS, Health, and Career and Life Management (CALM) programs. The objective is to assist staff create and access resources to help all students investigate a wide range of career options, along with their strengths, abilities, and interests.

Looking ahead, the Careers Education team is excited to continue collaborating with the Edmonton Regional Learning Consortium (ERLC) and other school Divisions for the annual CTS PD Day in January. This event is a chance for teachers to learn from peers, higher education institutions, and industry professionals about the latest in their fields and educational best practices.

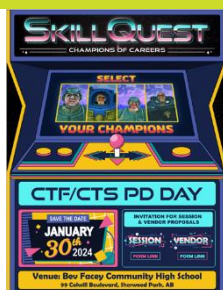
Career and Technology Foundations & Career and Technology Studies

There are many professional learning opportunities available for teachers of CTF and CTS courses. These sessions were planned with the intention of supporting teachers with their professional growth so that they can engage students and effectively implement curriculum in a safe environment. Overarching themes in CTF/CTS professional learning offerings include general introductions to the subject area, safety, meeting the needs of all learners in these classes, and investigating cross-curricular connections. Through these themes, the goal is to support teachers so that they can in turn support their students in expanding their CTF/CTS content knowledge, thereby providing them with life skills and career skills. These professional learning sessions will promote safe CTF/CTS spaces in which all students are included.

The safety of CTF/CTS students and staff is of utmost importance. As such, the CTF/CTS offering for this year's DWPD series is Safety in Shops, which focuses on the creation and implementation of safety routines to meet the needs of all learners in junior and senior high Construction and Fabrication (welding) shops. In these collaborative sessions, teachers work together to develop a comprehensive shop safety plan and accompanying resources for our school Division. This series of workshops is led by the CTF/CTS Consultant, the Career Specialist, and an ECSD Occupational Health and Safety Advisor. Guest speakers have included a Northern Alberta Institute of Technology (NAIT) Woodworking instructor and the Chair of the OHS program at NAIT. An English as an Additional Language Consultant and an Inclusive Education Consultant also contribute to the content and delivery of the sessions to provide educators with suggestions as to how the principles of UDL can be incorporated into safety instruction.

To promote professional growth and improvement, and to staff strong CTS programs, the CTF/CTS Consultant, the Career Specialist, and a Recruitment Specialist from Human Resource Services have worked with three tradespeople to apply for Alberta Education's Bridge-to-Teacher Certification Program. If accepted, ECSD will sponsor these journey-certificated tradespeople as they enroll in a teacher preparation program at the University of Alberta.

Edmonton Catholic Schools partners with the ERLC, EPSB, and EIPS to host an annual CTF/CTS conference. This event is attended by educators from several school Divisions and offers multiple workshops on a variety of CTF/CTS curricular and pedagogical topics. This conference also provides teachers with the opportunity to meet and network with teachers from other schools and/or Divisions.



Emerging Technology

The Emerging Technology (EmTech) team consists of 3 consultants, working collaboratively to support all 97 schools in the Division with a variety of technologies to access the curriculum, engage in learning, explore new content, demonstrate learning, and innovate with technology. The team provides professional learning opportunities in collaboration with Curriculum, Assessment, Language, and Inclusive consultants, tailored to the needs of teachers and students. These opportunities emphasize the integration of educational technology tools into the K-12 curricula.



EDTECH PULSE

The EmTech team has introduced a weekly vlog series “The EdTech Pulse” for the 2023-2024 school year, focusing on different educational technology trends and practices. This initiative aims to provide teachers with consistent access to the latest news and tools.

These live on the Emerging Technology SharePoint site, using Microsoft Sway to curate content to share with teachers and staff in the Division.

STAFF WORKSHOPS

Each consultant has 5 big-rock portfolio responsibilities. With this the EmTech team has built workshops that have been uploaded to SharePoint to support school staff as they run their own professional learning. EmTech consultants provide these professional learning opportunities in-person on Thursday afternoons and during school PD days.



EDTECH TUESDAYS

A series of biweekly PD sessions hosted on Microsoft Teams after school throughout this year. These are 30-minute power sessions into educational technology tools and trends, structured to provide a second learning opportunity for teachers who did not attend the Summer Summit.

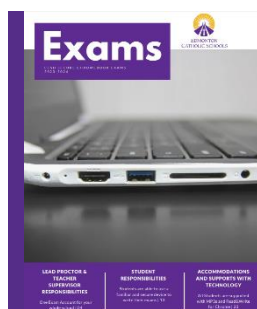
As the year progresses, new learning opportunities will arise through requests from teachers as well as new innovations, which will be infused into the EdTech Tuesday sessions. The EmTech team strives to address the needs in the Division for support and professional development.

TECH CHAMPIONS

The EmTech team has established a “Tech Champion Microsoft Team” which is supported collaboratively by EmTech Consultants and Technology Services staff to support educational technology needs.

This is a space where updates, new tools, possible activities, and educational technology best practices are posted. This platform keeps the staff in ECSD educated about the newest trends.

With this new format, staff can ask questions, troubleshoot together, and gather ideas, while using each other’s collective wisdom and expertise to build a collaborative community. The Tech Champions team is a flexible space for teachers with like interests and passions to connect.



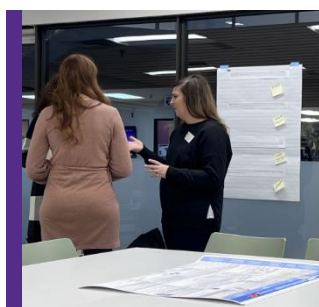
SECURE EXAM TRAINING

Offered to teachers are three training opportunities to support school site proctors creating secure online environments for PATs and Diplomas, while also supporting everyday exams and Common Summative Assessments (CSAs) for students requiring accommodations. These training sessions also provide an opportunity to address any concerns that administrators are having with secure environments, allowing the EmTech team to troubleshoot with Tech Services to provide solutions.

DISCOVERY EDUCATION

For the 2023-2024 school year, all K-6 schools in ECSD will have access to Discovery Education. EmTech Consultants play a pivotal role in supporting teachers and students in using this learning tool. They offer staff workshops, video tutorials, at-the-shoulder support, and remote learning options, ensuring that teachers have multiple avenues to access resources. The EmTech SharePoint page includes Discovery Education resources and learning tools. Teachers have been provided with Learning Services-created New Science boards from K-6 to help support teachers with the new curriculum.

All > Science Elementary	
TITLE	TYPE
Grade 1 New Science	Folder
Grade 2 New Science	Folder
Grade 3 New Science	Folder
Grade 4 Science (1996 AB POS)	Folder
Grade 4 Science (2022 Pilot)	Folder
Grade 5 Science (1996 AB POS)	Folder
Grade 5 Science (2022 Pilot)	Folder
Grade 6 Science (1996 AB POS)	Folder
Grade 6 Science (2022 Pilot)	Folder
Kindergarten New Science	Folder

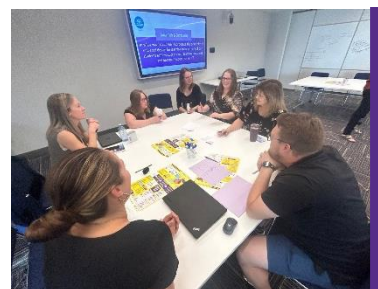


SPACES EDU

The Assessment and EmTech teams are collaborating to pilot the new Spaces EDU digital portfolio in the Division. This collaborative team will be providing technical training while assessment infuses the pedagogical best practices for portfolio development. Additionally, whole group training, one-on-one planning, and training with staff, along with at-the-elbow support in the classroom with teachers and students to digitally document student learning, will be provided.

SECONDARY PROFESSIONAL DEVELOPMENT AND HIGH SCHOOL OUTCOMES-BASED ASSESSMENT MEETS UDL

This year's professional development opportunities are designed to support the Division's initiative of "Learning for All," by educating and supporting teachers as they incorporate the principles of UDL into their practice. These sessions are developed to foster professional growth and improvement as teachers strive to create inclusive learning environments, empower learners to think critically, and provide opportunities for students to advance essential learning and skills. The overarching benefit is more inclusive learning environments that celebrate diversity, plan for variability, and offer flexibility in how students learn and grow. This year's iteration of the High School Outcomes Based Assessment (OBA) Project is dedicated to uniting the principles of UDL with the standards and rigour for learning as dictated by the outcomes from the Programs of Study. The focus is on supporting instructional leadership and developing instructional strategies to support teachers in ensuring more success for more students. Discussion, resource development, and decision-making are grounded in data from student performance on outcomes, as compiled in reports from diploma examinations and Division common summative assessments.



English Language Arts Junior and Senior High School

JUNIOR HIGH LITERATURE CIRCLES / BOOK CLUB

English Language Arts (ELA) teachers are dedicated to advancing the reading skills of all students. This COP is working towards this goal by introducing and reviewing the power of Literature Circles in the classroom. Literature Circles are a powerful way to meet student reading needs and engage their interest because they give students choice about what books to read, choice in how to demonstrate their understanding, and encourage them to work with peers to support their reading.

The Junior High ELA consultant has visited participating teachers' classrooms and modelled mini-book club activities to highlight how to encourage independent student dialogue about texts in small group settings. Furthermore, teachers in this Book Club have committed to reading new novels to discover books with diverse characters by diverse authors that reflect the lived experience of students in the Division. Teachers from the COP will meet to discuss their reviews of the new books and share recommendations as to which students the books might resonate with and how the book would work in a Literature Circle setting. This professional learning initiative is targeted at Junior High School ELA teachers.



HUMANITIES WRITING ASSESSMENT (HWA)

The implementation of common writing assignments in Junior High aims to foster a comprehensive approach to student writing across the subject of ELA and Social Studies. This year, the assessment, which was piloted over the last two years, is being written by students across the Division in the fall and spring.

The goals of these assessments are to enhance students' writing skills through tailored feedback and targeted instruction. This process also empowers teachers with data to make informed instructional decisions, benefiting both struggling and proficient student writers in both subject areas.

ELA and Social Studies teachers will engage in collaborative marking of the assessments to establish consistency and objectivity in the assessment process, using standardized scoring guides. These sessions aim to deepen teachers' understanding of the writing standards for each grade and facilitate discussions on potential feedback. This collaborative approach will improve teachers' abilities to support student writing across the Division.



This project has highlighted the need for more cross-curricular initiatives and ELA is working with Social Studies as well on the Humanities Essential Academic Terms project because of feedback from teachers at the HWA sessions.

ELA DEPARTMENT SUPPORT

ELA consultants collaborate with school departments to address goals and initiatives outlined in school growth plans. These sessions cover topics like sequencing literary concepts, ELA writing tasks, support for literary analysis, creating new resources and assessments, data analysis, and addressing diversity in the ELA classroom.

Fine Arts

The Fine Arts team consists of a Music consultant and an Art/Drama consultant, working collaboratively with Fine Arts educators from K-12. This year's emphasis has been on tailoring professional learning support that aligns with specific subject areas, emphasizing deliberate connections across a variety of disciplines. These supports are designed to meet educators at various stages of their careers and are intended to offer practical applications suitable for both specialized and general educational settings.

In the area of Fine Arts education in ECSD, the DWPD days have been revitalized to resonate with the Division's fundamental principle of 'Learning for All'. Embracing an innovative, artistic approach to teaching and learning, a format rooted in UDL has been introduced, spanning 4 hands-on sessions. This series is designed to encourage collaboration with consultants across the Learning Services department.

This flexibility ensures educators are actively engaged and have a say in their PD plan for the year. It allows teachers to delve into a Fine Arts discipline while integrating UDL strategies across the 4 sessions. For instance, the Music sessions concentrate on short-, mid-, and long-term planning for a sequential grasp of curricular outcomes. There is deliberate intent in mapping musical literacy progression and formulating assessment plans that cater to diverse students across all grade levels.

In Secondary Visual Art, sessions are tailored to specific techniques based on teachers' preferences for the 2022-2023 academic year. These encompass Image Transfers, Pottery and Kiln education, Acrylic painting techniques, and Social-Emotional Learning (SEL) elements. Secondary Drama teachers formed a cohort to collaboratively plan productions, with focused sessions on hands-on Stage FX makeup techniques and Stage Fighting.

The Elementary Visual Art sessions are a collaborative effort with elementary curriculum consultants. They emphasize STEAM (Science, Technology, Engineering, the Arts and Mathematics), Literacy Integration, and the creation and use of Outdoor Classrooms, contributing to the interdisciplinary goals of the New Alberta Curriculum.

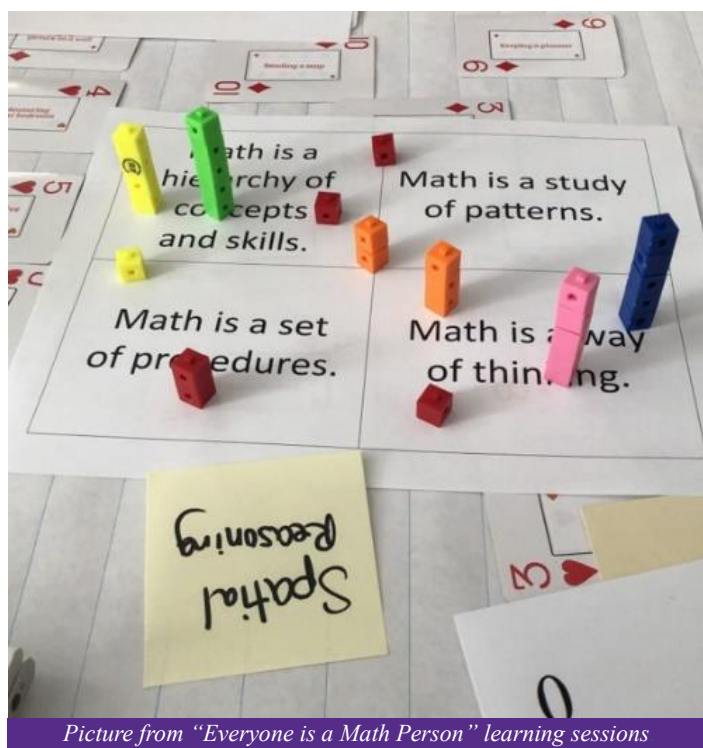


Mathematics

Junior and Senior High School

This year's professional learning in Junior High Mathematics has centered around the theme of re-imagining the math classroom. Anecdotal data from last year's data analysis sessions with individual schools provided insight into the day-to-day struggle teachers face in an increasingly complex classroom environment. They mentioned that students have demonstrated an over-reliance on procedures, which has limited their ability to assess the reasonableness of any calculations. Teachers also brought to light the challenge of building positive mathematical identity among students, mentioning that students were struggling to believe that they could achieve success in mathematics.

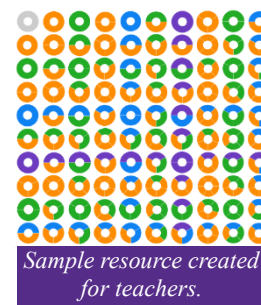
All professional learning sessions given throughout the year seek to instill the belief that “everyone is a math person,” fostering confidence in their mathematical abilities and emphasizing a growth mindset. Teachers have had the chance to reflect on how their personal experiences and perspectives of mathematics influence their instructional strategies used in the classroom. Teachers have been challenged to shift their perspectives and explore the idea that student behavior reflects their teaching and planning as opposed to the idea that student behavior is a choice. This shift in perspective is explored through the idea that “everyone is on a math journey,” and by planning for variability, teachers can navigate the individualized paths of diverse learners and promote inclusivity. Teachers were given time to reflect on how planning for variability can ensure that each student's journey is recognized and that all students can access meaningfully the content of the program of studies. As we move through the school year, teachers will have the opportunity to participate in professional learning sessions that emphasize the critical role of feedback in supporting student learning and nurturing positive math identities.



Picture from “Everyone is a Math Person” learning sessions

Additionally, there is a concerted effort to improve teacher content knowledge through a dedicated math academy in partnership with the University of Alberta. The math academy targets our Division's goal L3 (i.e., “Staff will build their capacity to meet student needs and to be collaborative contributors at their sites and beyond”) by ensuring that teachers have the appropriate content knowledge to meet the needs of all students. By establishing purposeful connections between concepts, math strands, and cognitive levels, teachers are better equipped to support the needs of a complex classroom.

The purposeful use of conceptual models supports a dynamic learning environment. To provide examples of how connections can be used within instruction, model lessons and supportive resources have been created to demonstrate how the implementation of UDL allows for all students to engage meaningfully in the classroom. The image on the right represents the 10×10 multiplication table by making purposeful connections to prime and composite numbers.



213,5% de 62\$ = ?

100%	de	62\$	= 62\$
200%	de	62\$	= 124\$
50%	de	62\$	= 31\$
25%	de	62\$	= 15,5\$
12,5%	de	62\$	= 7,75\$
10%	de	62\$	= 6,2
5%	de	62\$	= 3,1
2,5%	de	62\$	= 1,55
1%	de	62\$	= 0,62

100% + 100% + 12,5% + 1% = 213,5%

62 + 62 + 7,75 + 0,62 = 132,37\$

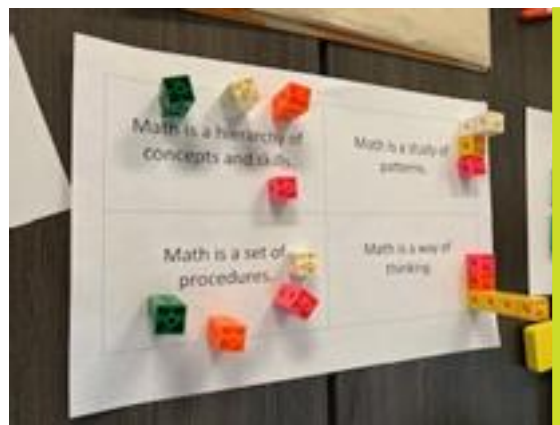
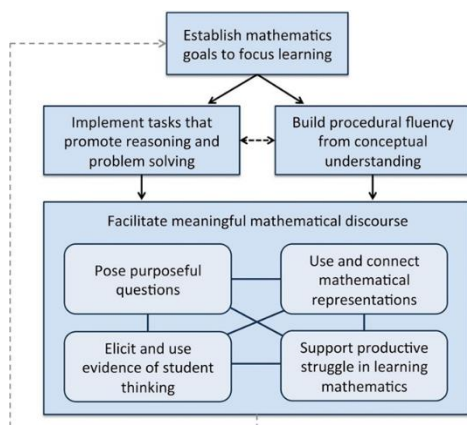
Sample Problem String from French Immersion classroom.

Finally, ongoing work with teachers in building mathematical reasoning, particularly through problem strings, remains an integral component of professional learning in Junior High Mathematics. Teacher leaders have been working together to share examples of successful problems strings used in the classroom. Teachers have also expressed interest in supporting their colleagues through classroom intervisitations so that visiting teachers can witness student communication and thinking in action. These initiatives strive to create inclusive learning experiences, reinforce the importance of communication, and further promote the importance of a positive mathematical identity.

A focus on supporting teachers in their ability to plan for variability targets the Division goal L1 (i.e., “Students will experience learning opportunities that allow them to fulfill their potential”). As teachers improve their understanding of planning for variability, they will be better able to provide their students with learning opportunities that allow them to fulfill their potential as learners. By exploring the theme of re-imagining the math classroom, teachers are encouraged to reflect on their own instruction, their own bias, and move towards an instructional practice that emphasizes mathematical connections over memorized procedures. The goal of re-imagining the math classroom is to move teachers towards a shared vision of how planning for variability allows all students to engage meaningfully with the curriculum within an inclusive environment and to help teachers see all students as “math people” capable of achieving success in mathematics.

Professional learning topics in High School math offered during the 2023-2024 school year were selected in response to conversations with mathematics department heads and mathematics teachers. Both groups indicated that there is an increasing number of students who struggle and do not persevere when doing math. The National Council of Teachers of Mathematics (NCTM) has published “Principles to Actions Ensuring Mathematical Success for All” that includes eight research-based essential mathematics teaching practices, including supporting productive struggle. The professional learning planned for this school year lead teachers to implement instruction that encourages productive struggle but also weaves UDL strategies to support all learners.

The high school OBA meets UDL Mathematics and Science learning opportunity is a 4-day series specifically designed for mathematics and science department heads. A common theme throughout this series is to make learning more accessible to all students by attending to barriers including language, mathematical language, and question comprehension. The aim is to reduce the percentage of students receiving a score of 0 on the written-response questions on diploma and CSAs. There is also an element of leadership training included in each day.



RESIDENCIES

High School Mathematics Residencies offer a unique approach to professional development that involves peer coaching, opportunities for collaboration, and classroom support. This initiative is in the planning stages as teachers are encouraged to participate.

Physical Education & Health

The Health and Physical Education department is focusing on topics including quality professional learning, wellness promotion, and new activities that deliberately connect curriculum to enjoyable classroom experiences.

Secondary Physical Education consultant support has provided elbow-to-elbow planning as well as targeted professional development to many schools across the Division. Visits include, but are not limited to, meeting with educators to create long-range plans, model lessons, as well as provide staff-wide professional development that promotes physical literacy, building interpersonal relationships, and social-emotional learning.



Targeted instruction that meets the needs of classroom teachers is of paramount importance. Educators are taking on increasingly higher numbers of students with limited spaces for movement opportunities. As a result, Learning Services uses a UDL framework to offer alternative activities, allowing educators to use additional school spaces to meet curricular outcomes when gymnasium space is limited. Concurrently, allowing students the opportunity for voice and choice through multiple means of engagement. Additionally, professional development focusing on large group activities demonstrates sound instructional methods while allowing teachers to safely assess outcomes.



Meeting the appetite for novel activities that engage students along with Physical Education teachers is a priority, and one that highlights both creativity as well as a variety of environments. International games such as Skully or Unified Rules Football offer the variety that teachers are looking for, while allowing for parity during gameplay, as novel movement introduce students to a new set of skills that challenge their mastery of physical literacy. Furthermore, partnerships with Indigenous Learning Services provides teachers with an increased repertoire of Indigenous games, as well as the historical perspective and significance of these activities within the Canadian context.



Educational health and wellness needs have become a top of mind subject for administrators and teachers alike. Through partnerships with Alberta Health Services and Ever Active Schools the Physical Education and Wellness team is utilizing the Healthy Schools Certification tool to bring awareness and concrete actions to the forefront of school Wellness. Conversations supported through learning within the framework of comprehensive school health include creating a team to support the model as well as avenues schools can utilize to promote healthy policy, quality social environments, as well as opportunities for teaching and learning.

Science

Junior and Senior High School

LAUDATO SI' AND GO GREEN

In addition to incorporating prayer and the universal “God is love” philosophy, the Science consultants are committed to bringing to life the [Laudato Si'](#) principles as part of fostering both personal faith development and professional growth. To do this, the science consultant team co-chairs the ECSD Go Green initiative, hosting sessions that bring teachers together to enhance environmental awareness, showcase various local initiatives to Care for Creation, while embedding Indigenous ways of knowing. For example, a lesson has been generated for School Faith Days and delves into the global issue of reducing human water consumption, emphasizing its environmental and humanitarian implications. Two online sessions focus on initiatives and resources, while two in-person sessions provide teachers with opportunities for community engagement.

SCIENCE ACADEMY

In collaboration with the University of Alberta, a Science Academy has been established for Junior High and High School science teachers. This is established to address identified needs during transitional years (Grade 6 to 7 and Grade 9 to 10). This year-long program empowers teachers to deepen their science knowledge and refine pedagogy, fostering students' conceptual understanding. Collaboration between Junior High and High School teachers in lab and classroom discussions enhances the overall learning experience.



HIGH SCHOOL SCIENCE RESIDENCIES

The High School Science Residency Program offers a comprehensive approach to professional growth, designed to transcend traditional, isolated PD sessions. They offer a platform for peer coaching, dedicated planning, and collaborative opportunities, ensuring teachers can seamlessly integrate new learning into their practices. To do this, consultants work directly with teachers and students in the classroom, to provide in-the-moment, at the elbow support, and opportunities for collaboration.



PERSONAL AND PROFESSIONAL GROWTH

The introduction of a science showcase at the Junior High level is an opportunity that spans across grades and programs celebrates student achievements and promotes science literacy and skill development. The goal is to inspire students to elevate their thinking and contribute to ongoing scientific development.

Finally, Junior High science teachers are actively exploring with their students the integration of coding opportunities into their classrooms, experimenting with coding projects that correlate with existing units. This forward-thinking approach positions the department to adapt to potential changes in a new secondary science curriculum.

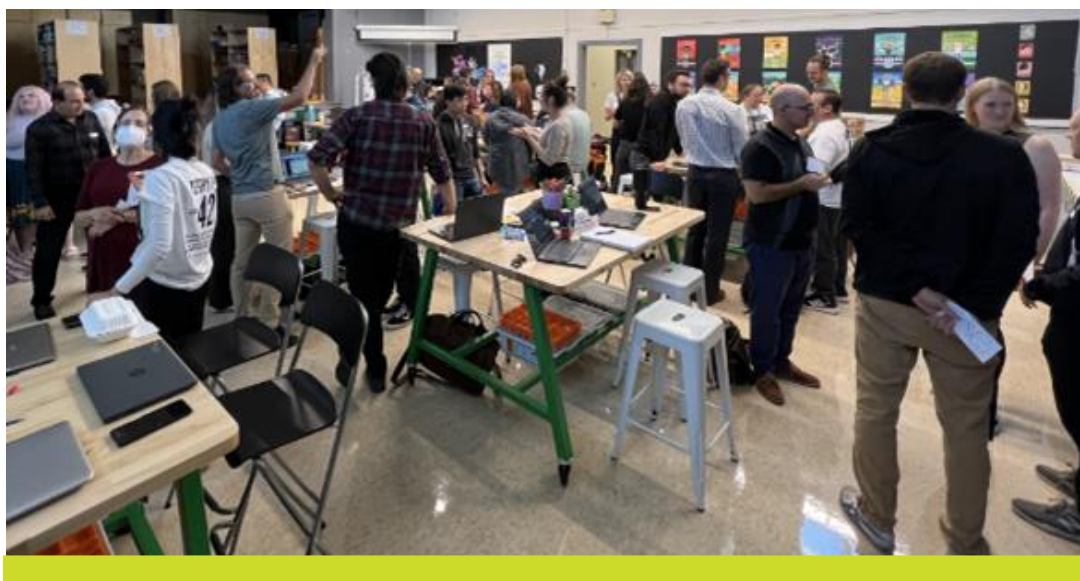


Social Studies

Junior High School and Senior High School

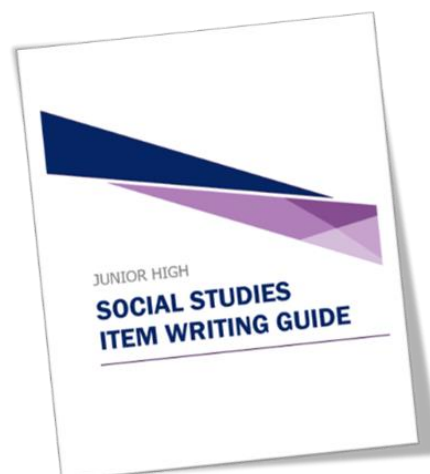
JUNIOR HIGH DIVISION-WIDE PROFESSIONAL DEVELOPMENT

Digital Voyagers is a DWPD offering that creates a community of practice amongst Junior High Social Studies teachers who are passionate about using technology to meet the diverse needs of all learners. Throughout the four sessions, teachers engage with technologies that expand the limits of what is traditionally being used in the classroom. The overall goal is for teachers to consider how to leverage these technologies to meet the UDL goals of providing multiple means of engagement, representation, and action and expression for their students.



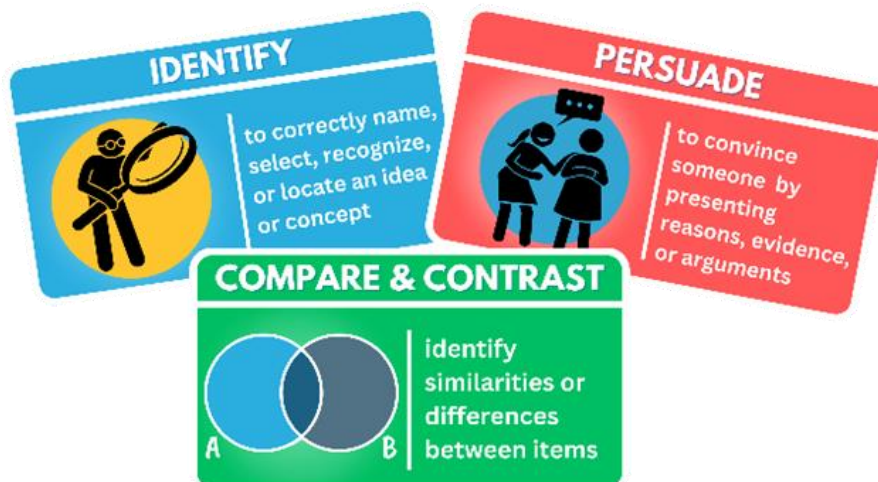
SOURCE-BASED ANALYSIS AND ITEM WRITING

The abilities of analyzing and interpreting sources of information are essential skills in Junior High Social Studies. With the addition of Division-wide Grade 7 and 8 CSAs to the existing PATs for Grade 9's, teachers should be regularly engaging their students with sources and using a variety of strategies to build the skills of analysis and interpretation. PD opportunities involve source-based item writing, source-based item validation, and strategies and best practices for teaching source analysis to students. This includes the development of a comprehensive guide for teachers on how to write source-based questions, as well as the sharing of numerous graphic organizers and routines to use in the classroom. As teachers become more knowledgeable about how to create valid source-based questions and engage their students in meaningful activities and skill development, this should result in higher levels of achievement.



HUMANITIES ESSENTIAL ACADEMIC TERMS AND SKILLS

In conjunction with Junior High ELA, the Humanities Essential Academic Terms and Skills (*HEATS*) is an upcoming professional development opportunity that will provide teachers with structure, resources, and activities to help engage their students in the understanding and competency of sixteen common skills found in the Junior High Humanities curricula. The *HEATS* project addresses essential skill-building by providing clarity to these terms/skills for all learners and by engaging them in meaningful opportunities to practice and develop the skills. The overall goal is for students to become more competent and confident thinkers in any discipline or area of life.



SENIOR HIGH DIVISION-WIDE PROFESSIONAL DEVELOPMENT

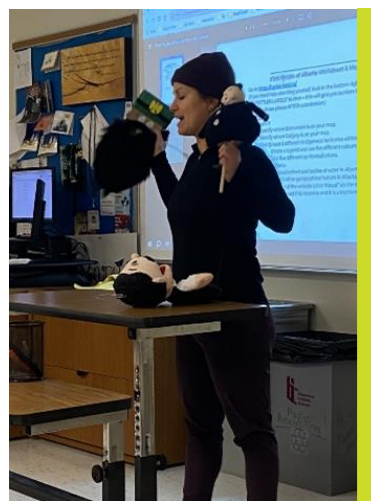
This series focuses on empowering Social Studies teachers in four ways. First, teachers undertake a critical examination of the case studies they use through the lens of EDIAR. Second, teachers collaborate as a community of practice to curate contemporary case studies for senior high programs of studies with the aim or provide diverse engagement options for students. Third, this professional learning includes book studies using the Very Short Introductions series to deepen teachers' understanding of key thinkers and topics in the Social Studies 30 Program of Studies. Finally, teachers learn to use Visible Thinking Routines for formative assessment. By the end of this professional development teachers will be able to apply universal design to their source analysis teaching practices, employ Visible Thinking Routines as formative assessment, and facilitate text annotation and paraphrasing activities. These skills are essential for fostering excellence in Senior High Social Studies.

OUTCOMES-BASED ASSESSMENT MEETS UNIVERSAL DESIGN FOR LEARNING

In this year's OBA PD, ELA, French Language Arts (FLA), and Social Studies department heads and assistant principals continue their collaborative journey towards improving teaching and learning in High School. This series explores the question: In what ways does the UDL framework for instruction and assessment support student learning of curricular outcomes and improved achievement? One focus is building teacher awareness of the role tier two vocabulary in their respective disciplines. For Social Studies, another focus is on Social Studies 30-1 writing practices. This involves examining best practices and the scoring criteria for written assignments. It includes identifying common student challenges and areas with the most potential for improvement. This process allows teachers to refine their strategies, addressing specific obstacles and enhancing the overall quality of instruction in Social Studies 30-1.

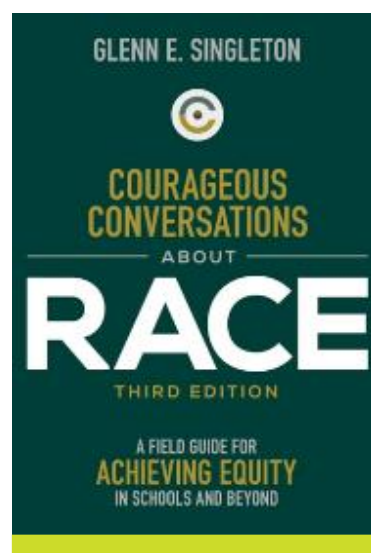
PROFESSIONAL LEARNING COMMUNITY RESOURCE SHARING

Using Professional Learning Community sharing sessions, educators explore innovative teaching strategies their colleagues have developed. Highlights include incorporating the Frayer Model to enhance oral language competency, but also less convention approaches in Social Studies 30-2 like integrating paper bag puppets to bring an interactive element to the learning experience. Other resources include the [Native Lands digital map collection](#) to enhance students' comprehension of the interplay between historical imperialism and contemporary Indigenous Peoples' territories. Additionally, ongoing discussions focus on the latest developments and formatting of the Social Studies 30-2 Diploma Exam written assignments. The collaborative sharing aims to keep educators informed about the most recent assessment criteria and instructional strategies, fostering continuous improvement in teaching practices and student outcomes.



COURAGEOUS CONVERSATIONS ABOUT RACE

The Senior High Social Studies and ELA consultants are collaborating in Courageous Conversations about Race sessions hosted by EDIAR consultants. The focus is on helping staff to explore structural inequities and increase awareness of racial injustice. Social Studies and ELA discussions will center on resources and practices within the courses, aiming to foster an inclusive and transformative educational environment.



LEARNING SERVICES

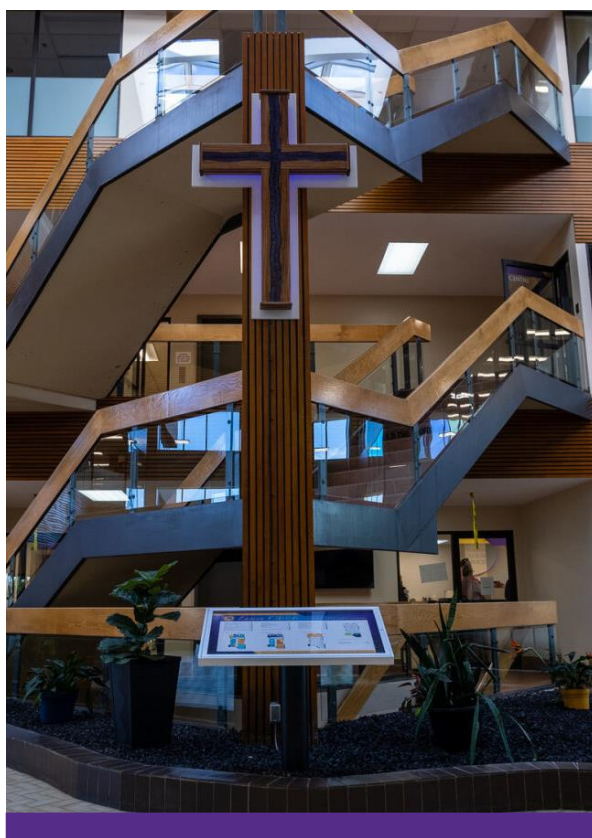
CURRICULUM & ASSESSMENT – Languages

Learning Services is deeply committed to supporting all teachers who are teaching students learning an additional language. Whether they are English language learners, French immersion students or Spanish or Ukrainian bilingual students, Learning Services is committed to ensuring that teachers have the necessary tools to support explicit, systematic, and intentional language instruction across all subject areas and grades.

The work of the Languages department aligns with both the Teaching and Leadership Quality Standards (TQS/LQS). TQS4 requires teachers to establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe. Similarly, LQS4 requires leaders to create inclusive learning environments in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. Therefore, the Languages department roots its work in culturally responsive practices and the promotion of appropriate universal and targeted strategies for growth in language learning.

Because language learning happens across all subjects and grades, it is imperative that the professional learning offered focuses on intentional and authentic planning, as well as teaching and assessment of language. As such, Language consultants and curriculum consultants constantly collaborate to ensure effective curriculum delivery coupled with language objectives and progressions carefully woven in. Additionally, recognizing that language learners have a broad range of needs, the Languages department embeds UDL strategies into all their professional learning to support engagement, representation and motivation.

As language learners are present at all grade levels, the audience for professional learning includes teachers and administrators.



English as an Additional Language

In response to the continued growth of the Division's population of English Language Learners (ELLs), there has been an expansion of PDs for staff working with this population. EAL Designates are site-based teachers who play a critical role in supporting teachers with ELLs. To ensure that the designates have the research background and best practices, the EAL team has increased PD opportunities for this important group. With the introduction of three additional EAL Designate Callback Sessions, there are a total of five sessions offered throughout the year. These sessions are pivotal in deepening knowledge and skills in areas such as Benchmarks 2.0, assessment practices, culturally responsive practices and strategies for supporting level 1s (i.e., beginning or 'new to English' students who are usually literate in their first language but have little or no exposure to English as a foreign language classes).

Simultaneously, the EAL team is entering the second year of the T-ELL Me More Chromebook project, aiming to further integrate technology into the learning experience of level 1s and level 2s (i.e., beginner students with some prior English instruction who have limited English proficiency, usually have had previous schooling, and are using age-appropriate literacy in their first language). This technology effectively bridges the gap between these students' home language and English. Having these devices travel between home and school allows students to leverage technology at all times. Comprehensive PD sessions assist teachers in leveraging Chromebook strategies with EAL students.

Moreover, the EAL department is offering four COPs focusing on reading, writing, oral language, and High School locally developed courses. Through these communities, the EAL team collaborates with small groups of teachers, delving into the research behind instructional practices and exploring the efficacy of various strategies with students. Moving forward, the EAL team's commitment to providing professional development to English Language Learner Educators (ELLEs) working closely with level 1 students remains unwavering. Through these efforts it can be guaranteed that staff and students continue to be supported and success is ensured for all.



French Immersion

The French Immersion program has seen an increase in enrollment this year. To support ECSD's 12 French Immersion programs, Learning Services provides a wide range of supports to French Immersion teachers across all subjects and grade levels.

This year, the French Immersion elementary consultants have three key focuses: implementing the new K-3 French Immersion Language Arts and Literature curriculum (FILAL), participating in an optional implementation of the new FILAL curriculum for grades 4-6, and curating resources to support new curriculum content in other subjects (e.g., Mathematics, Physical Education and Wellness, and Science). Grade K-3 teachers will meet three times this year to review and implement research-based inclusive strategies to support fundamental literacy skills. This includes unpacking the new organizing ideas of FILAL, optimizing shared reading routines, and creating curriculum crates specific to FILAL outcomes. Grade 4-6 teachers will meet five times this year to create long range plans, quartermaster guides and curriculum crates to support the upcoming implementation of FILAL 4-6 in the 2024-2025 school year. French Immersion consultants work alongside other elementary subject consultants to create cross-curricular resources as language learning happens across all subjects. This includes lesson plans in all subjects, single point rubrics in Mathematics and teacher support documents in Science.



In response to data discovered in the PAT and Diploma results, and as part of the Assurance Model, the Secondary French Immersion consultant is collaborating with teachers to enhance reading and writing skills. To do this, teachers are participating in working groups and collaborative marking sessions to address vocabulary and grammar by developing teacher understanding of the learning outcome. Teachers are creating new rubrics that include specific benchmarks for students' achievement. Working groups also developed personal vocabulary dictionaries to support cross curricular learning. Lastly, the French Immersion consultant worked alongside teachers to review the CSA questions in all subject areas to refine vocabulary use and sentence structure.



FRENCH IMMERSION PROFESSIONAL LEARNING EVENTS

To support language programs, Language consultants have planned several events to enhance key language messages this year. In August, teachers were invited to attend the Voice Summit, which included a variety of consultant and teacher-led sessions focusing on inclusive strategies and empowering student voices.

In October, French Immersion teachers were invited to attend the annual French immersion: Sommet immersion (Part 1). In this session, keynote speaker Dr. Monica Tang provided teachers with an opportunity to reflect on their linguistic identities and how they can empower their own student voices when learning an additional language, Dr. Tang will return for a follow-up session in April 2024.

Bilingual Programs

Learning Services provides a wide range of supports to teachers in Spanish and Ukrainian bilingual programs. The department focuses on providing support to teachers in three areas: connections between legacy and new curriculum, collaboration, and the development of resources.

Moreover, Spanish and Ukrainian teachers continue to participate in collaborative professional learning sessions that are meant to provide teachers with the opportunity to share best practices and discuss innovative ways to engage students in language learning. One example of this collaboration is the Spanish Literacy project in which Kindergarten and Grade 1 teachers have been working together to implement research-based strategies to improve reading skills. Teachers are developing shared reading routines that target the five pillars of reading. A literacy screener was also developed so that teachers can measure the efficacy of their strategies and monitor and adjust as necessary. Additionally, to support strong instructional practices in Mathematics, a subject taught in Spanish, a group of elementary teachers are exploring the simultaneous teaching of language and content as a means of supporting mathematical concepts and strong language skills.



French as a Second Language

To support vibrant and dynamic French as a Second Language (FSL) programming, a full-time consultant is dedicated to supporting best practices in second language learning. The FSL consultant has focused on professional development for teachers in three main areas: professional development, collaboration, development of resources and authentic cultural activities.

Two innovative language acquisition approaches have been introduced to teachers this year as a means of enhancing student language learning. Teachers have received professional development in the Neurolinguistic Approach (NLA) as well as the Accelerated Integrative Method (AIM). Both these approaches aim to create optimal language learning conditions by creating opportunities for spontaneous communication.

To develop cohesion and create community among FSL teachers, collaboration sessions are being held throughout the school year. These sessions are meant to provide teachers with the opportunity to share best practices and discuss innovative ways to engage students in their French language learning. An example of successful collaboration at the high school level is the creation of a *Dragon's Den* final assessment in which students will have to pitch a product to a jury *en français*. Activities such as these are not only engaging but also create authentic experiences in which students can use their French.



Cree Language and Culture

New to the Languages department this year is a Cree Language consultant who works with the Cree Language and Culture teachers at the six schools offering Cree Language and Culture Programs. This year, the consultant will offer five professional learning sessions for teachers in which opportunities to discuss best practices and resources will be discussed. Because Cree resources are difficult to find, the SharePoint site is being constantly updated to provide teachers and instructors with a common set of materials.

LEARNING SERVICES

INCLUSIVE EDUCATION —

Inclusive Consultants

Foundational to the inclusive consultant position is a strong understanding of UDL principles. Inclusive consultants spend most of their time in classrooms, working elbow-to-elbow with teachers and students, building capacity by supporting the implementation of UDL practices to ensure the reduction of barriers and maximize learning opportunities for all students. Additionally, Inclusive consultants work in close collaboration with Curriculum and Assessment consultants to deliver professional learning and maintain a close connection to best pedagogical practices to enhance classroom learning.

Inclusive consultants' role in working alongside school staff and multi-disciplinary team members is critical in ensuring access to a quality educational experience for all, which upholds values of equity, diversity, and inclusion.



Professional Learning

SUMMER INSTITUTE

Professional development sessions are offered at the end of August to support a proactive startup for teachers. Sessions offered consider the wide array of teaching assignments and roles within the Division. Overarching themes to help facilitate positive startups include a focus on classroom environments through UDL and social emotional learning. Sessions are held over 'Teams' and are attended voluntarily by teachers seeking to further set up their classrooms for success. These sessions include, Individual Program Plan (IPP) Development, Student Engagement, New to the Learning Coach Role, Functional Impact Statements for Pre-K and Kindergarten IPPs, Universal Design for Learning and Lesson Redesign, Social Emotional Learning Routines, Creating an Effective Referral System to get the most out of your Multidisciplinary Team, Creating Welcoming Environments that support student Empowerment and Courageous Conversations about Race. Lastly, selected sessions are developed with the Division's Plan for Continuous Growth, centering on setting up every student for success through flexible and responsive programming.

SCHOOL BASED PROFESSIONAL DEVELOPMENT

Inclusive consultant team members support schools with small groups, whole staff PD, and on-demand sessions based on school needs. Inclusive Consultants work in community schools with students, teachers, and multidisciplinary teams. This includes supporting program planning: IPP development, UDL strategies and processes, accommodations, adapted programming support, hands-on modelling for teachers and support staff, and supporting Collaborative Response to enhance learning. This support is critical in building capacity throughout the school and in classroom communities.

Both DWPDs and school-based PDs continue to provide teachers and school teams with supporting the Division's autistic learners. This is due to the increase of students diagnosed with autism throughout the Division and the requests from educators for current research to support in the classroom. A Classroom Observational Tool was developed to support teachers with implementing UDL strategies to support all learners.

Administrators, teachers, learning coaches and multidisciplinary teams (MDT) were invited to attend this series. Through a collaborative lens and as a learning community, strategies and support are implemented and lived experiences are shared. This series will build capacity with school teams in supporting our autistic students. The Classroom Reflection Tool focuses on the five areas with UDL strategies to consider. These areas are environment, student autonomy, peer acceptance and authentic relationships, instructional considerations, and communication.

The Classroom Reflection Tool:
Universal Design for Learning (UDL) for Teaching Autistic Students

About This Tool: Using evidenced-based principles of universal design for learning and neurodiversity-affirming practices, the Classroom Reflection Tool is designed to support teachers in creating or enhancing their classroom environment to support learning for all students, including autistic students. It is composed of five key areas: (1) Environment, (2) Student Autonomy, (3) Peer Acceptance & Authentic Relationships, (4) Instructional Considerations, and (5) Communication.

Instructions: Review each statement and consider whether it needs addressing in your classroom to meet the needs of all students, including your autistic students. If new to working with autistic students, completing the form with an experienced colleague, class feedback, and/or a focus group to address the items, if not, identify your student would benefit from improving their experience, you may choose to address increasing their support services for anxiety during the process.

1. Environment		Needs Addressing?	Notes
Physical Organization	Students have access to visual, auditory, and physical environments	☐ Yes ☐ No	
Materials are organized (books, bags, supplies) in a way that is accessible to all students and organized from the room that minimizes barriers and disruptions.	☐ Yes ☐ No		
Labels with words and pictures clearly define all spaces in the room, including restrooms, lockers, and storage bins.	☐ Yes ☐ No		
Seating is flexible. Consider seating options, comfy corners, rug, sensory bins & centers.	☐ Yes ☐ No		
Open to Close. The environment allows students to modify seating arrangements and use high, supportive, or sitting & standing during their activities. Consider for younger students has a mix of open ended to closed ended activities.	☐ Yes ☐ No		
Workspaces are flexible. The classroom has a space for whole class, small group and individual work. The classroom has a space for quiet or sensory, such as a sensory room.	☐ Yes ☐ No		
High and Low Mobility. The classroom has adequate open space to allow students to walk and engage in movement breaks.	☐ Yes ☐ No		
Signs to Complete Materials. For prompts, students with multiple means of engaging with learning materials, the classroom has a variety of:	☐ Yes ☐ No		
☐ Multiple means of presentation such as visual maps, graphic organizers, posters, student models ☐ Multiple means of expression, writing, music, movement, games	☐ Yes ☐ No		
Classroom rules include clear, specific, and measurable expectations.	☐ Yes ☐ No		
☐ Individualized work ☐ Small groups ☐ Large group Consider classroom layout, furniture, lighting, or sensory-specific (e.g., soundproof)	☐ Yes ☐ No		
Materials are grouped and labeled for easy retrieval during lessons (e.g., math books stored in a single bin).	☐ Yes ☐ No		
Storage systems, the environment, and student desks have one materials relevant for the lesson.	☐ Yes ☐ No		

Classroom Reflection Tool: UDL for Teaching Autistic Students
Developed by Inclusive Consultants, School Learning Services
Adapted from *Practicing Evidence-Based Practice for Students with ASD* by Catherine A. Lewis (2018).
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NEURO-AFFIRMING PD STORY

The following is an example of cross-curricular connections between religion and neuro-affirming practice. Understanding Autism and Neurodiversity is a priority for the staff at Holy Cross Elementary/Junior High School this year. The year started off with the Inclusive Consultant and Occupational Therapy team providing school PD on Reframing Autism. Following this PD, the Grade 9 Religion teacher took the opportunity to share the [video on neurodiversity](#) and have a discussion on how to treat others no matter individual differences or circumstances. This then led to a Storybook Project that was implemented by the teacher through Professional Development.



MINI CONFERENCES

ECSD's Education for Every Child Mini Conferences are curated around the central theme of UDL, aligning seamlessly with the Division's plan and commitment to continuous growth. Sessions focus on this pedagogical approach to ensure that education is accessible and effective for every student, regardless of their unique learning styles or abilities.

There are four mini conferences offered to elementary teachers and two mini conferences offered to Junior High and High School teachers. Over 1,115 teachers from 75 schools attended. Each conference offers each teacher a number of sessions to choose from.

A standout feature of each conference is the invaluable participation of Alberta Health Services' Health Promotion Facilitators who bring the vital perspective of student and staff wellness to the table. Their keynote presentation eloquently illustrates the profound ripple effect of UDL, emphasizing its transformative impact on both student and staff wellness. This event provides a vibrant platform for educators and administrators to foster connections, learn, and work together in collaboration.



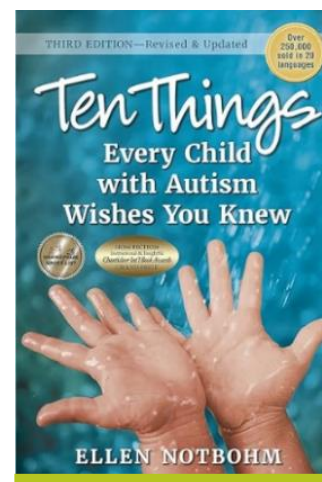
LEARNING COACH CALLBACKS

Each school in the Division has a dedicated learning coach whose primary responsibility is to promote an inclusive learning environment, build capacity in staff, and facilitate student programming. Inclusive consultants support implementation of strategies and the teaching and learning of all neurodiverse students. Five callbacks are provided throughout the year for professional learning and connection for learning coaches. Topics such as the following have been explored: UDL, EDIAR, Mental Health Support, Redefining the Learning Coach Role, Collaborative Response, Interpreting Reading Data, and Comprehending Psychoeducational Reports. These topics were decided based on feedback from a survey sent out to learning coaches and the big rocks from the Division. The goal of these professional learning sessions is to provide information that can support student learning and build capacity among school teams. In addition, Kurtis Hewson is an invited guest speaker presenting on the Collaborative Response framework which focuses on the processes and structures that promote collaboration among school teams to enhance student learning. Learning coaches continue to be an integral part of their school teams. They work closely with their Inclusive Consultant to coach and model UDL strategies and lead Collaborative Response at their school sites.

100 VOICES – PRE-KINDERGARTEN

The teachers in 100 Voices come together monthly for professional learning. To develop a sense of collective efficacy and to learn from one another, call backs are held in all the 100 Voices sites. Using a Microsoft form survey, teachers identify topics and areas for learning which are pertinent to their own learning needs and children they serve.

At each monthly callback the teachers are working to develop a pedagogical understanding of universal designs for learning and how they can support creating learning environments, learning goals, and language rich play opportunities. Teachers are actively working through planning at each callback ensuring that they are including plans for sensory exploration, literacy and numeracy development and assessment that is accessible to all. In addition to working through intentional planning the teachers are participating in a book study using the book, “Ten Things Every Child with Autism Wishes You Knew” by Ellen Notbohm. The choice of this book is related to the rise in Autism Spectrum Diagnosis that has been observed in our programs.



To support teachers as they grow their assessment and reporting practices, eleven 100 Voices Pre-Kindergarten teachers are participating in an assessment and reporting cohort which focuses on communicating growth and learning through an online digital platform called Spaces Edu. These teachers are working to refine their communication with children and families so that it is specific and clear demonstrating the growth of the child over the school year.

To support the Truth and Reconciliation Commission and its calls to action the Inclusive team has embedded time into the monthly callbacks to develop Foundational Knowledge about the First Nations, Métis, and Inuit. This time offers teachers opportunities to interact with resources created by the province and the Division while granting time to reflect on personal understandings and how they can impact actions in the classroom. Shannon Louttit and Paula Campbell from Indigenous Learning Services will continue to join for the remainder of the callbacks to support this growth of foundational knowledge. This year the focus continues to be to develop and vet resources that will allow teachers to develop foundational knowledge with the little children in the 100 Voices program. Teachers are actively creating sensory play experiences to meet this goal.



WIN JR/WIN SR CALLBACKS

The primary focus of the Whatever is Necessary (WIN) program is building students Numeracy, Literacy and Life skills. Through ECSD's commitment to fostering effective teaching practices and enhancing student outcomes, the Inclusive team strategically employs reading screeners and numeracy screeners as integral components of our PD programs for teachers. These screening tools play a pivotal role in identifying literacy and numeracy gaps among students, enabling educators to tailor their instructional approaches to address specific needs. Screeners revealed students struggled with decoding, word recognition, and language comprehension, and the data also revealed the level the student was performing at. As a result, through professional development initiatives offered by the Inclusive team, teachers were in-serviced on how to program for students based on the varying levels within their class across multiple subject areas and grade levels. Furthermore, they received PD on programs equipped with targeted strategies and resources directly addressing those gaps such as, West Virginia Phonics and University of Florida Literacy Institute (UFLI) Foundations Toolbox. Additionally, teachers were provided the opportunity to implement a Reading Intervention Program offered by division Reading Specialists to target all areas of reading. This data-driven approach not only empowers educators with a deeper understanding of their students' academic strengths and challenges but also facilitates the creation of individualized learning experiences. As a result, student success is significantly enhanced, and the acquired literacy and numeracy skills seamlessly bridge into knowledge and employability programs, ensuring that students are not only academically proficient but also well-prepared for real-world challenges and opportunities. Moving forward, timelines have been set to re-administer the screeners to determine growth and skill development. This comprehensive approach underscores the Division's commitment to holistic education and the continuous improvement of teaching practices.

MENTAL HEALTH CHAMPIONS

Professional development for Mental Health Champions in the Division is a comprehensive and collaborative initiative aimed at equipping educators with the necessary skills and knowledge to foster mental health wellness within their school communities. Recognizing the integral role teachers play in the well-being of students, the Inclusive Consultants team has forged partnerships with Alberta Health Services, Indigenous services, Physical Education and Wellness, and Human Resources to ensure a holistic approach to professional growth. Through careful needs assessments, and attention to our Division's Plan for continuous growth, key areas were identified that schools were requesting more information on and tailored sessions offered accordingly. These sessions are meticulously curated to build capacity in teacher leadership, empowering them to become influential figures within their school staff in the realm of mental health and wellness. As mental health wellness stands as a primary goal for the Division, this professional development initiative not only addresses the immediate needs of educators but also aligns with the Division's broader mission to create a supportive and thriving learning environment for all students.



TEACHER COUNSELLORS

In response to the escalating mental health concerns among students and at the behest of the Division's dedicated Teacher Counsellors, the Inclusive Consultants' team has designed 5 targeted professional development sessions to address pressing issues identified through their feedback. These sessions focus on reviewing and reinforcing best practices in mental health support, providing invaluable insights into current external community supports and programs available to ECSD students. Furthermore, Teacher Counsellors undergo thorough discussions on file integrity, confidentiality, and the critical role they play in facilitating effective communication among schools, particularly as students transition to other Edmonton Catholic School sites. By prioritizing professional development in these areas, the Inclusive Consultants team aims to empower Teacher Counsellors with the tools and knowledge needed to navigate the complex landscape of mental health issues and foster a nurturing educational environment.

Behavioural Therapy Team

Professional Learning

The focus of professional learning for the Behavioural Therapy Team this school year revolves around enhancing staff capabilities to meet student needs effectively as well as fostering collaborative contributions. The selection of professional learning offerings was determined by the requests of the Behavioural Therapy Team on their professional growth meetings. The team has taken time to explore and learn the principles of Coaching which has helped to build capacity with teachers, support staff and parents.

In the context of assessing and managing potential violence, Level One of Violent Threat Risk Assessment (VTRA) typically involves an initial evaluation of behavior or threats to determine the level of risk posed by an individual. This level primarily focuses on early identification and preliminary assessment of potential threats before they escalate.

Restorative justice conferences are structured processes that bring together those affected by a crime or conflict, including victims, offenders, their respective supporters, and sometimes community members or facilitators. The primary goal is to address the harm caused by the offense, promote accountability, facilitate healing, and ideally, reintegrate individuals back into the community.

Therapeutic Assistants of Behavioural Therapy

The Behavioural Therapy Leadership team wanted to provide Professional Learning to the Therapeutic Assistants of Behavioural Therapy (TABTs) that was tailored to align with social emotional/ positive behaviour supports as well as supporting their students at an academic level. The Professional Learning was designed to address specific needs identified within the Behavioural Therapy Team and the Division.

DE-ESCALATION TECHNIQUES

The aim was to equip staff with a diverse skill set, including Non-Violent Crisis Intervention and De-Escalation Techniques, enabling them to effectively manage challenging situations and support students' social and emotional needs.

DATA COLLECTION AND DOCUMENTATION

Data collection and documentation play pivotal roles in behavioural therapy, serving as essential tools for understanding, tracking, and evaluating progress in students' goals. In this PD staff are trained in data collection and documentation methods through structured sessions, hands-on practice, and ongoing supervision, ensuring comprehensive understanding and proficiency in accurately capturing and recording student behaviours and progress. This systematic documentation not only facilitates a deeper comprehension of the students' progress but also allows for collaborative discussions ensuring a holistic and effective approach.

ANXIETY

The therapeutic assistants engaged in a comprehensive professional learning session focused on the basics of anxiety and implementing UDL strategies to support students dealing with anxiety. The training began with an overview of anxiety disorders, exploring their manifestations, and understanding how they may impact individuals within an educational setting. To contextualize the learning, real-world case studies were discussed, emphasizing the diversity of anxiety experiences. Practical scenarios and role-playing exercises were employed to enhance understanding, allowing therapeutic assistants to apply UDL strategies in simulated situations. By the session's conclusion, the therapeutic assistants gained not only a foundational knowledge of anxiety but also a toolkit of UDL strategies, empowering them to create more inclusive and supportive environments for students grappling with anxiety in their care.

EDIAR & Social Work (FSLW)

The Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Strategic Plan outlines the priorities, key strategies and actions for ECSD to shape the way in which these values are embedded in all areas of work at ECSD. The first priority is *Growing Equitable Education* and this includes the key strategies of *developing common understandings of EDIAR concepts and language and to continue and enhance EDIAR specific professional development*. To address this priority the EDIAR and Social Work team developed an intentional multi – layered professional learning plan.

EDIAR BOOSTERS

EDIAR Booster videos and discussion guides are for all staff to continue the learning about the main concepts in the online EDIAR training that all Division staff complete as part of their onboarding. The EDIAR Booster topics are informed by input from the EDIAR Advisory Group.

- **Reporting of and Responding to Discrimination and Racism**
- **Neurodiversity and Ableism**
- **Allyship and Empathetic Listening**

These EDIAR Boosters aim to build understanding amongst all Division staff. The most powerful learning often comes through the discussion the staff groups engage in after viewing the video together. In response to feedback received from Administrators, a facilitator guide was developed for each EDIAR Booster which contains additional information and ways to address challenging statements or questions that may arise while staff are discussing the booster video. Optional online sessions are offered for Administrators and Managers to help them become more comfortable with the content of the EDIAR Booster and prepare for facilitation with their staff. Finally, a new support being offered this year is the EDIAR Specialist helping with Booster facilitation by request of the Administrator or Manager for schools and departments. Strengthening understanding of EDIAR concepts and issues helps to build an overall sense of belonging in the Division which has positive impact on staff well being and student learning.

RESPONDING TO DISCRIMINATION AND RACISM

The second EDIAR priority is Addressing Discrimination and Building Accountability. This priority has included the development of a new administrative procedure 172 Reporting of and Responding to Discrimination and Racism. A critical component of the release of this administrative procedure is to ensure a fulsome understanding by students, families and staff. As such, a professional learning session was provided to Principals, Assistant Principals, Managers and Supervisors to ensure they had the ability to support their staff and work units. A scripted PowerPoint presentation was provided to these leaders so that they could deliver the session to their staff with the goal of having every staff member in ECSD learn about the new administrative procedure and their responsibilities within. The EDIAR Specialist was requested to support some schools and departments in understanding the administrative procedure. As well, the first EDIAR Discussion Booster focused on the topic of reporting of and responding to discrimination and racism which helped to further reinforce this learning.



RESTORATIVE PRACTICES

The EDIAR strategic plan and Administrative Procedure 172 both make a commitment to using a restorative approach wherever possible. The Inclusive team has been on a journey of very intentional capacity building with restorative practices over the last three years. In October of 2023 the first Restorative Conference Facilitator Training was offered internally, training forty staff to be able to facilitate a formal Restorative Conference. This 2-day workshop will be repeated in February further building our capacity to facilitate restorative conferences as an alternative to punitive discipline bringing our total number of Restorative Conference Facilitators to over 100. The team of trainers is comprised of members of the EDIAR team, Family School Liaison Worker Team and Indigenous Learning Services Team.



Representatives from several schools are participating in a four-session community of practice series during Division wide professional development afternoons. This allows participants to go deeper with learning and offers the opportunity to practice what they learn back at their schools and then return to the next session to share, review, collaborate and grow. Over the course of the four sessions participants will receive an introduction to restorative practices, learn about how circles can be used proactively with students and staff, explore how restorative conferences are used to repair harm and restore relationships and finally, consider how to bring it all together to build that restorative foundation within their school community.

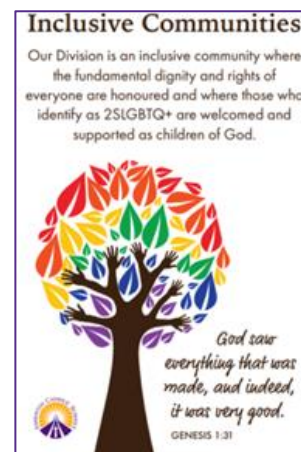


In partnership with the International Institute of Restorative Practices (IIRP) and Caroline Gosling Consulting, the EDIAR team has created a [video](#) that highlights the benefits of Restorative Practices and the ways in which these practices are being implemented across the Division. The video includes testimonials from Administrators and Restorative Conference Facilitators and is being used in Restorative Practice professional learning opportunities both within ECSD and across the country.

LIFE CLUBS/GSA'S

The third EDIAR priority is *Ensuring Representation and Celebrating Inclusion*. This priority includes the key strategy of *continuing to promote and support welcoming, safe and inclusive spaces in schools*. The EDIAR team and Division Chaplain offer a community of practice for the teachers and staff who are facilitating LIFE Clubs/GSA's in the school Division. The group meets three times during the school year to learn together, share ideas and support each other in this critical work.

In addition, a session for administrators and teachers who are new to the role of facilitating a LIFE Club/GSA was offered in September. In this session, participants were able to take a deep dive into the LIFE Framework, Alberta Human Rights Act and other guiding documents that inform on how to facilitate these student groups in a Catholic school Division. The EDIAR team is also offering a session open to any staff in the Division in February that will focus on creating safe, welcoming, and caring learning and working environments for 2SLGBTQ+ students, staff and families. This professional learning opportunity reinforces the Division's commitment wherein an *"inclusive community where the fundamental dignity and rights of everyone are honoured and where those who identify as 2SLGBTQ+ are welcomed and supported as children of God."*



COURAGEOUS CONVERSATIONS ABOUT RACE

Division leaders and staff have identified a desire to become more comfortable discussing race and racism with colleagues, families, and students. The EDIAR Strategic Plan addresses this theme through the key strategies, *to develop common understanding of EDIAR concepts and language and to develop staff and student confidence to identify and name discrimination* a 4-part DWPD series is being offered based on the book *Courageous Conversations about Race*, written by Dr. Glenn Singleton. In this professional learning series, staff deepen their personal understanding of race and bias, as well as its impact on all students and staff. Participants are leaders within their school or site who take what they have learned back to their school community to help transform the culture to one of deeper equity and justice for all.



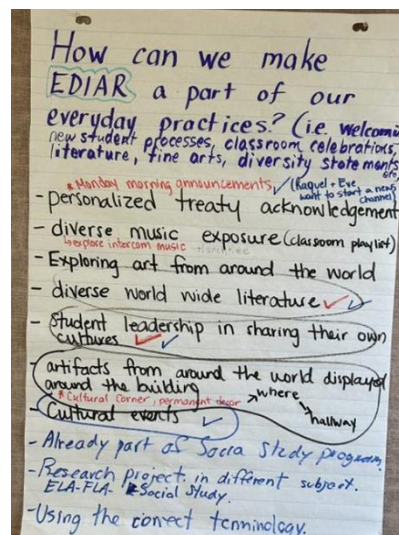
Administrators have requested professional learning sessions for their staff to build capacity around anti-racism. In response, the EDIAR team also offers workshops based on Dr. Singleton's work around *Courageous Conversations about Race* that can be adapted to suit the needs of the school or department. A similar session was offered to all staff in August through the online Inclusive Education Summer Institute and will be offered as a breakout session for Managers and Supervisors in January and May of 2024. These workshops encourage staff to engage in challenging self-assessment and to take responsibility for what they can control: the quality of their relationships with colleagues, students, and their families, both in the classroom and throughout the school community. Ultimately, this professional learning aims to grow equitable education, celebrate inclusion and ensure representation.

EDIAR COLLABORATIONS

Though EDIAR is not a curriculum, EDIAR concepts and values are found throughout the programs of study. The EDIAR team is working in collaboration with curriculum and inclusive consultants to make these connections visible for students and staff. For example, working in collaboration with the Secondary Social Studies and English Language Arts Consultants, the EDIAR team will be presenting to department heads in December and March. In December, the EDIAR Specialist will focus on connections between the EDIAR Strategic Plan, Division Plan for Continuous Growth, Courageous Conversations about Race and Universal Design for Learning. Then, in March, the EDIAR Consultant will help participants to explore curricular outcomes and tie EDIAR principles to assessment and resources they use in their classrooms and schools. The goal is for participants to gain a better understanding and skill set on how these topics can serve to support the Secondary English Language Arts and Social Studies curricula from a personal, professional, and Divisional level.

The EDIAR Consultant has provided presentations at many Division sites. Specifically, some of the sessions that have been and will be offered focus on decolonization and what that looks like from the lens of a teacher, language and what is safe to say, how to utilize mentor texts to support EDIAR principles in English Language Arts and with English Language Learners, resources and how to utilize newer material in secondary humanities classes, French as a Second Language and EDIAR, cultural appreciation instead of appropriation in secondary fine arts as well as CTS/CTF, blending culture and music, blending culture and food, and more.

EDIAR has natural connections with Religious Education. Together, the EDIAR Consultant and Religious Education Consultants are exploring ways to make these connections visible to students and staff. In the new year, Consultants will be working to create lessons for teachers in grades K-6 to begin exploring these themes through a Catholic lens. The product will be a roadmap that teachers can reference throughout the year to look at Equity, Diversity, Inclusion, and Anti-Racism in all they do. A subsequent grades 7-12 version will follow.



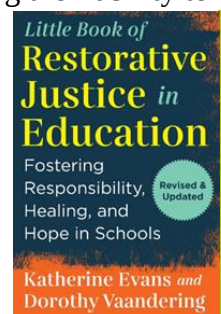
FAMILY SCHOOL LIAISON WORKER (FSLW) TEAM

The FSLW team responds to the evolving needs of the school community by offering learning sessions based on identified trends within their assigned school/s. Through collaborative discussions with school administration, FSLW's determine how best to meet the needs of the school staff offering professional development through informal lunch and learns, staff meeting presentations and formal professional development sessions. Two frequently requested topics being offered during the 2023 – 2024 school year include the *Little Warriors Prevent It! Program*, an initiative designed to educate and empower adults to prevent and respond to child sexual abuse and *Helping Students Cope with Stress*, providing school staff with tools and strategies to support students facing various challenges and aiding them in stress management.

Prevent It! A little warriors program

The FSLW team further addresses specific school and Division needs by presenting sessions on Autism Spectrum Disorder (ASD), student engagement, Adverse Childhood Experiences (ACES) awareness, suicide prevention, and the Rainbows program for grief and loss. These professional learning sessions highlight the FSLW team's commitment to ensuring educators are well-equipped to create a secure, supportive, and nurturing environment for the benefit of all students. The main objective is to enhance students' mental well-being thereby positively impacting their ability to learn.

The FSLW team also engages in robust professional learning as a team to keep their knowledge of best practices in the field of social work and awareness of community supports up to date. Over the course of 5 callback meetings, the team is engaging in a book study focused on "The Little Book of Restorative Justice in Education" by Evans and Vaandering. Several members of the FSLW team are trained as Restorative Conference Facilitators and this book study is allowing the team to take a deep dive into how restorative practices can support healing and hope in schools.



In addition, several online sessions have been organized for the FSLW team to strengthen their social work skill set including learning about the Edmonton Youth Inpatient Addiction and Mental Health programs, the Edmonton Legal Centre, and the Little Warriors organization.

As social workers, the FSLW team has a deep responsibility and commitment to Truth and Reconciliation. Every effort is made to build capacity around Indigenous Education and ways in which the team can support Indigenous students and families in a good way. For example, in November, the Manager of Indigenous Learning Services (ILS) was invited to present to the team about Jordan's Principle, focusing on ethical use of the funding and ways the FSLW can assist families in accessing funding through Jordan's Principle. In January, members of the ILS team will be presenting about the Braided Journeys Program to help ensure FSLW's understand the program and discern areas for collaboration between Braided Journeys and FSLW team members to best support students.

The Low Incidence Team

Edmonton Catholic School Division is committed to ensuring all students experience learning opportunities that allow them to fulfill their potential, including those students with the most severe disabilities, whether they are registered in their community school or the Division's specialized sites. The Low Incidence Team created specific and specialized professional development to provide all staff with the knowledge and skills to support the learning and development of these complex learners, and to continue the collaboration and capacity building that has always been our mandate. This year the professional development opportunities offered by the Low Incidence team focused on four themes: regulation, emergent literacy, emergent numeracy, and augmentative and alternative communication (AAC). These areas were selected based on clinician and teacher feedback as well as observations from work done in schools.

AAC GOES TO SCHOOL

In addition to in-person visits, and to maximize staff coaching with the Low Incidence team specialists, plan and deliver AAC Goes to School, a 3-week, 45-minute daily program delivered virtually three times per year. For students learning to use a communication device, one of the most critical factors for success is high-quality adult coaching and modeling alongside the student. This is our 4th year running AAC Goes to School and each year we have more participants, but what is especially exciting is a number of schools are looking to continue running sessions independently and are seeking guidance to do so.

The goal of AAC Goes to School is designed to give staff across the Division access to high quality coaching on how to use communication devices while doing curriculum-based activities like science experiments, book reading, art and writing. Because of the diversity in types of student communication systems in the Division, our team of specialists' model on all types, every session, to maximize inclusion and learning for adults. Each session also includes coaching on aspects of the Focus on Self-Regulation program to reinforce the importance of supporting student regulation. Attendees frequently have questions for specialists. Thursdays are adult-only sessions to allow attendees to hear each other's successes, concerns and problem-solving other barriers to AAC implementation.



MINI CONFERENCES

There have been an overwhelming number of session requests for mini conferences on regulation and AAC. Self regulation begins with supporting staff to understand that “behaviour” is often something that is misunderstood, that impulses are not always willful actions done for misguided reasons. The Low Incidence team aims to provide tools and strategies to help teachers and clinicians recognize when a learner is stressed, identify the reasons, and explore strategies to reduce the stress so students are available to learn. The AAC sessions include opportunities to learn how to implement a learners’ system across the school day, how to use specific apps, communication partner training and how to model and build language.



Want to Be a Good Communication Partner for Your AAC Learner?

Do these things!

- Talk to and with them using their AAC
- Respond to any attempt by your learner to communicate (i.e., any initiation)
- Respect and respond to all forms of communication
- Be willing to put their communication first (i.e., recognize it as more important than the activity and what you have to say)
- Give them plenty of time to communicate. It might feel awkward in the beginning. Get comfortable not immediately filling the silence.



THE AAC COACH

@theaaccoach

INDIVIDUAL SCHOOL REQUESTS

The Low Incidence team’s mandate is to build capacity and as such the team is often called to schools who want extra training for small groups and training for educational assistants on any of the topics listed above.

SUPPORTING AUTISTIC STUDENTS IN THE CLASSROOM

This 4-session series focuses on what it means to reframe autism, learning about latest research and best practices. The topics include Supporting Communication, The Double Empathy Problem, Sensory Processing, Self-Regulation. This will continue into 2024 with Instructional Considerations and writing neuro-affirming Individual Program Plan goals. Participants at the DWPD sessions are mostly made up of school teams as well as interested multidisciplinary team members.

Autism Working Group GOALS:

September 2023 to June 2024

GOAL 1:	GOAL 2:	GOAL 3:	GOAL 4:	GOAL 5:
Reframing Autism: Capacity building presentation for easy delivery to school teams	Implementing the Classroom Reflection Tool in all classrooms to address neurodiversity and neurodivergence	Research Project: Peer Acceptance and Developing Authentic Relationships to start in January 2024 in partnership with the Univ of Alberta	Focused DWPD: Supporting Autistic Students in the Classroom 4 sessions anchored in using the Classroom Reflection Tool	Community Partners within ECSD 1. Positive Deviance 2. School Needs 3. Challenges

COMMUNITY PARTNERS WITHIN ECSD

Community Partners within the Division refers to a group of principals, assistant principals and learning coaches who were interested in working more closely with the Autism Working Group. The purpose of this group is:

- **Positive Deviance:** Identify examples of unique and or positive practices in ECSD schools.
- **Classroom Reflection Tool:** Give feedback on the tool, based on experience using it in schools,
- **School Needs:** Discuss a school's needs and program planning

The Occupational Therapy/Mental Health team meets monthly with this group and have had great feedback from school teams about how they are supporting their teachers, school staff and students. Each school has a unique way of ensuring that students feel safe, are ready for the day and have time for intentional learning. This information is then summarized and will be shared with the wider school Division.

MENTAL HEALTH AND WELLNESS

This year the Mental Health Therapy team have been working hard to create short presentations that can be delivered easily to school teams at staff meetings. The team put together quick and easy strategies for teachers who may have students accessing mental health support. While some strategies are related directly to a specific mental health disorder all are based on universal design for learning. The following topics have been created or are in progress:

- Advocacy and Resilience
- Anxiety
- Mental Health and Decreasing Stigmatization
- Mental Health: Supporting Students to be Successful at School
- Risk Assessment

The above topics are also presented at the Occupational Therapy /Mental Health callback meetings to support building capacity within the team as well as with the wider Division.

SPEECH-LANGUAGE PATHOLOGY (SLP) TEAM

The Speech-Language Pathology team provides support to a wide range of diverse students with language, literacy and communication needs. It is the SLP team's vision that speech and language support uphold the Division goal of "*Learning Excellence*" by ensuring that students have the skills that enable them to be successful in meeting the oral and written language demands of the classroom, along with the communication skills to assist them in being thriving members of their school community.

Striving to support the goal of "*Learning Excellence*", the SLP team is collaborating with educators to build their capacity to address the unique learning challenges that may arise from having a speech-language delay or disorder. This approach to providing classroom-based speech-language pathology services ensures that learning goals are relevant and functional to the child's learning environment. For 2023-2024, professional development for all educational staff, as well as the Speech-Language Pathology team, is grounded in the key areas of language-literacy, neuro-affirming practices to support our neurodiverse learners, and mental health-based communication issues.

LANGUAGE-LITERACY

Division-wide, the SLP team has been working with the Reading Consultants and the English as an Additional Language Consultants to develop and deliver collaborative professional development for teachers and other multidisciplinary team members that focuses on evidence-based strategies in the areas of phonemic awareness, word-reading skills, spelling, oral language development, and vocabulary. This four-part series on supporting our struggling readers closely examines these essential skills and their impact on learning to read, with an end goal of generating confidence in teaching and building student enthusiasm for reading.

A second key focus has been on providing ongoing professional learning for the flagship program Story Champs®, a research-based multi-tiered language intervention curriculum for grades K-3. The program's primary focus is to support the development of a strong oral language foundation through storytelling. As children with speech and language delays typically struggle with oral language skills that are directly related to becoming good readers, skills including verbal comprehension, vocabulary knowledge and use, and understanding of story elements are focused on in whole class and small group activities. Kindergarten and grade one teachers have received professional development and on-going support through a Community of Practice, led collaboratively with our English Language Arts consultant team, to leverage this program with their students.



In addition to providing professional development, the SLP team will be participating in training in Visualizing & Verbalizing®, a program that directly addresses core issues with reading comprehension. The SLP team looks forward to implementing this program with students with challenges in reading comprehension, as this important area of literacy can often be overlooked in favor of addressing decoding skills. Teacher collaboration to discuss, share and model strategies and measure outcomes will also be a key outcome of this training.

NEURO-AFFIRMING PRACTICES TO SUPPORT NEURODIVERSE LEARNERS

It is now understood that accepting and encouraging neurodiversity allows individuals to flourish while also becoming a stronger and healthier society. In recognition of the growing body of evidence that supports understanding and acceptance of the value of neurodiversity, the SLP team is making on-going contributions in this area. This includes collaborative planning and delivery of professional learning sessions with the Autism Working Group on neuro-affirming practices that support autistic students' communication, along with participation in on-going professional development.

Division-wide, members of the SLP team have provided a learning session on supporting social communication through a neuro-affirming lens and have worked with other members of the Autism Working Group to deliver information on best practices when supporting non-speaking students. As the SLP team continues to learn more on this topic, they will provide upcoming sessions on IPP goal writing using a neuro-affirming approach, along with best practices when supporting non-speaking autistic students.

MENTAL HEALTH AND THE SLP

The Division is becoming increasingly aware of the large number of students in our Division presenting with diagnosed or suspected Selective Mutism. Selective Mutism (SM) is an anxiety disorder, characterized by consistent failure to speak in specific social situations in which there is an expectation for speaking, despite speaking in other situations. Most students with Selective Mutism do not speak at school, especially in the classroom. The team has observed far reaching effects of SM with regards to assessment, access to the curriculum, participation in classroom activities, building friendships, and self-advocacy, however the impact experienced by the individual with SM is often underestimated. Because of this, students with SM can 'fly under the radar', resulting in insufficient or non-existent service provision. A comprehensive, multidisciplinary treatment plan is needed to ensure that evidence-based support and strategies are in place.

To respond to this growing awareness, the SLP team has partnered with members of the Mental Health Therapy team to provide professional development on Selective Mutism to equip classroom teachers and other school staff with strategies to implement when teaching a student with suspected or diagnosed SM. In addition, the SLP team has engaged in internal professional development to build their practices in supporting this unique communication disorder.

Another area of professional learning that the SLP team will be embarking on is the impact of trauma on speech-language development. Adverse childhood experiences can have serious, long-term impacts on a student's health and well-being by contributing to high levels of toxic stress that derail healthy physical, social, emotional, and cognitive development. Understanding and promoting trauma-informed practices when supporting our students will be an important outcome of this training.



STUDENT SERVICES

INDIGENOUS LEARNING SERVICES —

OPPORTUNITIES FOR SCHOOL LEADERS

Based on previous experience and relationships, the Indigenous Education Consultant is offering two major streams of professional learning for the 2023-2024 school year: DWPD (Indigenous Education for School Leaders) and an Indigenous literature book study of *Wayi Wah! Indigenous Pedagogies*. Both areas of focus include components of anti-racism and education for reconciliation. The DWPD group will meet four times a year and will cover topics including anti-Indigenous racism in education and allyship in Indigenous Education; the target demographic is school leaders. The Indigenous Literature Book Study will be delivered to a group of invited guests from departments and schools throughout the Division and will meet four times a year.

On an as-needed basis, the Indigenous Education Consultant will continue to support schools with their site-based professional development needs including topics such as land acknowledgments and allyship. The team will offer the Blanket Exercise to school staff and departments as an entry point for further learning.

Taken together, these learning opportunities will help Division staff continue the journey of truth and reconciliation by delving more deeply into ongoing areas of growth for educators and the education system, leading to improved outcomes for all students and staff within Edmonton Catholic Schools.



OPPORTUNITIES FOR DEPARTMENTS

The PDs offered to the LCCEC Staff are based on social justice, reconciliation awareness campaigns and cultural teachings.

Throughout the school year, a Smudge Ceremony & Teaching Circle is provided to afford staff a PD-sis (sis in Cree means small). The ceremony and weekly teaching are held at 10 a.m. on Mondays in the Indigenous Learning Services (ILS) Gathering Room for approximately 15 minutes. Each week there are different topics offered including, but not limited to; Welcoming as a Practice, Wahkowsowin/Relationship Building, Cultural Authority & Orange Shirt Day, Four Sacred Medicines, Sharing Circles, Arena Stick Teachings, Metis Governance, Indigenous Language Revitalization, Food Sovereignty, Ceremonies in this Territory, Colonization & Dog Sleds, Those Who Know – Family Names, & Water is Sacred. These weekly gatherings allow for learning and connection amongst department staff to build stronger relationships.



OPPORTUNITIES FOR INCLUSIVE EDUCATION STAFF

Education for Every Child ECSD Conferences being hosted this year are intended to offer enriching sessions in UDL, wellness, and strategies for supporting all students. The session created for the conference is entitled “Addressing Bias & Racism in the Classroom: Cultural Safety for Indigenous Students”. This interactive session is intended to create awareness of cultural safety as a practice and allow participants to practice addressing racism and bias impacting Indigenous students in the classroom.

“Becoming Indigenous Trauma Informed” session explores what becoming Indigenous trauma informed means for those who are working in education serving Indigenous students and families. This session was created in response to school-based supports struggling to understand why Indigenous students and families can be averse to accessing mainstream system of support such as mental health. Several departments have now taken this session and more schools are now requesting this session.

OPPORTUNITIES FOR TRUTH & RECONCILIATION LEAD TEACHERS

Each site has at least one Lead Teacher; depending on the needs of the school, more than one person may fill this role. The role of the Lead Teacher is to:

- Participate in PD relating to Indigenous Education and Truth & Reconciliation
- Disseminate information about Indigenous Education and Truth & Reconciliation within their school community (i.e., emails, announcements, newsletter, social media, etc.)
- Support staff learning related to Indigenous Education and Truth & Reconciliation within their school community
- Support student learning related to Indigenous Education and Truth & Reconciliation within their school community



OPPORTUNITIES FOR ALL DIVISION STAFF

ILS provides opportunities for all Division staff to build their foundational knowledge on a variety of topics including Treaties, Indigenous Education resources, anti-Indigenous racism in education, Métis culture and history, and the history and legacy of residential schools. Cultural Facilitators are available for workshops on cultural and spiritual teachings including smudging practices, sharing circles and land walks.

SharePoint: The SharePoint site has been accessed over 11,000 times by Division staff. It includes a wealth of both professional learning and classroom resources. Topics include Indigenous games, land acknowledgements, Inuit culture and history, and Indigenous pedagogies.

Book Club: All Division staff have been invited to participate in book clubs with titles including *Moon of the Crusted Snow*, *Peace Pipe Dreams*, *Braiding Sweetgrass*, and *Warrior Life*.

APPENDICES

APPENDIX A —

Supporting Implementation of The Division Plan 2023-2024

The purpose of this document is to provide an overview of the activities, resources and materials that schools might access as they implement their own School Plans for Continuous Growth. Each of the entries below is an “at a glance” look at what is available for you to leverage, should you choose. We hope this makes it easier for you to see the many ways that Division work can support your strategic work. The document will be updated as needed.

Priority: Living our Faith

Goal F1: Students and staff will grow and develop in mind, body, and spirit.

- Ensure that the communal nature of our Catholic faith is an active priority in our school/site life.
- Provide opportunities for students and staff to engage in faith-infused learning and activities that explore the spiritual, mental and physical dimensions of wellness.

	Activity/Materials	Target audience	When
Religious Education Services	Two Division Chaplains are available to lead and assist with the prayer and liturgical lives of the schools and sites. -service	Staff, students, families	By request.
	Religious Education Services is committed to providing faith formation opportunities to staff throughout the year.	staff	By request
Indigenous Ed Truth & Reconciliation	Truth & Reconciliation SharePoint (Indigenous games, PEW) and collaboration with PEW consultant -resource	Teachers	Yearlong
4 Directions	PD on Medicine Wheel (emotional/physical/spiritual/mental) for self-care, Wellness sessions- professional learning 4 Directions SharePoint- -resource	Staff & Students	Ongoing
Learning Services	Mental Health Sharepoint site -resource	staff	ongoing
Learning Services	Mental Health Strategic Plan - resource/professional learning/student learning	staff	ongoing
Learning Services	Mental Health Literacy Resource (gr. 4-6) resource	staff	ongoing
Learning Services	Physical Education and Wellness SharePoint Site resource	Staff	ongoing
Learning Services	Student Leadership Symposium student learning	students	Dates on SharePoint
Learning Services	Physical Education, Health, and Wellness – Teachers are offered a wide range of opportunities to engage in professional learning that will enhance their teaching practices. This learning focuses on how to build students physical, social, emotional, spiritual, intellectual, financial, vocational, and environmental health. resource/professional learning	Staff/students	Ongoing
Learning Services	SOCIAL-EMOTIONAL-LEARNING and the ARTS	Staff/students	Ongoing
Human Resource Services	Staff Wellness Representatives will be provided resources Wellness Site Employee and Family Assistance- Inkblot AESBP and Blue Cross websites Monthly PD offered Wellness newsletter emailed monthly Respect in the Workplace Resources (also in EDIAR)	Staff	On-going

Goal F2: ECSD schools and departments will clearly demonstrate their Catholic identity as presented in the 5 Marks of Catholic School Identity model.

- Explore the 5 marks of Catholic School Identity and ensure that they are visible and vibrant in our schools and sites.

	Activity/Materials	Target audience	When
Religious Education Services	Pilgrimage to the Holy Land: CEL's Faith Formation component will highlight one holy site each month and connect that holy site with one of the Marks of Catholic School Identity. Principals and leaders will, in turn, share their learnings with respective staff members. The Chaplain Meetings will also focus on the Five Marks of Catholic School Identity. The Five Marks of Catholic School Identity will be highlighted and discussed as part of the training with the New Principal and New Assistant Principal groups. Posters will be available for schools to enhance their learnings. Activities will directly link to the 5 Marks of Catholic School Identity.	Principals and Senior Team. ECSD Chaplains. New Principals New Assistant Principals. Staff.	Every CEL Meeting. Every Chaplain Meeting. Training Sessions. Ongoing.
4 Directions	"Introduction to Aboriginal Spirituality" sessions made available; Spirituality is spoken about as an aspect of self-care and holistic health- professional learning/student learning.	Students in World Religion 35; Students & Staff	by request; Wellness sessions & PD
Braided Journeys	Students are offered weekly prayer circles with Indigenous staff connecting culture to Catholicism - student learning	Students and Staff	ongoing

Priority: Learning Excellence:

Goal L1: Students will experience learning opportunities that allow them to fulfill their potential.

- Engage in teaching and learning experiences across the curricula and grades that focus on building capacity and competency in a holistic manner and are reflective of students' needs.

	Activity/Materials	Target audience	When
Religious Education Services	Two RE Consultants are available to assist teachers with the implementation of the Religion Programs of Studies in all grades and to provide support with the formation of the whole child.	Teachers	By request and ongoing.
Truth & Reconciliation Indigenous Ed	1-1 coaching and support- service	Teachers	by request
4 Directions	Provide sessions for Indigenized CALM; student learning . Wellness sessions are created with the intent to support Indigenous students in life situations (localized, Indigenous focused); student learning/service . National Indigenous History Month Campaign (virtual calendars resources) - resource	Staff & Students	July; Weekly Nov-May; June
Bridging Futures	Indigenous Focused CALM 20 Summer School student learning , Financially literacy sessions delivered in partnership with Junior Achievement student learning .	Students Students	July 2024 Ongoing
Bridging Futures	Indigenous focused, site-based lessons in support of CTR2310: Career Directions – Expansion and CTR3310: Career Directions – Transitions. professional learning/ student learning	Teachers, Students	Ongoing
Braided Journeys	Collaboration with University of Alberta in the Community Service-Learning Class, that help Braided Journeys staff in their space and tutoring to Indigenous students in courses- student learning/service	Students	On going by request
Learning Services	New Curriculum Materials and Professional Learning Sessions resources/professional learning	Staff	ongoing
Learning Services	EAL supports resources/professional learning .	Staff	ongoing
Learning Services	Restorative practices student learning/professional learning/ resources	Staff and students	Ongoing
Learning Services	UDL student learning/professional learning/ resources	Staff and students	Ongoing
Learning Services	Careers student learning/professional learning/ resources	Staff and students	Ongoing
Learning Services	MDT Supports : student learning/professional learning/ resources	Staff and students	Ongoing
Learning Services	Reframing Autism student learning/professional learning/ resources	Staff and students	Ongoing
Learning Services	Supporting Accommodations for Programming and Assessment student learning/professional learning/ resources	Staff and students	Ongoing
Learning Services	Assistive Technology student learning/professional learning/ resources	Staff and students	Ongoing
Learning Services	Mental Health Strategic Plan student learning/professional learning/ resources	Staff and Students	Ongoing
Bridging Futures	Monthly Meet & Mentor (1-to-1) academic, career, and post-secondary supports student learning/service	Students	Ongoing
Braided Journeys	Leadership opportunities with Braided Journeys staff and outside collaborations to offer motivation and goal setting for all Indigenous students in Braided Journeys schools- professional learning/student learning .	Students and Employees	Ongoing
Bridging Futures	Career Exploration Field Trips in partnership with CAREERS - student learning Post Secondary Exploration Field Trips in partnership with University of Alberta, MacEwan University, NAIT, and NorQuest - student learning	Students Students	4/year Ongoing
Bridging Futures	Collaboration with CTF/CTS Consultants to host ECSD Career & Bridging Fair - student learning	Students, Families	November 2023
Learning Services	Assessment Dates in ELA resources	Staff	Ongoing

Learning Services	Fine Arts: Lesson Ideas, resources, planning supports, and assessments to support student learning in Fine Arts resources	Staff	Ongoing
Learning Services	Develop and implement a Career and Bridging Fair for students to learn about off-campus educational opportunities and post-high school planning Present information through PD sessions, department head meetings, SharePoint (https://edmontoncatholicschools.sharepoint.com/sites/D0028/SitePages/Home.aspx) resources/professional development/students	Staff and students	Ongoing
Learning Services	EmTech: ICT Curriculum K-Gr. 6 resources/professional development/students	Staff and students	Ongoing
Learning Services	ELA - lesson Ideas, resources, planning support, and assessments to support student learning resources	Staff	ongoing
Learning Services	ELA – Administrators' Guide to Elementary Language Arts resources	Staff	ongoing
Learning Services	Math lesson ideas, resources, planning support, and assessments to support student learning resources	Staff	ongoing
Learning Services	Math - Administrators' Guide to Elementary Mathematics resources	Staff	Ongoing
Learning Services	FSL Sharepoint - resources/professional development/students	Staff and students	Ongoing
Learning Services	French Immersion: Learning on demand : Teachers and administrators can visit these pre-recorded videos on topics such as literacy routines, the 5 pillars of literacy and writing. resources/professional development/students	Staff and students	Ongoing
Learning Services	French Immersion Resources : Teachers and administrators can find a list of ECSD created resources, approved websites, and resources purchased with OLEP funds. resources	Staff	Ongoing
Learning Services	FILAL New curriculum : Teachers and admin can visit the “Elementary” section of the Sharepoint to view FILAL implementation documents and supports. This includes year plans, quartermaster plans and curriculum crates. resources/professional development	Staff	ongoing
Learning Services	Francophone Cultural Resources : This site includes contact information for the cultural coordinator, monthly events, field trips and artists in residence. resources/professional development/students	Staff And students	ongoing
Learning Services	French Immersion Administrators Support Site : This site is only for French Immersion principals and assistant principals. This includes information pertaining to programming, FI principal meeting minutes and OLEP funding. resources/professional development	Staff	ongoing
Learning Services	International Languages/Spanish Bilingual: Teachers and administrators can find a list of resources, websites, cultural resources, and activities and lesson plans created by the teachers. LS - International Languages-Spanish Bilingual resources	Staff	Ongoing
Learning Services	International Languages/Language and Culture programs Language and Culture teachers can find a list of resources, websites, and cultural resources. LS - International Languages-Language and Culture Programs resources	Staff	Ongoing
Learning Services	Teachers and administrators can find a list of resources, websites, cultural resources, and activities. LS - International Languages-Ukrainian Bilingual	Staff	Ongoing

Goal L2: Students' learning needs are met through a collaborative, responsive model of instruction, assessment and data-informed decision making.

- Ensure that areas for growth in student achievement as identified through thorough analysis of common formative and summative assessments and standardized assessments are responded to in comprehensive, multi-level approach.
- Empower students to understand and develop strengths and respond to areas for growth that are identified by timely and informative assessment.
- Continue to use a Universal Design for Learning approach for K-12 curricula and pedagogy which cultivates a personalization of learning.

	Activity/Materials	Target audience	When
Learning Services	Dashboards resource	Staff	ongoing
Learning Services	Assessment Page resource/professional learning	Staff	ongoing
Learning Services	Collaborative Response Structures resource/professional learning	Staff and Students	ongoing
Learning services	UDL Sharepoint site resource/professional learning	Staff and students	ongoing
Learning Services	CFDL SharePoint resource/professional learning/student learning	Staff and students	ongoing
Learning Services	EAL SharePoint Page resource/professional learning	Staff	ongoing
Division Monitoring	Division Assurance Dashboards and School Assurance Dashboards (provides Provincial Achievement Test results, Diploma Examination results, ECSD Annual Survey results, and Alberta Education Assurance Framework results) (resource)	Parents / Guardians, Students, Public (website); Admin, Staff (portal)	Ongoing
	Data Analysis Interpretation Training (Provincial Achievement Test results, Diploma Examination results, ECSD Annual Survey results, Alberta Education Assurance Framework results) (professional learning)	Admin, and one-to-one by request	Fall Sessions,
	Provincial Assessment Program Training (Provincial Achievement Tests and Diploma Examinations) (professional learning)	Admin, Learning Coaches, and Staff	Principal Training Sessions, ongoing Spring Sessions, Principal Training Sessions, ongoing
Learning Services	The High School Outcomes-Based Assessment Project Year 2: UDL Meets OBA resources/professional learning	Staff	Ongoing

Goal L3: Staff will build their capacity to meet student needs and to be collaborative contributors at their sites and beyond.

- Participate in ongoing professional learning at the school and division level that is targeted to support the achievement of the academic and non-academic programming of the school.
- Engage in intentional professional learning to maximize efficacy and promote growth in your role with respect to Division expectations and relevant standards to your role.

	Activity/Materials	Target audience	When
Truth & Reconciliation Indigenous Ed	Site-based PD- service	Teachers School leaders	by request
4 Directions	available for consultation on needs impacting Indigenous students & families - service Restorative Practices Trainer- service	Lumen; Dept's & Sites, Staff	by request
Financial Services	Provide school based as well as department staff training on the effective use of financial systems and financial processes including: Cayenta, Questica, PCards and various other financial applications used throughout the Division.	Staff	Ongoing
Learning Services	Beginning Teacher Professional Learning sessions resource/professional learning	Staff	ongoing
Learning Services	DWPD resource/professional learning	Staff	ongoing
Learning Services	New Curriculum Supports resource/professional learning	Staff	ongoing
Learning Services	Learning Services Professional Learning Calendar resource/professional learning	Staff	ongoing
Leadership Services	Leadership Services continues to offer training programs focused on the Leadership Quality Standards for the following groups Leadership training – teachers aspiring to site-based leadership Principal training – Assistant Principals aspiring to the principalship 1 st Year Principals 2 nd Year Principals	Staff	Applications for Leadership and Principal Training
	1 st Year Assistant Principals 2 nd Year Assistant Principals		due May 24, 2024
Leadership Services	Ongoing Coaching and Mentorship in dealing with specific LQS competencies	Assistant Principals and Principals	By request
Division Monitoring	FOIP Training (access and support to obtaining FOIP certificate for Access and Privacy Fundamentals) (resource) and training (professional learning) Records Management Training (professional learning) Student Records Training (professional learning) Student Records, FOIP, and PowerSchool Logs Training (professional learning)	Staff Staff Admin Supports Learning Coaches	By request By request Fall Sessions September 28, 2023
Learning Services	CTS/CTF/Careers: District Wide Professional Development sessions will be focused on safety in Construction and Fabrication shops (edmontoncatholicschools.sharepoint.com/sites/D0025/SiteAssets/SitePages/Home/DWPD-Catalogue-2023-2024-June-15.pdf).	Staff	Ongoing
Learning Services	Ed Tech SharePoint Professional Learning Resources On Demand Series Professional learning/resources	Staff	Ongoing
Human Resource Services	Q and A for first and Second year principals Interview Best Practices PD Training with new evaluations upcoming	New Principals Administrators	On-going Upcoming

Priority: Organizational Excellence:

Goal O1: Students, staff, and stakeholders will work together for our common good.

- Build the capacity of students and staff to advance the Truth and Reconciliation Commission Calls to Action in school and beyond by building foundational knowledge of First Nations, Métis and Inuit experiences.
- Participate in social justice projects that are rooted in Catholic Social Teaching.

	Activity/Materials	Target audience	When
Truth & Reconciliation Indigenous Ed	Indigenous Speaker Series - professional learning	All staff	3X annually
4 Directions	Engaging Indigenous Community supports for mental and emotional health – Bent Arrow Traditional Healing Society, Indigenous Psychological Services, Grief supports - service. Indigenous social justice speakers- student learning	Students	As needed/ by request
Braided Journeys	Indigenous Social Justice awareness in schools being led by Indigenous students, supported by Braided Journeys Coaches- professional learning/ student learning	Students and staff	ongoing

Goal O2: Staff will utilize ongoing communication, collaboration, and engagement processes to become more effective, efficient, and responsive to the needs of students, families, and each other.

- Create ongoing opportunities for dialogue between home and school to build awareness of and participation in student learning.
- Utilize engagement processes to ensure that student voice is reflected in their learning experiences.

	Activity/Materials	Target audience	When
Truth & Reconciliation Indigenous Ed	Truth & Reconciliation Lead Teachers (PD, classroom resources)	Teachers	Yearlong
4 Directions	4 Directions Wellness SharePoint - resource information also shared in SWAG, LeWag, Lead Teacher emails, Employee Wellness emails, SWIFT to Indigenous families, Lumen Staff emails & Social Media- resource	Staff, Families & Students	Ongoing
Bridging Futures	SharePoint & Website Resources including Academic Support, Post Secondary Information, Career Development, Summer Opportunities, and Funding Resources- resource	Teachers Students Families	Ongoing
Planning	Engagement coordination is offered to all schools as we seek input from our community members to affect positive growth in the school. Service	staff	Ongoing by request
Planning	Grant writing, support with AGLC requirements, consulting on SAC/Fundraising society	staff	Ongoing By request
Learning Services	Parent guide to IPP and Parent Guide to Assessment resource	Parents	ongoing
Learning Services	New Curriculum Page on Public Website resource	Parents	ongoing
Learning Services	Learning On Demand resource	Parents	ongoing
Learning Services	FSLW support working with students and families resource/student learning	students /parents	Ongoing By request
Learning Services	Bridging and Career Fair November 2023 resource/student learning/service	Parents/ students	One time
Learning Services	Communication with families including home reading tips and literacy evening resource/student learning/service	Parents/ students /staff	Ongoing
Religious Education Services	Members of Religious Education Services provide professional development sessions on the seven themes of Catholic Social Teaching	staff	By request
Human Resource Services	Site Based Health and Safety Committees	Staff	Ongoing

Priority: Embracing Diversity:

Goal E1: Students and staff recognize and celebrate the unique gifts and talents of every member of their learning and working community.

- Develop common understandings of EDIAR concepts and language from a Catholic worldview for students, staff, and families.
- Create opportunities for students and staff to develop and celebrate their uniqueness and diversity as children of God.
- Promote and support welcoming, caring, safe, inclusive, Catholic learning and working spaces.

	Activity/Materials	Target audience	When
Learning Services	EDIAR SharePoint Site resource	Staff	ongoing
Learning Services	EDIAR Strategic Plan resources	Staff	ongoing
Learning Services	Culturally Responsive Teaching Sessions and Book Lists that include diverse texts resource/student learning	Staff and students	ongoing
Learning Services	T-ELL Me More professional learning/ student learning	Staff and Students	ongoing
Learning Services	Safe and Caring Schools resource/professional learning	staff	ongoing
Learning Services	Accessibility Resources to Support Teachers and Students (Read & Write for Google Chrome, Chrome Extensions, Chromebook Accessibility & Usage Tutorials, PD for Teachers on accessibility tools) resources/professional learning/student learning	Staff and students	Ongoing
Learning Services	Mental Health Literacy – a series of lessons aimed at increasing knowledge, and therefore reducing stigma, in relation to mental health. resources/professional learning/student learning	Staff and students	ongoing
Human Resource Services	Respect in the Workplace resources - in Support of AP 172	Staff	Ongoing
	Interview Best Practices PD	Administrators	Upcoming

APPENDIX B —

Comprehensive List of Events Offered by ECSD

Name	Subject	Description	Audience
Secondary Visual Art - DWPD sessions	Art	This series of DWPD sessions will focus on empowering Secondary Visual Art classes with UDL - Art for All. Engage students through practical advice, adaptable strategies, and best practices. Implementing UDL fosters smooth classroom dynamics, enabling creative expression and student success. This is a three part series. Sessions will be held on Sept 21, Oct 19th, & Feb 22nd, There will be no session on April 18th. Session 1: New to Secondary Visual Art - September Start-Up! Session 2: Social Emotional Learning and Visual Art Session 3: Acrylic Painting Techniques for Educators with local artist Samantha Williams-Chapelsky	7-9,10-12
Celebration of the Arts 2024 Planning Meeting	Art, Dance, Drama, Music	Please plan on attending this meeting if you would like to submit a proposal for this year's Celebration of the Arts which will take place at the Jubilee Auditorium on Tuesday, April 30, 2024. We look forward to seeing you at the meeting.	K-3,4-6,7-9,10-12,Elementary,Junior High,Secondary Teachers,Music Teachers
Embracing the Outdoors: Enhancing Learning through Outdoor Education (DWPD - 4-part Series)	Physical Education, Art, Division Wide Professional Learning, English Language Arts, Mathematics, Science	In this series, you will learn how outdoor experiences can foster self-regulation, socialization, community building, oral language development, and countless opportunities for growth in your students. These sessions are curated for anyone looking to spend more time outdoors, whether or not you have an outdoor classroom at your site. We will spend lots of time outdoors so please dress for the weather! Sessions will be held on: Session 1: "Strong Foundations" Session 2: "Extending Learning" Session 3: "Inquiring Minds" Session 4: "Move it with Math"	Administrators,Early Childhood Educator ECE, Learning Coaches,K-3,4-6
Transformative Education: Global Collaboration Mobilizing Local Action	Social Studies, Art, Science	Take your classroom global by using online social networking and digital media tools to foster global citizenship. This session equips educators with the skills and tools to introduce the use of interactive video conferencing. This tool allows students to connect with insightful and inspirational guest speakers, to help build a virtual community of problem solvers addressing today's global challenges alongside their global peers.	7-9,10-12
Safety in Shops - Jr. and Sr. High (DWPD - 4-part Series)	CTS/CTF, Assessment & Reporting, Division Wide Professional Learning, ESL, Inclusive Education	For Jr and Sr High Educators: Join us in a collaborative workshop series where educators come together to develop a comprehensive shop safety plan for our school Division. Over the course of four sessions, we will focus on key areas including fabrication, shop, and related CTF/CTS facilities. By actively involving educators, and Inclusion/EAL consultants, we aim to create a safety plan that reflects their expertise. Using a combination of UDL, and adaptation where needed, we want to address the unique needs of our Division, courses, and students. Together, we will establish a solid foundation, identify and address specific hazards, create clear and concise safety rules, and strategize on implementation and communication. We will be joined by individuals from Inclusion and EAL as part of our planning to facilitate the needs of these students in our shops. Join us in creating a safe and secure learning environment for all within our course. Session 1 - Introduction, Establishing the Role, and Initial Planning. Session 2 - Identifying and Addressing Specific Hazards Session 3 - Creating Clear and Concise Safety Rules Construction Shop Session 4 - Implementing and Communicating the Safety Rules	7-9,10-12

How Planning with Backwards Design Can Move Your Students Forward! (K-6) (DWPD - 4-part Series)	Assessment & Reporting, Division Wide Professional Learning, English as a Second Language, Inclusive Education	Join us to take part in collaborative, professional dialogue to build understanding about planning with the new curriculum. We'll address the common construct of the new curriculum and the relationship between the KUSPs and the learning outcome to start the process of planning and writing learning progressions with other teachers in your particular grade. Participants will take part in four in-person sessions and are invited to join our bi-weekly TEAMS meetings to support planning throughout the school year. Session #1-Looking at the Big Picture Session #2- Zooming in on Our Goals Session #3- When Teachers Collaborate, Students Win! Session #4- Reflecting, Refining, and Moving Forward	'K-3,4-6
Understanding the Power of Universal Design for Learning in Senior Mathematics (DWPD - 4-part Series)	Mathematics, Assessment & Reporting, Division Wide Professional Learning, ESL	The conceptual framework of UDL brings intentionality to teacher selection and use of strategies to improve the impact of instruction for all learners. This four-part series takes you on a journey from an introductory exploration of UDL to the practical implementation of UDL strategies within specific mathematical context. Session 1- Introduction to UDL in Senior Mathematics Presenter(s): Stephanie MacKay and Jacqueline Werstiuk Session 2- 5 Practices for Orchestrating Productive Mathematics Discussions in Senior Mathematics Presenter(s): Stephanie MacKay Session 3 - Implementing Tasks that Promote Reasoning and Problem Solving in Senior Mathematics Presenter(s): Stephanie MacKay Session 4- Building Fluency from Conceptual Understanding in Senior Mathematics Presenter(s): Stephanie MacKay	10-12
UDLizing Science: Elevating Instruction through Multiple Pathways of Engagement, Expression, and Representation (DWPD - 4-part Series)	Science, Assessment & Reporting, Division Wide Professional Learning, Inclusive Education,	In this 4-part workshop series, Junior and Senior High Science Teachers will explore instruction and assessment within a UDL framework. Scientific literacy will also be explored through equity and technology integration. Each session is designed as a Community of Practice in which teachers will have opportunities to collaborate, share ideas, network, and create resources in grade (JH) and subject specific groups (HS). Session 1 Applying the Principles of Universal Design for Learning to Science Instruction Session 2 - Applying the Principles of Universal Design for Learning to Science Assessment Session 3 - Universal Design for Learning, Equity, and Scientific Literacy Session 4 - Science Literacy and Technology Integration in the UDL Classroom	7-9,10-12
Assess Like a Boss: Mindful Math, Assessing With Intention (K-6) (DWPD - 4-part Series)	Assessment & Reporting, Division Wide Professional Learning, Inclusive, EAL, Mathematics	Get ready to move beyond the traditional approach of just looking at correct and incorrect answers in math assessments! Join us for an exciting professional development series where we will explore assessment strategies applicable for all students (yes, all students) that go beyond the surface and allow access to student thinking. We will dive into the data from classroom and Divisional assessments and uncover how to use this information to inform instructional decisions and improve student learning outcomes. But that's not all! We'll also take a closer look at alternative assessment methods such as single point rubrics and portfolios. These strategies allow us to capture a more comprehensive view of student progress and understanding, going beyond just the "right and wrong" to really understand the how and why of their thinking. Through engaging discussions and hands-on activities - and planning time, we'll equip you with the tools and strategies to enhance your math instruction and support your students' learning. Join us to discover the power of innovative assessment in math! Session 1 - Cracking the Code: Unleashing the Power of Assessment Data for Student Success! Session 2 - Simplicity and Success: Leveling Up Assessments with Single Point Rubrics! Session 3 - Capturing the Magic: Making Math Thinking Visible with Digital Evidence! Session 4 - Unleashing Creativity: Elevating Assessments with Mathematics Portfolios!	Administrators, Learning Coaches, K-3,4-6
EAL Assessment and Reporting for JH/SH (Accommodations and Adaptations)	Assessment & Reporting, English as a Second Language	In this session, we will look at accommodations and adaptations for English Language Learners. We will take a look at specific outcomes and learn when and how to use the ELL Special Code and report in PTPro.	ESL Designate, 7-9,10-12

Amplification of Student Voice Through the EAL Framework - (DWPD - 4-part Series)	English as a Second Language, Assessment & Reporting, English Language Arts, Mathematics, Science, Second Languages, DWPL	In this series, we will dive deep into the EAL Framework to promote language growth. Each session will focus on a different aspect of our Framework: Vocabulary, Oral Language Development, Scaffolding, Review and Assessment. Embedded in each session will be Culturally Responsive Teaching Practices, Supporting Level 1 learners, and Building Background knowledge, while using content specific strategies to target ELL learners across all curricular areas. These will be interactive sessions where we will work on developing classroom materials and resources to utilize in your classroom* Session 1: Vocabulary Session 2: Oral Language Session 3: Scaffolding Session 4: Review and Assessment	K-3,4-6,7-9,10-12
A Mindset for Equitable and Inclusive Education (7-12) - (DWPD - 4-part Series)	Inclusive Education, Assessment & Reporting, English as a Second Language, Division Wide Professional Learning	This PD series focuses on developing our mindsets for equitable and inclusive education, with an emphasis on supporting English Language Learners and other diverse learners in the classroom. Through a collaborative learning model, participants will learn about best practices for identifying and addressing language barriers, creating an inclusive classroom culture, and using culturally responsive assessment practices. Through interactive activities and discussions, we will reflect on our own mindsets and beliefs about teaching and learning. Each session provides practical tools and resources for creating a more equitable and inclusive classroom environment. Session 1: Setting up a UDL Mindset as we Plan the School Year Session 2: Mindset Matters for Equity in the Classroom Session 3: All Behaviors Are Bad or Is It My Mindset? Session 4: What's your Mindset?	7-9,10-12
The Secondary ELA Teacher's Toolkit: Strategies for Student Success - (DWPD - 4-part Series)	English Language Arts, Assessment & Reporting, Division Wide Professional Learning	This four-part PD series is designed to enhance the teaching practices of Secondary English Language Arts teachers. Through a series of interactive sessions, educators will gain insights and strategies for managing their gradebook, engaging in meaningful conferencing with students, conducting close-read text studies, and promoting reading comprehension and reporting. Session 1 - Assessing for All: Using UDL to Design and Implement Effective Assessments Session 2- The Power of Conferencing Session 3- The Art of Close Reading Session 4- Cracking the Code of Reading Comprehension	7-9,10-12
OBA Meets UDL - Humanities (ELA, FLA, and Social Studies)	Assessment & Reporting, English Language Arts, French Language Arts, Social Studies	In this four-part series, consultants, department heads, and assistant principals will continue our collaborative journey towards improving teaching and learning in High School English Language Arts, French Language Arts, and Social Studies. As this year's main priority for ECSD is success for all students, this year's series will explore the question: In what ways does the Universal Design for Learning framework for instruction and assessment support student learning of curricular outcomes and improved achievement?	Administrators,10-12
Re-imagining the Math Classroom (DWPD - 4-part Series)	Mathematics, Assessment & Reporting, ESL, Inclusive Education	This professional learning series will explore strategies that support the development of positive mathematics learner identities. Participants will explore strategies that prioritize student voice, promote equity and inclusion, and celebrate diverse perspectives to help build students' belief in their mathematical abilities. Participants will have an opportunity to reflect on how classroom routines can impact the mathematical identity of their students. Through this work, we can help students develop positive identities as learners of mathematics, empowering them to reach their full potential. Session 1 - Everyone is a Math Person Session 2 - Everyone is on a Math Journey Session 3 - How Can We Move Beyond the Answer? Session 4 - Routines and Tasks that Promote Reasoning and Problem-solving	7-9

OBA Meets UDL - Math and Science	Assessment & Reporting, Mathematics, Science	In this four-part series, consultants, department heads and assistant principals will continue our collaborative journey towards improving teaching and learning in the 5 academic core subjects. As this year's main priority for ECSD is success for all students, this year's series will explore the question: In what ways does the Universal Design for Learning framework for instruction and assessment support student learning of curricular outcomes and improved achievement?	Administrators,10-12
Boosting Student Engagement in Senior High Social Studies (DWPD - 4-part Series)	Social Studies, Assessment & Reporting, Division Wide Professional Learning	Participants will explore the elements of Universal Design for Learning (UDL) and Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) to critically examine and curate contemporary case studies. Through building a source bank, engaging in a book study, and applying practical skills, teachers will learn to foster excellence in Social Studies. Session 1- Critically Engaging with Social Studies Case Studies Session 2 - Engaging Students through Universal Design for Learning: Building a Source Bank Session 3 - Professional Development through Book Studies: Exploring Key Thinkers Session 4 - Engaging Minds: Universal Design for Learning and Visible Thinking Routines to Facilitate Source Analysis	10-12
Reading Success for All: Empowering Striving Readers in Grades 4-6 (DWPD - 4-part Series)	Beginning Teachers, Division Wide Professional Learning, English as a Second Language, English Language Arts, Inclusive Education, Learning Coaches, Literacy	Reading Success for All: Empowering Striving Readers in Grades 4-6 In this four part series, you will learn how to support your striving readers in grades 4-6 through data-informed decision-making. We will take the time to look at student data and then discuss appropriate instructional practices and resources to help you target your instruction so that you can effectively meet your students needs. You will have the opportunity to plan and collaborate with colleagues and participate in hands on learning, gaining practical strategies that promote reading comprehension for all language learners. Let's get your ELA program, from planning to reporting, up and running! Session 1- Using Classroom Literacy Screeners in Division 2, Session 2- Implementing Effective Reading Interventions, Session 3- Data- Driven Instruction: Using Assessments to Measure Progress and Support Student Growth, Session 4- Unlocking Language: Building Vocabulary and Improving Word Recognition for Striving Readers in Grades 4-6	Learning Coaches,4-6
Let Them Talk! Promoting ELL Literacy Growth Through Oral Language (K-9) (4-part Series)	Beginning Teachers, English as a Second Language, Second Languages	This COP is designed to empower K-9 teachers to develop and use strategies for oral language development to promote literacy growth for English language learners. Teachers will engage in collaborative and professional dialogue and take part in research-based approaches to trial, explore and implement strategies to build a classroom environment rich in oral language development opportunities. Join this 4-part COP to amplify the voices of our students and foster language proficiency in an inclusive and supportive learning community.	K-3,4-6,7-9
Introduction to Teaching CTF	CTS/CTF	Are you new to teaching CTF? This session will help to support you and will introduce you to the subject area and its programming, safety, and assessment considerations. Bring your questions and connect with CTF colleagues and the new consultant, Megan.	7-9
Introduction to Teaching CTS	CTS/CTF	Are you new to teaching CTS? This session will help to support you and will introduce you to the subject area and its programming, safety, and assessment considerations. Bring your questions and connect with CTS colleagues and the new consultant, Megan.	10-12

Go Green Meeting - (4-part Series)	CTS/CTF, Science	Join the Go Green committee and Indigenous Learning Services this September 27 on an exhilarating teacher field trip! 35 lucky ECSD teachers (admin included) are welcomed to embark on a 2.5-hour adventure through the heart of nature and Edmonton's Indigenous history. Our journey begins at Kinsmen Park. As we trek along, you'll have the chance to explore the rich history of this land, learning about the remarkable contributions of the people who have shaped it. Our route takes us to the John Walter Historic Site, the historic Ft. Edmonton Cemetery, and even includes a smudge ceremony and circle to honor the Indigenous heritage of this area. But that's not all! Our final destination is the Indigenous Art Park, situated across from the Waltherdale Bridge, where you'll be captivated by the breathtaking artistry on display. So, gear up for an unforgettable experience, dress for the weather, and be ready to immerse yourself in the natural and cultural wonders that surround us. This is part 1 of 4 for ECSD Go Green this year. Expect another hands-on learning experience in May.	K-3,4-6,7-9,10-12
Questica Clinic: A Collaborative QandA Session for School Leaders (DWPD)	Division Wide Professional Learning	Unravel the complexities of the Questica workbook in this interactive drop-in session designed specifically for principals and assistant principals. Join SOS Principal Peter Meurs and your colleagues for an engaging discussion aimed at addressing your Questica-related questions and concerns. Session Highlights: Collaborative Q&A: Work through your Questica questions in a supportive, group setting or seek personalized guidance. Team Learning: Principals are encouraged to bring their assistant principals for a collaborative learning experience. Hands-On: Please bring your laptops for real-time problem-solving and workbook navigation. Step into this session with questions and walk out with actionable insights to make the most of your Questica workbook. It's a unique learning opportunity you won't want to miss!	Administrators
Uniquely Human a Book Study - Embracing Neurodiversity (DWPD - 4-part Series)	Division Wide Professional Learning	Embark on a transformative four-part book series delving into the captivating insights of "Uniquely Human" by Barry Prizant. Discover the beauty of neurodiversity as Prizant, an acclaimed autism expert, unveils groundbreaking perspectives on understanding, accepting, and supporting individuals on the autism spectrum. A journey of empathy, growth, and human connection awaits. Session 1 - People with Autism ARE People Session 2 - Using Enthusiasms to Drive New Learning Session 3 - What does it take to be someone who "gets it"? Session 4 - How can we support families as they journey with their Autistic child?	Learning Coaches, Administrators, 100 Voices, K-3,4-6,7-9
Secondary Drama (DWPD - 3-part Series)	Drama, Division Wide Professional Learning	This series of DWPD sessions will include exploring best practices, techniques, and ideas for Secondary Drama courses. We will focus on UDL - Drama for All, providing practical advice and actionable steps to engage and inspire students in acting and dramatic forms. Session 1: Start-Up-Drama Session 2: Drama Stage FX Makeup: Unleash Your Creativity with Transformative Effects Session 3: Drama Teachers Mid-Year Check-In: Collaborating and Exploring Ideas	7-9,10-12
From Textbook to Technology: Exploring Interactive Digital Tools to Empower Your Teaching (DWPD - 4-part Series)	Emerging Technology, Inclusive Education, Social Studies, Division Wide Professional Learning	Adventure awaits as we set sail on a social studies expedition tailored exclusively for you, the extraordinary teachers at the helm, with personalized sessions on Google Earth, Climate Action Kits, Makey Makey and Minecraft. These sessions are designed to meet your unique needs whether you are a beginner or expert in Social Studies and Technology! We'll harness the power of technology and UDL strategies to transform your teaching practice and ignite a dynamic learning experience for your students. With a focus on best practices, assessment strategies, and classroom management techniques, we'll navigate uncharted territories, discover innovative strategies, and unlock the true potential of every student. Grab your Chromebook and get ready to embark on a personalized quest of educational exploration that will inspire, empower, and transform your teaching practice! Session 1: "Exploring the World from Your Desk: Innovative	Learning Coaches, K-3,4-6

		Teaching with Google Earth" Session 2: "Change in Action: Hands-On Simulations with Inksmith Climate Action Kits to Explore Human Impact on the Environment" Session 3: "The Magic of Makey Makey: Transforming Historic Thinking into an Interactive Museum" Session 4: "Discovering a New World of Learning in Minecraft"	
Digital Voyagers: Cultivating Historical, Geographical, and Creative Skills in the Junior High Social Studies Classroom (DWPD - 4-part Series)	Social Studies, Division Wide Professional Learning, Emerging Technology	Embark on an exciting journey of exploration! Join our series of hands-on workshops for junior high social studies teachers. Learn how to engage students using digital tools like Minecraft, Canva, Jamboard, and Brush Ninja. Discover practical strategies for student engagement, collaboration, and access to curriculum through technology and UDL. Session 1: "Discover the World with Google Earth: Make Geographical Thinking Engaging and Inclusive" Session 2: "Have no fear, Historical thinking and Minecraft are here!" Session 3: "Unlocking Critical Thinking with Google Arts and Culture: Exploring Validity, Context, and Bias through Art and Artifacts" Session 4: "Empowering Students to Express their Ideas with Digital Tools"	7-9
Let's Get Students Reading and Writing in K-3 (DWPD - 4-part Series)	English Language Arts, Division Wide Professional Learning, English as a Second Language, Inclusive Education	Join us for an exciting four-part professional development series focused on developing your students into strong and confident readers and writers. You'll gain practical, research-based strategies that have been proven to enhance student literacy skills. We'll explore how to support your English Language Learners, integrate cross-curricular instruction, and incorporate a variety of tech tools to engage and motivate your students. Each session will be interactive and collaborative, providing you with ample opportunities to collaborate with colleagues and plan how to implement these strategies in to your ELA program. By the end of this series, you'll have a toolkit of effective teaching practices that will elevate your students' literacy abilities and help them achieve their full potential. By registering for this one event you are committing to attending: "Setting Up Our Reading and Writing Classroom", "Reading and Writing Mini-Lessons", "Reading and Writing Across the Curriculum with Science and Social Studies", and "Assessment and Feedback to Support Readers and Writers".	K-3
Learning to Read and Loving it! (DWPD - 4-part Series)	English Language Arts, Inclusive Education, Division Wide Professional Learning	A comprehensive approach to early literacy recognizes that instruction must focus on word-reading skills, spelling, oral language development, and vocabulary as important components of literacy development. This four-part series on supporting our struggling readers will closely examine these essential skills and their impact on learning to read. Participants will examine their current teaching practices and create a comprehensive, explicit, and sequential reading program based on current research that generates student enthusiasm and appreciation for reading. Session 1 - "Fun"emic Awareness, Session 2 - Phonics and Fluency are our Friends! Session 3 - Bringing Words to Life, Session 4- A Picture is Worth A Thousand Words Presenter: Paige Ingstrup, Clare Wolff	All ECSD
Implementing the Alberta New Science Curriculum for Kindergarten and Grade 1 Teachers (DWPD - 4-part Series)	Science, Division Wide Professional Learning, English Language Arts	This DWPD series is for Kindergarten and Grade 1 teachers implementing the new Alberta Science curriculum. Each session is designed to provide educators with the background knowledge and skills necessary to teach the new Science curriculum under the UDL framework. The series will cover the key concepts, learning outcomes, and assessment strategies for the various science concepts. Teachers will also be provided with instructional strategies and best practices for engaging students in hands-on learning experiences, integrating technology, and promoting scientific inquiry and critical thinking. Session 1: "The Science Behind the Science: Building Your Background Knowledge and Getting to Know New Science" Session 2: "Making Science Accessible for All" Session 3: "Writing Across the Curriculum (A joint session with ELAL-Div 1 Reading and Writing)" Session 4: "Hands on Science Inquiry"	K-3

Coaching: How to Utilize Coaching to Grow Your MDT Team (DWPD - 4-part Series)	Inclusive Education, Division Wide Professional Learning	Welcome to the Coaching Series, where we explore the fundamental principles and practices of coaching as an adult learning style. This series is designed to provide you with practical strategies, tools, and insights that will help you maximize your impact in coaching your staff. Throughout the series, we will delve into the five principles of coaching, including active listening, asking powerful questions, and setting effective goals. We will also explore the importance of building rapport, establishing trust, and creating a safe and supportive coaching relationship. We will examine the various models and frameworks that coaches use to structure their sessions, including the GROW model. We will also cover the ethical and professional considerations that coaches need to be aware of, including confidentiality, boundaries, and accountability. Throughout the series, you will have the opportunity to participate in coaching exercises and activities, and reflect on your own coaching practice. Whether you're a coach looking to deepen your understanding of the principles of coaching, or someone looking to develop coaching skills for personal or professional growth, this series is designed to provide you with the knowledge, skills, and confidence you need to become an effective and impactful coach. This session is intended for any educator who is coaching or providing supervision for any support staff of MDT Members. Session 1 - Introduction to Coaching Session 2 - Application of Coaching Session 3 - Learning all about GROW Session 4 - Coaching: Review & Reflect	All ECSD
Courageous Conversations about Race (DWPD - 4-part Series)	Inclusive Education, Division Wide Professional Learning	Courageous Conversations about Race allows you to deepen your personal understanding of race and its impact on all students. We will embrace the Four Agreements, build a foundation for advancing equity, examine the role of race in your life and expand your capacity to lead your staff on the journey in addressing systemic racial disparities. Participants will receive the book, Courageous Conversations about Race: A Field Guide for Achieving Equity in schools and beyond. Administrators, Learning Coaches, Teachers and MDT are invited to attend. Session 1 - Introduction to Courageous Conversations about Race Community of Practice-The Four Agreements Session 2 - Courageous Conversations about Race Community of Practice-Racial Equity Leadership Session 3 - Courageous Conversations about Race Community of Practice-Equity versus Disparity Session 4 - Courageous Conversations about Race Community of Practice-Equity and Justice for All	Administrators, Learning Coaches
Executive Functioning Skills in your Elementary, Junior High and High School Classroom (DWPD - 4-part Series)	Inclusive Education, Division Wide Professional Learning	Join our Behaviour Team, Occupational Therapy Team and Inclusive Consultants to gain an in-depth understanding of executive functioning and practical strategies for promoting executive functioning skills in the classroom. Executive functioning skills are essential for academic success and life beyond the classroom. Students with strong executive functioning skills can plan, organize, initiate, sustain attention, regulate emotions, and reflect on their performance. In contrast, students with weak executive functioning skills may struggle to start tasks, manage time, control impulses, and complete work efficiently. Session 1- Understanding Executive Functioning and what it looks like in your classroom Session 2 - Promoting Executive Functioning Skills Session 3 - Executive Functioning and Academic Skills Session 4 - Implementing Executive Functioning Strategies in the Classroom	All ECSD
Non-Violent Crisis Intervention (NVCi) Certification and Beyond (DWPD - 4-part Series)	Inclusive Education, Division Wide Professional Learning	Cost \$30 (to cover the course materials) must be approved by School Principal to attend. Learn how to recognize behaviour as a form of communication, how to prevent it from escalating, how to respond appropriately if it threatens safety and how to get in front of it to minimize the chances of it happening again. It's all built on the bedrock values of Care, Welfare, Safety, and Security. This 4 part series will not only certify you but will then continue to help you build a trauma informed NVCi team within your school. Session 1 -NVCi	All ECSD

		Certification Part 1Session 2 -NVCI Certification Part 2Session 3 -Trauma Informed Care and NVCI Session 4 - How to Utilize NVCI in your School	
Reframing Autism – A Strengths-based Approach for Supporting Autistic Learners in Becoming Their Authentic Selves (DWPD - 4-part Series)	Inclusive Education, Division Wide Professional Learning	Series Description: This series will focus on what it means to reframe autism. Join us to find out about the latest research, best practices for teaching and learning, and strategies to promote autism acceptance in the classrooms from Kindergarten to Grade 12. We will engage in ongoing discussion and shared experiences throughout the series. Session 1- Environment Presenters: Shamala Manilall, Justin DuVal, Lisa Yaworski Session 2- Communication and Peer Acceptance Presenters: Shamala Manilall, Justin DuVal, Lisa Yaworski, SLP Session 3- Multidisciplinary Team Support Presenters: Shamala Manilall, Justin DuVal, Lisa Yaworski, OT, MH Session 4- Reframing Autism Review Presenters: Shamala Manilall, Justin DuVal, Lisa Yaworski	K-12,MDT Members
Restorative Practices (DWPD - 4-part Series)	Inclusive Education, Division Wide Professional Learning	A restorative approach is highlighted as part of the EDIAR Strategic Plan Priority 2: Addressing Discrimination and Building Accountability. Restorative practices occur on a spectrum from informal conversations through to formal Restorative Conferences. Relationships, something we need now more than ever, are foundational to restorative practices. Join this community of practice to take a deep look at how we can transform our schools through a restorative approach. This series is open to teachers, administrators and MDT. Session 1 - A Introduction to Restorative Practices Session 2 - Using circles Effectively Session 3 - Overview of Restorative Conferences Session 4 - A school wide approach to Restorative Practices	Administrators,Teachers,MDT Members
Universal Designs for Learning for PreK - Grade 3 (DWPD - 4-part Series)	Inclusive Education, Division Wide Professional Learning	UDL is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles to improve the learning experience for all. In this 4 part series we will take a look at how we can achieve this with supports and strategies from our Multidisciplinary teams.Session 1: Universal Designs for Learning - Environment (Physical/ Social)Presenters: Stephanie Power and Jenni YaroslowskySession 2: Universal Designs for Learning - Supporting UDL from the Behavioural and Occupational Therapy lens SchoolPresenters: Cindy Anderson, Courtney Rosoborough, Stephanie Power and Jenni Yaroslowsky Session 3: Universal Designs for Learning - Supporting UDL through the SLP lens (Communication)Presenters: Paige Ingstrup, Stephanie Power and Jenni Yaroslowsky Session 4: Universal Designs for Learning - Supporting UDL through Differentiation/ Accommodations, and Adaptations Presenters: Stephanie Power and Jenni Yaroslowsky	Pre-K,K-3
Literacy and Math for Students with Significant Disabilities and Complex Communication Needs (DWPD - 4-part Series)	Inclusive Education, Literacy, Mathematics, Division Wide Professional Learning	This series is designed to introduce you to teaching & assessment practices for learners of all ages who have significant disabilities and minimal or no speech. We will explore reading, writing, phonological awareness, alphabet knowledge and math best practices. We will provide strategies, tools, and the "stuff" to support you in Programs of Choice or at the community school level.Session 1- Assessment and IPP Goals Session 2 - Emergent and Conventional Reading: Shared, Independent, & Guided Reading and Spelling, Alphabet & PA AwarenessSession 3- Emergent and Conventional Writing: Independent Writing, Predictable Chart Writing, & Content Specific WritingSession 4- Emergent and Conventional Math	All ECSD

FOCUS on Self-Regulation (k-12) (DWPD - 4-part Series)		PRESENTERS: Tabitha Tremblay (OT) and Heidi Gibb (OT), in consultation with Inclusive Consultant Self-regulation skills are a major contributing factor to students' success with academics, relationships and long-term mental health. This 4-part series will introduce teachers to the research-based program FOCUS On Self-Regulation resource and other evidence-based practices to support whole class and individual student well-being throughout the day. You will learn practical universal strategies to support students' optimal regulation and participation throughout the day. Teachers will have time to work in grade cohorts, reflect on practices and make small yet meaningful changes that will help students be ready for learning. Session 1 - Body-Based Concepts for All Students Session 2 - Emotions-based Concepts for All Students Session 3 - Leveraging Other Programs To Build Your Toolkit Session 4 - Participants' Voice - Fine-Tuning Strategies to Fit Your Classroom	All ECSD
Math U K-3: "The Math Huddle" Leveraging Learning Progressions to Build a Winning Equation for ALL Learners! (DWPD - 4-part Series)	Mathematics, Division Wide Professional Learning	Now that we have had a year to engage with the new curriculum, it is time to level up our practice! Join our engaging and interactive four-part professional development series designed as a community of practice for kindergarten through grade 3 teachers. Through hands-on experiences, teachers will develop a deeper understanding of critical interconnected math content to be learned and how students develop this understanding over time. Time will be provided in each session to reflect on your learners in relationship to this continuum, to share classroom experiences and to plan equitable, accessible, and enjoyable learning experiences for ALL learners! Inclusive and EAL consultants as well as an Occupational Therapist will join various sessions to lend their expert lens to our conversations and planning time. Session 1 "Draft Day" - Using Assessment Data to Get to Know Your "Players" Session 2: "Chalk Talk" - Stories from the Classroom that Shape the Next "Plays" Session 3: "Half Time" - Using What We Have Learned to Build Momentum Session 4: "Fourth Quarter" - Putting It All Together!	Administrators, Learning Coaches, K-3
Seeing the Beauty in Mathematics: Drawing out elements of the KUSP's to paint a clearer picture of what students will learn in the new curriculum (DWPD - 4-part Series)	Mathematics, Division Wide Professional Learning	Come join us for this four part series designed to build teacher background knowledge through hands-on experiences, conversations and collaboration with colleagues. Each session will focus on specific new KUPS's found in the new 4-6 mathematics curriculum with instructional ideas to support the learning of all our students. Time will be allocated for sharing personal classroom experiences to grow and learn with each other. Inclusive, EAL, OT and assessment consultants will be helping provide insight based on the needs of the participants and the students in their class. Please bring a set of Digi Blocks from your site to the session.	4-6
Pumped Up Pedagogy: Innovative Approaches to Secondary Physical Education Instruction (DWPD - 4-part Series)	Physical Education, Division Wide Professional Learning, Mental Health & Wellness, Science, Social Studies	Take your Physical Education and Wellness classes to the next level with outdoor activities, games, and dance! This professional development series is a fun and effective way to promote teamwork, physical fitness, and mental well-being among participants. Teachers will walk away with hands on activities and tools! Session 1: "Unified Rules Football" Session 2: "Indigenous Games" Session 3: "Dance Dance Dance!!" Session 4: "Predator and Prey"	7-9, 10-12

Mastering PowerSchool: Efficiency Hacks for Administrators (DWPD)	Division Wide Professional Learning, NULL	Are you an administrator looking to streamline your workflow within PowerSchool? Join Bobbi Pineau for a session jam-packed with tips and tricks that will save you both time and energy. What You'll Learn: Quick Searches: Discover efficient search tactics for quickly locating student information, running reports, and more. Contact Management: Get a walkthrough of the new "Contacts" feature to manage parent accounts effectively. Essential Reports: Uncover hidden gems in the form of useful reports that may not be on your radar yet. Session Details: Time: 1 Hour (includes 45 minutes of content and 15 minutes for Q&A) Whether you're a PowerSchool novice or a seasoned user, this session will equip you with practical insights to optimize your administrative tasks. Don't miss out on this chance to take your PowerSchool mastery to the next level!	Administrators, Assistant Principals
ECE Callback - (Creative Expression and Programming in the Studio/Creative Expression, Inquiry and Meaning Making in the Studio/Examining the Studio Environment in Support of Divergent Thinking/Using the Fine Arts to Promote Citizenship, Diverse Identities and Belonging) - (Multi-session Series)	Early Learning	This in-person session will support Early Childhood Educators in start of year programming, transitions and routines that create the expectations of the Studio. Educators will review the learning cycle together and plan for the initial stages of an inquiry project. Nurturing creative expression in the Studio will also be introduced as participants look at the definitions and theories related to supporting creative experiences in young children. Callback B: This in-person callback for Early Childhood Educators will continue to build on pedagogy for Studio practices and programming. We will also build on October's on-line session to discuss different modes of creative expression that can be supported in the Studio. We will continue to build on past sessions by further exploring how development and child agency are supported through process art that builds problem-solving and decision-making skills through self-expression and exploration. Callback C: This in-person callback will nurture Early Childhood Educator's deeper connections of Studio practices through team dialogue and evidence of lived experiences. We will also further look at the role of environment to offer a enriched setting for children to freely create, act and interpret their learning connections using divergent thinking and peer interactions. Callback D: This in-person callback will give Early Childhood Educators opportunities to play with the different elements of Art. We will look at Art in the community and how environmental Art supports children in recognising citizenship and belonging. Using a variety of mediums and materials, Educators will gain concrete examples to grow their professional toolboxes as they explore Art with children in their Studios.	Early Childhood Educator ECE

Looking Deeper - (Connections to Flight in Creative Expression and Thinking/Examining the Role of Creative Expression in Children's Development/Navigating Common Discourses on Creative Expression) - (Multi-session Series)	Early Learning	This online session will inspire ECEs to look deeper at the different types of artistic expression that can be nurtured in the Studio during interest-based inquiry. Participants will examine the foundational philosophy of Flight in relation to time, space, materials and relationships. We will explore how meaningful experiences and a child's natural inclination to communicate through creative expression offers a platform that supports the "co" in understanding the world around us through engagement, social conversation and relationship building. Session B: This online session will build on September's callback to look at creative expression and development in young children. Early Childhood educators will examine the stages of art and mark-making, and creativity. We will also connect other areas of development to artistic and creative expression. Discussion will focus on how meaningful experiences in the Studio can promote these skills. Session C: This online session for Early Childhood educators will begin to explore the topics that often arise during fine arts discussions for young children. Understanding the deeper issues of topics like Food for Play, Adult-led Art experiences, and cultural responsiveness when planning experiences will be touched upon.	Early Childhood Educator ECE
Reflections and Anticipations - Looking back and Moving Forward	Early Learning	This final online session of the year will celebrate and highlight this year's connections for creative expressions. Early Childhood Educator participants will spend time reflecting on how their process has changed and how they have become more intentionally playful in the Studio as they have explored different ways children create, design and interpret their world.	Early Childhood Educator ECE
WorksheetLESS in K Through Sensory Play	Early Learning	Are you sending a stack load of worksheets, calendar books, and printing books to Printing Services?! Put a pause on your plans and come learn about being worksheetLESS in Kindergarten! Using sensory tools such as playdough, Wikki Stix, chalkboards, shaving cream, tweezers, and bubbles allows children to use their senses for learning, promoting memory retention, enhancing creativity, and strengthening muscles. Teachers will gain a better understanding of how to incorporate Occupational Therapy into classroom routines and centres and learn alternatives to traditional worksheet/paper-pencil tasks. This is a repeat session from the Summer Summit 2023. We have a select number of resources that will be distributed to selected participants.	K-3, Kinder, Kindergarten
Elementary Math Intervention Support	Early Numeracy, Mathematics	Are you a numeracy intervention teacher? Perhaps a teacher worried about how to provide effective intervention support to meet the diverse mathematics needs in your classroom? In this session (first of two in this series), we will explore how to determine which students would benefit from interventions, how to group them and how to actually plan effective intervention support.	Learning Coaches, K-3, 4-6
Mathia Adventure – Mathstoria and Zorbits Information Session	Early Numeracy, Mathematics	Wondering about Student Facing Mathematics Digital Resources? Come learn about the resource Mathia Adventure (which includes Mathstoria and Zorbits). Kyla from Mathia Adventure will be hosting an after-school session to take you through the program, highlighting its features and how to use it. If you are still deciding which resources to purchase for your site or if you have this resource at your site and are looking for support on how to use it, this session is for you!	Administrators, Learning Coaches, K-3, 4-6
AP 172 Role of the Support Person Workshop	EDIAR	In this one hour online workshop we will further explore the role of support people within AP 172. Using scenarios, we will discuss how to facilitate an investigation with a support person present.	Principals
Creating Safe Caring and Inclusive schools for 2SLGBTQ+ students, staff and families	EDIAR	Join us for a conversation about how we can make our schools and classrooms safer and more welcoming for 2SLGBTQ+ students, staff and families. We will discuss terminology, the lens of Christian Anthropology, human rights and inclusive strategies.	Teachers, MDT Members

EDIAR Booster Facilitator Prep Session	EDIAR	The first EDIAR Booster for this year is: Reporting of and Responding to Discrimination and Racism. The intent of this booster is to further the discussions that began with the introduction of AP 172. If you would like support before you facilitate this booster with your staff, you are invited to join EDIAR Specialist Shireen Mohammed on TEAMS to view the booster video together, review the discussion guide and discuss questions that may arise from staff and how you might respond.	Administrators, Managers
GSA/LIFE Club Facilitator Community of Practice	EDIAR	LIFE Group/GSA Teacher Leads and supporting staff will gather together for resource sharing and professional development in a community of practice to support the facilitation of LIFE Groups/GSA's in the Division. Note: Attendance at this meeting is limited to the Teacher responsible for leading the LIFE Club/GSA and one MDT supporting member per school.	Teachers, MDT Members
Teachers and Administrators New to Facilitating a GSA/LIFE Club	EDIAR	A student has asked for a LIFE club or GSA. What do I do now? LIFE Club/GSA's are a key intervention in support of 2SLGBTQ+ students in schools. Join us to learn about the LIFE Framework and how to start and facilitate a strong LIFE club/GSA in your school.	Teachers, MDT Members
Gender Based Analysis + (GBA+) Community of Practice (3-part Series)	EDIAR, Inclusive Education	Join us to learn more about GBA+! Gender Based Analysis + is an analytical process that provides a rigorous method for assessment of systemic inequalities and a means to assess how diverse groups of people experience policies, programs and initiatives. Join this 3 session online community of practice to learn more about GBA+ and how to utilize the approach to assess operations and procedures in your school, site or work unit. Administrators, Supervisors, Learning Coaches, and Managers are welcome. GBA+ addresses EDIAR Strategic Plan Priority #2, Addressing Discrimination and Building Accountability. Participants will be expected to complete the online Government of Canada Training prior to session #2 which takes approximately 1 hour	All ECSD
Digital Tools for Beginning Teachers in ECSD	Emerging Technology	This professional learning session will focus on the foundational educational technology resources available in our Division. We will explore key tools and platforms that can enhance your teaching practices, engage students, and create dynamic learning environments. By the end of this session, you will have a solid understanding of the technology resources at your disposal and how to effectively integrate them into your teaching.	K-3,4-6,7-9,10-12, Pre-K, 100 Voices, Administrators, Learning Coaches, Early Childhood Educator ECE
EDTECH TUESDAY Dynamic Learning Tools	Emerging Technology	Join us for a professional development session where we'll explore a variety of digital tools. Discover how these tools can enhance student relationships, boost engagement, and foster creativity in your classroom. Whether you're a beginner or a seasoned user, this session will provide you with new ideas and strategies to take your teaching to the next level. Get ready to unleash innovation and transform your classroom experience!	K-3,4-6,7-9,10-12
ED TECH TUESDAY AI for Educators (Multi-session Series)	Emerging Technology	Embark on a transformative professional development session that delves into the future of education with Artificial Intelligence (AI). Join interactive discussions and discover practical ways of leveraging AI tools, prompts, and resources to enhance your teaching toolkit. Unleash the limitless potential of AI to personalize learning, inspire creativity, and revolutionize lesson planning with UDL principles in mind. Get ready to embrace the future of education and embark on a journey of boundless possibilities with AI by your side!	K-3,4-6,7-9,10-12
ED TECH TUESDAY Building Digital Superheroes: Essential Agreements and Resources for Digital	Emerging Technology	Join us in this professional development session focused on effectively teaching digital citizenship to students. Discover how to create essential agreements with classroom technology and explore ready-to-use resources that will	K-3,4-6,7-9,10-12

Citizenship (Multi-session Series)		empower students to become responsible digital citizens, preparing them for the world they will live and work in.	
TECHJAM THURSDAY: Navigating Creative Expression Through Design and MultiMedia	Emerging Technology	Join us for an exciting journey through the world of design and multimedia. Whether you're an experienced artist or new to the field, this session offers a chance to unleash your creativity and discover new ways for you and your students to express yourself in the dynamic world of design and multimedia.	K-3,4-6,7-9,10-12
TECHJAM THURSDAY: Tech for Good: Harnessing micro:bits and Climate Action Kits for Education	Emerging Technology	Unleash the potential of micro:bits and climate action kits to tackle environmental issues! Join us for an interactive session where you'll explore how micro:bits can be programmed to monitor and address climate challenges. Discover how to use climate action kits in ways that will help to empower you and your students to make informed decisions and contribute to a sustainable future. Don't miss this opportunity to harness technology for positive environmental impact!	4-6,7-9,10-12
TECHJAM THURSDAY: Unleashing Innovation in the Makerspace	Emerging Technology	Join us for an afternoon of innovative makerspace learning. Participants will have the opportunity to unleash their imagination and push boundaries all while building confidence and capabilities to transfer these skills to their students.	K-3,4-6,7-9,10-12
Unleashing the Power of Discovery Education: Build Your Toolbox - EdTech Tuesday (Multi-Part)	Emerging Technology	Discover the power of DE in engaging your students. Join us for this session where we'll explore the time-saving resources, ready-to-use activities, and Activity Templates empowering you to create dynamic lessons that enhance student engagement. Unleash the potential of DE as we guide you in building a toolbox of innovative teaching strategies for the modern classroom.	K-3,4-6,7-9,10-12
T-ELL Me More - New Schools 23/24	Emerging Technology, English as a Second Language	This session is for new schools who registered for the T-ELL Me More project for the 2023-2024 school year. There are 4 sessions in this series: September 27, October 26, January 18, March 14. All are morning sessions (8:30 am - 11:30 am). In these sessions, a representative from each participating school will learn how to best leverage chromebook strategies with their English Language Learners.	K-3,4-6,7-9,10-12,ESL Designate
T-ELL Me More - Returning Schools	Emerging Technology, English as a Second Language	This session is for returning schools who were involved with T-ELL Me More in the 2022-2023 school year. There will be two sessions: October 26 (Room 3B), March 14 (Room 3B). Both are morning sessions 8:30 am - 11:30 am. A representative from each returning school will learn how to take chromebook strategies one step further.	ESL Designate
CSA Information for Educators	Emerging Technology, English Language Arts, Mathematics, Science, Social Studies	Do you have questions about how CSA exams are administered or how students access audio accommodations? This session will answer all of your questions and ensure that all teachers are feeling comfortable and ready for the ECSD Common Summative Assessments in both junior and senior high.	Learning Coaches,7-9,10-12
Secure Chrome Exam Training	Emerging Technology, NULL	In Edmonton Catholic Schools we have the option of writing PATs and Diploma examson a secure Chrome browser. This method can be done on a Chromebook or on aDivision-managed Windows device such as school labs. For those who wish to use Chromebooks or Division-managed Windows devices using the Chrome browser for Provincial Achievement Exams or Diploma Exams, attendance at our training session is mandatory by at least one school exam proctor yearly. It is recommended you choose a teacher, tech coach, or administrator who isstrong in using the Google Classroom and Google Docs environment. You are welcome to attend as a small team if you wish to. When you attend the session you MUST HAVE A SECOND device beside you (either the Chromebook or Windows Machine you are planning to use for exams) in order to have hands-on practice and training of the procedures so you can both set up the student account passwords as well as demo what the student process will be.	Administrators

Climate Action Quest: Unleashing the Power of Climate Action Kits for a Sustainable Future	Emerging Technology, Science	Join us for a dynamic teacher workshop focused on InkSmith's Energy Action Kits. Get coding with your Grade 4-6 students and equip yourself with the necessary tools and knowledge to engage students in hands-on energy exploration. Discover innovative ways to teach about energy sources, conservation, and sustainability through interactive experiments and activities. This workshop will empower you to inspire your students to become responsible energy users and environmental advocates.	4-6
Immerse, Engage, Create: Elevating Learning through Computational Thinking	Emerging Technology, Science	In this hands-on workshop, you will gain the necessary knowledge and tools to seamlessly integrate AR and VR technologies into various subject areas, enhancing student learning experiences and promoting deeper understanding. Additionally, you will learn how to incorporate robotics and no-tech activities into multiple curricular areas, fostering computational thinking skills and sparking student engagement throughout the academic year. By the end of this workshop, you will be equipped with the skills and confidence to become a Computer Science Superstar in your classroom.	K-3,4-6
A Minecraft Adventure in Social Studies	Emerging Technology, Social Studies	Embark on an unforgettable journey with "A Minecraft Adventure in Social Studies." This innovative learning experience marries the world-building power of Minecraft with the vibrant tapestry of Social Studies to create an engaging, interactive platform for education. Join Devin and Sam as they help you become capable and confident using Minecraft in your grade 1-6 classroom. This session will highlight Minecraft Education's pre built collaborative spaces and free play project ideas you can use in your classroom right away!	K-3,4-6
Community of Practice - Enhancing Reading Skills for English Language Learners in Elementary	English as a Second Language	Elementary Reading - This COP, teachers will have the opportunity to learn research-based methods to foster development of reading skills for English language learners in the classroom. Sessions will be designed to have you participate in research based, UDL (Universal Design for Learning) activities that you will be able to take back and use with not only your ELL students, but ultimately, all students. Throughout the professional development series, participants will engage in hands-on activities, collaborative discussions, and practical lesson planning to enhance their ability to teach reading skills effectively to EAL students in K-6. Additional dates will be on the mornings of Jan 29, Mar 5 and April 25.	K-3,4-6
EAL Designate Start Up Session- Elementary	English as a Second Language	In this session, we will review and explore the following components: benchmarks, start of year coding and file integrity, role of EAL Designate, powerschool/coding, grade 1 assessments, supporting Level 1 students and an introduction to the EAL Framework.	K-3,4-6,ESL Designate
EAL Designate Start Up Session- K-9 schools, JH and HS	English as a Second Language	In this session, we will review and explore the following components: benchmarks, start of year coding and file integrity, role of EAL Designate, powerschool/coding, grade 1 assessments, supporting Level 1 students and an introduction to the EAL Framework.	7-9,10-12,ESL Designate
Elementary EAL Designate Callback #1	English as a Second Language	In this session, we will dive further into goal setting, assessment and reporting, accommodations and feedback strategies.	ESL Designate
Elementary EAL Designate Callback #2	English as a Second Language	In our second callback we will be taking our first look at benchmarks 2.0 and discuss culturally responsive teaching.	ESL Designate
Enhancing Assessment and Reporting Practices for English as an Additional Language (EAL) Elementary Students	English as a Second Language	Join us for an engaging session designed to empower you in effectively assessing and reporting on the progress of your English as an Additional Language (EAL) students. We will provide you with research based assessment strategies and best practices when reporting student progress in PowerTeacherPro.	ESL Designate,K-3,4-6

Got Data, Now What: Grade 1 Listening and Speaking EAL Assessment	English as a Second Language	In this session, we will look at the results from our Grade 1 Listening and Speaking Assessments and examine how to implement strategies into our classrooms to support students. We will look closely at the language rubrics to determine next steps and best practices.	K-3,ESL Designate
Secondary EAL Designate Callback #1	English as a Second Language	In this session, we will dive further into goal setting, assessment and reporting, accommodations and feedback strategies.	ESL Designate
Secondary EAL Designate Callback #2	English as a Second Language	In our second callback we will be taking our first look at benchmarks 2.0 and discuss culturally responsive teaching.	ESL Designate
Fostering the Art of Effective Language Teaching: Strategies and Techniques for Success - DWPD	English as a Second Language, Inclusive Education, Second Languages	The purpose of this Languages series is to focus on collaboration and building community and capacity within our language teachers in the FSL, French Immersion, and bilingual programs. We will be addressing key factors such as inclusion, culturally responsive teaching, task-based learning, and best teaching practices in order to advance and enhance the language programs at ECSD. Teachers will learn practical teaching strategies that can be immediately implemented in their planning to enhance their language teaching practices. Session 1: September 21 - Inclusion and Languages for ALL Session 2: October 19 - Developing Bilingual Linguistic Identities Session 3: February 22 - CEFR/CECR - Exploring Task-based learning Session 4: April 18 - Effective Teaching Practices in the Languages Classroom	K-3,4-6,7-9,10-12, Learning Coaches, Educational Assistants, ESL Designate, Administrators, Early Childhood Educator ECE, MDT Members
Supporting Level 1 EAL	English as a Second Language, Second Languages	Help! My students don't speak English! Learn strategies and get practical resources to start off your EAL students with success and keep them going through the year!	K-3,4-6,7-9,10-12
ELA Connect Unplugged Q and A with the ELA Team	English Language Arts	Join us for a relaxed and informative after school Teams session where teachers can connect with English Language Arts (ELA) consultants and engage in a casual question and answer period. This opportunity allows educators to gain valuable insights, share experiences, and explore the world of ELA instruction in an open and supportive environment. Our ELA consultants are here to provide guidance, share best practices, and address your questions and concerns related to the ever-evolving field of English Language Arts. Whether you're looking for ideas to enhance your curriculum, struggling with teaching strategies, or curious about new developments in ELA, this session is the perfect space for you. Feel free to bring your inquiries, challenges, or success stories to the table, as our consultants are eager to engage in a collaborative and open dialogue with you. This session encourages an informal atmosphere where teachers can network with peers, learn from colleagues, and build a strong community of ELA educators. Come with questions, leave with insights!	K-3,4-6
English Language Arts Chat - "Assess Smarter"	English Language Arts	Come join the English Language Arts chat. This is a space to ask questions and discussion what is happening in your classroom. For this first session we would have chosen the topic "Assess Smarter".	7-9,10-12
English Language Arts Chat (Multi-session Series)	English Language Arts	Come talk about everything English Language Arts. A space to discuss key issues, get new text ideas and ask questions.	7-9,10-12
English Language Arts Item Writing Training	English Language Arts	This session is for ELA teachers (both experienced and new) to learn how to craft Multiple Choice Reading Comprehension Questions for English Language Arts. Completing this training will prepare teachers for the paid Item Writing opportunities available throughout the year.	7-9,10-12
High School ELA Exemplar Project	English Language Arts	High School ELA teachers will build the assignment and review the scoring guide for the 20-1 CARLT Exemplar Collection Project.	10-12
High School ELA Exemplar Project	English Language Arts	High School ELA teachers will read and score assignments to choose papers for the 10-1 CARLT Exemplar Collection Project.	10-12

JH ELA Book Club/Lit Circles CoP	English Language Arts	This three part Community of Practice will focus on harnessing the power of Book Clubs / Literature Circles to provide meaningful reading and communication instruction for all students. In this session we will discuss how to keep students engaged throughout the process and how to provide feedback during the formative stages of book club. We will also report back on the new books we have read, and group work we have done in our classes.	7-9
Junior High ELA Book Club / Lit Circles CoP	English Language Arts	This three part Community of Practice will focus on harnessing the power of Book Clubs / Literature Circles to provide meaningful reading and communication instruction for all students. In this first session we will examine how group work can work for everyone and discuss how teachers and students can choose meaningful books. Subsequent session dates: Thursday Feb 8 (AM) and Tuesday April 9 (AM).	7-9
Junior High ELA Exemplar Project	English Language Arts	This project was designed to provide students and teachers with examples of grade appropriate student writing. Come join in this stage of the process where we will evaluate and categorize the different pieces of writing we have received. There will be opportunities for rich discussion on how to utilize exemplars in the classroom, how to scaffold writing for all students, and how to provide quality feedback to improve student writing.	7-9
Junior High English Language Arts Book Club / Lit Circles CoP	English Language Arts	This three part Community of Practice will focus on harnessing the power of Book Clubs / Literature Circles to provide meaningful reading and communication instruction for all students. In this session we will discuss how to keep students engaged throughout the process and how to provide feedback during the formative stages of book club. We will also report back on the new books we have read, and group work we have done in our classes. Next session date: Tuesday April 9 (AM).	7-9
Narrative Writing (Fiction) Part 1	English Language Arts	"I passed through the seven levels of the Candy Cane Forest, through the sea of swirly twirly gumdrops, and then I walked through the Lincoln Tunnel". This session will focus on narrative fiction writing, planning, character development, plot structure, and engaging readers with vivid descriptions.	K-3,4-6
Narrative Writing (Nonfiction) Part 2	English Language Arts	"Mrs. Frizzle! Where are we going today?" This session will focus on narrative nonfiction writing. How can we help students to craft factual stories with the engaging elements of fiction? We will explore techniques like character development, plot, and immersive storytelling to make real-life events come alive on the page.	K-3,4-6
Secondary English Language Arts CSA Item Writing	English Language Arts	For Junior and Senior High ELA teachers. Participants will write new multiple choice items and edit previously written items to be used on future field tests and CSAs. Participants must provide one potential text for item writing prior to the session.	7-9,10-12
Senior High ELA CSA Validation	English Language Arts	Validation of ELA field test items for Jan 2024 CSA Exams.	10-12
Story Champs Check Ins (For participants of the Story Champs COP)	English Language Arts	During these Story Champs check-ins, we will answer your questions, provide you with tips and ideas for implementation, and get your feedback. By registering for this session, you are agreeing to attend all check in dates (Oct 25, Nov. 27, Feb. 26, and May 9th)	K-3
The Writing Year - Grades 4 to 6	English Language Arts	The Writing Year - Grades 4 to 6 In this series, teachers will explore the writing year through hands-on experiences. Teachers will be encouraged to apply their knowledge to the classroom and bring back ongoing student samples to explore. These sessions will include suggestions and strategies to support diverse learners. Session 1: Introduction to Writing Instruction Session 2: Assessment and Feedback Session 3: Developing Writing Skills Through the Arts Session 4: Writing Across the Curriculum	Learning Coaches,4-6

UFLI Foundations Training	English Language Arts	UFLI Foundations is an explicit and systematic phonics program created at the University of Florida Literacy Institute. The program introduces students to the foundational reading skills necessary for proficient reading and is a resource we have purchased for all schools. In this session, we will provide you with the necessary training to effectively implement the UFLI Foundations program.	K-3,4-6
How to Administer the Reading Screeners (English and French)	English Language Arts, French Immersion	Learn how to administer the reading screeners (LENS, CC3) in English and French!	K-3
PAT COP- Session #2 Math and ELAL	English Language Arts, French Immersion, Mathematics, Second Languages	Join us for an engaging and informative session focused on equipping Grade 6 educators with effective strategies to support students' success in the Provincial Achievement Tests (PATs) for Mathematics and English Language Arts (ELAL). This session will provide a comprehensive overview of key concepts, assessment formats, targeted skills, and instructional strategies to enhance student achievement.	Grade 6
Calling All Kindergarten Captains!	English Language Arts, Mathematics, Physical Education, Science	In the vast ocean that is Kindergarten, it can sometimes feel like you're lost at sea. Moreover, teaching in a Kindergarten Language Program can often feel like you're the only boat docked on a lonely island. Don't fret – we are here to launch you a life raft and bring you aboard the child development ship on a journey through Developmentally Appropriate Practice! Sail with us through a 4 part series of understanding the coordinates of the Kindergarten landscape, how to fish for the best learning centres, differentiated math learning opportunities for your specific school of fish, and feeling the wind in your arms during outdoor play exploration. Teachers who register in this cohort will be able to complete process work in the target language they teach (French, Spanish, Ukrainian, or English) and build connections with other Kindergarten teachers. Please note: by registering for this DWPD you are registering for all 4 sessions Session 1: Sept 21 - "The Kindergarten Compass: Mapping out the Coordinates of your Classroom" @ Monsignor William Irwin Session 2: Oct 19 - "Sailing into Uncharted Waters of the new Science Curriculum in Centres" Session 3: Feb 22 - "Raising the MAST: The Math of It All" Session 4: Apr 18 - "The Sunset Cruise: Nature at It's Finest"	Kindergarten
HWA Drop In Q and A	English Language Arts, Social Studies	Drop in to this Teams Chat with any questions you have about the junior high HWA. All questions are important and welcome.	7-9
4 à 6: Introduction à GB+	French Immersion	Êtes-vous nouveaux à la 4e, 5e ou 6e année? Venez à cette session pour mieux comprendre l'outil de littératie GB+ et comment l'administrer à vos élèves au mois d'octobre. Cette session sera à MS Teams.	4-6
4 à 6: L'analyse des données GB+	French Immersion	Vous avez maintenant vos données du GB+. Dans cette session nous explorons comment analyser vos données. Par la suite, nous offrons quelques stratégies explicites afin de répondre aux besoins de littératie dans vos salles de classe.	4-6, Learning Coaches
4 à 6: Le processus d'écriture	French Immersion	Au cours de cette session, nous explorerons les étapes essentielles de l'écriture et les stratégies qui aideront les élèves à développer leurs compétences en rédaction. Pendant cette session interactive, nous aborderons des sujets tels que la planification, l'organisation des idées, la construction de paragraphes cohérents et la révision de texte. Cette session sera répétée le 3 novembre, 2023.	4-6
4 à 6: Les stratégies de lecture	French Immersion	Au cours de cette session, nous explorerons les stratégies basées dans la recherche pour enseigner la lecture à nos élèves. Pendant cette session interactive, nous aborderons des stratégies de décodage, des stratégies pour l'enseignement explicite du vocabulaire, et des stratégies de compréhension littérale et inférentielle. Cette session sera répétée le 8 février, 2023.	4-6, Learning Coaches

4e année - Groupe de travail FIL (Multi-Session Series)	French Immersion	Pendant ce groupe de travail, nous allons reviser le plan annuel pour le nouveau curriculum FIL et retravailler les plans du premier/deuxième quadrimestre. Nous allons également explorer des ressources d'appui, faire un partage de stratégies gagnantes et faire la planification collaborative.	4-6
5e année - Groupe de travail FIL (Multi-Session Series)	French Immersion	Pendant ce groupe de travail, nous allons reviser le plan annuel pour le nouveau curriculum FIL et retravailler les plans du premier/deuxième quadrimestre. Nous allons également explorer des ressources d'appui, faire un partage de stratégies gagnantes et faire la planification collaborative.	4-6
6e : Session de préparation pour le test de rendement FLA 6	French Immersion	Cette session est destinée à tous enseignants de FLA 6. Nous allons décortiquer les éléments essentiels du test de rendement partie A (l'écriture) et partie B (la lecture), ainsi que des stratégies gagnantes à utiliser avec vos élèves. Venez prêts à partager vos stratégies d'enseignement avec un esprit collaboratif!	4-6
6e année - Groupe de travail FIL (Multi-Session Series)	French Immersion	Pendant ce groupe de travail, nous allons reviser le plan annuel pour le nouveau curriculum FIL et retravailler les plans du premier/deuxième quadrimestre. Nous allons également explorer des ressources d'appui, faire un partage de stratégies gagnantes et faire la planification collaborative.	4-6
Carnaval d'hiver 2024	French Immersion	Planification du Carnaval d'hiver 2024.	7-9
FI COP 7 à 12 (Multi-Session Series)	French Immersion	L'objectif principal de ce groupe de travail est d'explorer de nouvelles approches pédagogiques, d'élaborer des activités créatives et interactives, et de partager les meilleures pratiques en matière d'enseignement du français. Ce groupe de travail favorise une atmosphère de collaboration, de partage et d'entraide. Les membres du groupe sont encouragés à participer activement, à proposer des idées novatrices et à collaborer pour concevoir des supports pédagogiques attrayants et efficaces. Ce groupe va se réunir 4 fois pendant l'année: Le 4 octobre Le 15 décembre Le 27 février Le 23 avril.	7-9,10-12
FILAL Curriculum Crate Catch-up (K-3)	French Immersion	Teachers will collaborate to create curriculum crates and additional resources to support the FILAL curriculum.	K-3
Formation pour la trousse IBL (Identifier les besoins en lecture)	French Immersion	IBL est un outil de dépistage en lecture inspiré des données probantes sur les meilleures pratiques d'enseignement de la lecture. Voulez-vous en savoir plus? Venez nous rejoindre et sortez avec une trousse pour votre école.	K-3
Le processus d'écriture M à 6	French Immersion	Au cours de cette session, nous explorerons les étapes essentielles de l'écriture et les stratégies qui aideront les élèves à développer leurs compétences en rédaction. Pendant cette session interactive, nous aborderons des sujets tels que la planification, l'organisation des idées, la construction de paragraphes cohérents et la révision de texte.	K-3,4-6
M à 6: Survol des épreuves d'écriture	French Immersion	Venez explorer les épreuves d'écriture qui font partie de notre ECSD modèle d'assurance. Cette session fournira un retour bref sur comment administrer les épreuves d'écriture à l'élémentaire, les grilles d'évaluation ainsi que les copies types à votre disposition.	K-3,4-6, Learning Coaches, Administrators
Mise en oeuvre de FIL- (Multi-Session Series)	French Immersion	Lors de cette session pédagogique, nous allons continuer à comprendre et à mettre en œuvre le nouveau curriculum de Français immersion et littérature (FIL) dans vos salles de classe. Les enseignants seront familiarisés avec les principes du curriculum et recevront des idées d'enseignement stratégique pour créer un environnement d'apprentissage favorable à l'acquisition de la langue chez les jeunes enfants. Nous allons travailler spécifiquement avec le Quadrimestre 2/3/4.	K-3
2 à 3: L'analyse des données de littératie - Que faire maintenant?	French Immersion, Learning Coaches, Literacy	Vous avez maintenant vos données du NSle et du CC3. Dans cette session nous explorerons comment analyser vos données. Par la suite, nous offrons quelques stratégies explicites afin de répondre aux besoins de littératie dans vos salles de classe.	K-3,4-6, Learning Coaches, Administrators

PAT COP - Session #3 Science and Social	French Immersion, Science, Second Languages, Social Studies	Welcome to an engaging session focused on equipping Grade 6 educators with effective strategies to support students' success in the Provincial Achievement Tests (PATs) for Science and Social Studies. This session will provide a comprehensive overview of key concepts, assessment formats, targeted skills, and instructional strategies to enhance student achievement.	Grade 6
Senior High Social Studies CSA Validation (French)	French Immersion, Social Studies	Validation of the French version of the January Senior High Social Studies CSA.	10-12
Fourth R	Health & Life Skills	This session is aligned to the Edmonton Catholic Schools Mental Health Strategic Plan to support the mental health of students. The Fourth R is an interactive Grade 7-9 program with developed lesson plans to support the health and life skills program of studies. The program focuses on relationships / substance abuse / healthy eating, etc. This program has received approval from our Bishop. You will leave the session with an electronic version of the lesson plans and activities.	7-9
Setting Up the Inclusive Classroom Grade 4-6	Inclusive Communities, Inclusive Education	We will utilize ECSD's Environmental Checklist for Division Two to evaluate and explore various strategies to create an optimal physical classroom environment that supports the success of all Grade 4-6 students.	4-6, Learning Coaches
Setting Up the Inclusive Classroom K-3	Inclusive Communities, Inclusive Education	We will utilize ECSD's Environmental Checklist for Division One to evaluate and explore various strategies to create an optimal physical classroom environment that supports the success of all Kinder to Grade 3 students.	Learning Coaches, K-3
Creating a Responsive System of Supports and Establishing an Inclusive Mindset (K-12)	Inclusive Education	Series Description: To provide Teachers, Learning Coaches, Department Heads of Student Services and Administrators with a platform to document Multi-Disciplinary Referrals for services within a school site (K-12). Data will allow teachers to reflect on the results in the following ways: Multi-Disciplinary Team Meetings, To drive Professional Development, To drive your Inclusive Profile Session 1: September 21- Creating an Effective Referral System: How to get the most out of your MDT supports? Presenters: Caroline El Cid & Karolina Witkowski Session 2: October 19- The Data is in, Now What? Presenters: Caroline El Cid & Karolina Witkowski, Behavior, Mental Health & Occupational Therapy Session 3: February 22- Inclusive Profiles and the MDT Presenters: Caroline El Cid & Karolina Witkowski Session 4: April 18- Looking Forward: UDL supports through a Behaviour and Mental Health/OT Lens Presenters: Caroline El Cid & Karolina Witkowski, Behavior, Mental Health & Occupational Therapy*	K-12, Learning Coaches, Administrators
Cultivating Diversity & Data-Driven Student Success with Jigsaw Learning	Inclusive Education	Join us for an interactive session focused on advancing diversity and leveraging data for improved student outcomes, featuring special guests Kurtis and Lorna Hewson from Jigsaw Learning. As industry leaders in educational capacity building, they will provide invaluable insights into effective strategies for enhancing teacher capacity and efficacy. This year, we have the unique opportunity to extend this enriching experience to 10 schools within our Division. We invite all principals to an information session hosted by Kurtis Hewson to delve deeper into this transformative approach. Take part in this pivotal journey towards achieving a more inclusive, data-driven school environment and fortifying student success across our community.	Principals, Administrators, Assistant Principals, Managers
Enhancing Learning through Student Engagement	Inclusive Education	Learning happens when students are engaged. This session will examine 8 research-based elements that greatly enhance students' engagement levels in terms of meaningfully interacting and taking ownership of their learning. Resources to support this information will be shared as well as relevant examples of how to support each principle.	K-3, 4-6, 7-9, 10-12, Learning Coaches, MDT Members, Pre-K, 100 Voices, ESL Designate
Environment Matters	Inclusive Education	Join us in exploring the concept of how to ensure we are developing safe and nurturing classroom environments where students feel welcomed and empowered. This session is grounded in UDL practices which presume variance in our	Administrators, Learning Coaches, K-3, 4-6, 7-9, 10-12

		learners. Opportunities for dialogue and participation will be provided.	
IPP's Blueprints for student success	Inclusive Education	Individualized program plans are intended to paint a picture of student learning and programming needs. This session will provide a walkthrough of best IPP practices, while also highlighting some of the functionality aspects of Special Programs to help ensure the development of meaningful IPP's.	Learning Coaches,K-3,4-6,7-9,10-12,Administrators,Pre-K,100 Voices
Kindergarten: An overview of the importance of Functional Impact Statements that support children requiring an IPP	Inclusive Education	Kindergarten Functional Impact Statement	Kinder
Learning Coach Callback (5 Callbacks)	Inclusive Education	A time for Learning Coaches to collaborate, focus on District goals, and acquire strategies to support their schools. This Callback will be the first/second/third/fourth/last of five callbacks for the 2023-2024 school year.	K-3,4-6,7-9,10-12,Learning Coaches
Lesson Redesign with UDL in Mind	Inclusive Education	This session is designed to provide teachers with practical strategies for designing lessons with UDL in mind. Participants will learn to use UDL to: Create clear learning goals aligned with student interests and needs, present information with multiple formats and modes to accommodate different learning styles and preferences, provide students with multiple ways to demonstrate their learning, and flexible options for students to engage with content they are learning. Join us for an engaging session with great take aways!	Learning Coaches,4-6,7-9,K-3,Administrators
Non-Violent Crisis Intervention 2023-24	Inclusive Education	Cost \$30 (to cover the course materials) – must be approved by the School Principal to attend.Non-Violent Crisis Intervention Training equips you with skills, confidence, and an effective framework to safely manage & prevent challenging behaviour. You will learn how to recognize behaviour as a form of communication, how to prevent it from escalating, how to respond appropriately if it threatens safety, and how to stay in front of it to minimize the chances of it happening again. It's all built on the bedrock values of Care, Welfare, Safety, and Security. Please bring a pen to the training and note that there will be a 30-minute lunch break. Parking is available on site; first come, first served.	Administrators,Early Childhood Educator ECE,Educational Assistants,Learning Coaches,MDT Members,Pre-K,K-3,4-6,7-9,10-12,ESL Designate,100 Voices
Restorative Conference Facilitator Training	Inclusive Education	This two day Restorative Conference Facilitator Training is focussed on providing you with the tools and strategies to address conflicts, bullying, and misconduct. You will learn the steps required to conduct a formal Restorative Conference which includes determining the readiness of all of those involved (the person who was harmed, the person who caused the harm and the supporters) and thenfacilitating and organizing the formal meeting.This two day workshop is open to FSLW, EBS, Learning Coaches, and Administrators.Internal coverage will need to be provided at the school site.	Administrators,Learning Coaches,MDT Members
Social Emotional Learning Routines for the Classroom Gr 7-12	Inclusive Education	The session on Social Emotional Learning (SEL) routines for the classroom provides insights into the importance of incorporating SEL practices into daily classroom routines to support the emotional and social development of students. The session covers various topics such as the benefits of SEL, the core competencies of SEL, and practical strategies for implementing SEL routines in the secondary classroom.	7-9,10-12
Social Emotional Learning Routines for the Classroom Gr K -6	Inclusive Education	The session on Social Emotional Learning (SEL) routines for the classroom provides insights into the importance of incorporating SEL practices into daily classroom routines to support the emotional and social development of students. The session covers various topics such as the benefits of SEL, the core competencies of SEL, and practical strategies for implementing SEL routines in the elementary classroom.	K-3,4-6
WIN Jr Community of Practice (Ongoing Community of Practice)	Inclusive Education	Building a WIN Jr Community of Practice	WIN Jr Teachers

WIN SR Community of Practice (Ongoing Community of Practice)	Inclusive Education	Ongoing community of practice to build supports in Win Sr	WIN Sr and Jr Teachers
Creating an Effective Referral System: How to get the most out of your MDT supports?	Inclusive Education, Learning Coaches	This session will establish and develop an effective referral system within a school site for services required from the multi-disciplinary team. By establishing an effective system, we may effectively gather and interpret data to predict and justify future requests for inclusive profiles and build capacity within our sites based on the needs in our building.	Administrators, Learning Coaches, MDT Members, K-3, 4-6, 7-9, 10-12
New to Learning Coach Role	Inclusive Education, Learning Coaches	Are you new to the Learning Coach Role? This session will give you an overview of the role and take you through a checklist of duties to guide you throughout the year. You will have the opportunity to hear guest speakers and to ask questions and share stories/celebrations from your school site.	Learning Coaches, Administrators
Go To Educator Training	Inclusive Education, Mental Health & Wellness	Go-To educators are school staff members who students naturally go to for help in the school setting. They can be subject teachers, counsellors, social workers, learning coaches, administration staff or support staff.	K-3, 4-6, 7-9, 10-12, Learning Coaches, Educational Assistants, ESL Designate, Pre-K, Early Childhood Educator ECE, Administrators, MDT Members, 100 Voices
Looking Closely at Science Centres Summer Summit Repeat Session	Indigenous Learning, Science	The importance of incorporating Indigenous knowledge and perspectives in our teaching practice is evident in the new Kindergarten Science curriculum. First Nations, Metis, and Inuit connections to feelings, animals, nature, and the land can be explored through play and hands on activities. To support these new Science Learning Outcomes, teachers in this session will explore texts by Indigenous authors, understand how to create small world play opportunities linked to literature, and walk away with ready to implement, developmentally appropriate classroom ideas for Kindergarten children. This is a repeat session from the Summer Summit 2023. We have a select number of resources that will be distributed to selected participants.	K-3, Kinder, Kindergarten
Collaboration Spanish Bilingual Secondary (Series of 5)	International Languages, Second Languages	For the first session of a series of five we will do a review of the DELE results, review some resources and plan the cultural events for the school year. For our second collaboration day, in the morning we will have an update of the Spanish League project and an update of the DELE exams. In the afternoon we will review the resources used during this school year.	7-9, 10-12
Filipino Collaboration	International Languages, Second Languages	This is our first collaboration day, and we will discussing cultural activities for the Filipino program and explore strategies to improve the oral component of our language teaching.	4-6, 7-9, 10-12
Spanish Bilingual DELE training	International Languages, Second Languages	The session is designed to go through the different parts of the DELE exam and fully understand the assessment process.	7-9
Spanish Bilingual DELE training	International Languages, Second Languages	This session is intended to facilitate teachers to do the training to become DELE exams examiners.	7-9, 10-12
Spanish Bilingual Elementary Collaboration, Session 2	International Languages, Second Languages	This is our second collaboration day. We will continue exploring a UDL approach for the Spanish Bilingual Program and strategies to improve the oral component.	K-3, 4-6
Spanish Language and Culture Collaboration 1	International Languages, Second Languages	This is the first collaboration day. We will talk about resources, assessment tools, and possible cultural opportunities.	7-9, 10-12
Spanish League Project	International Languages, Second Languages	The session will be used to design the project with the Spanish League for students in the Spanish Bilingual Program.	10-12

Spanish Literacy Project (session #1)	International Languages, Second Languages	This session is a continuation of the working group from 2022-2023. All kindergarten and grade 1 Spanish Bilingual Program teachers are invited to join us. In this session, we will continue to analyse the literacy data from the new Spanish literacy screener and to explore best practices related to reading and writing in a bilingual classroom setting.	K-3
Ukrainian Language Arts Pacing Guides, Session 1	International Languages, Second Languages	We will create the Ukrainian Language Arts Pacing Guides for grades 2, 4 & 6.	K-3,4-6
Ukrainian Language Arts Pacing Guides, Session 2	International Languages, Second Languages	This is the second session of the project to create the Pacing Guides and activities for the ULA elementary POS.	K-3,4-6
Clothesline Math	Mathematics	Have you heard about clothesline math? Curious as to what this growing trend is all about? Join us to learn all about these interactive number lines. This powerful routine can be used from kindergarten through grade 12! Learn how a "clothesline" operates as an interactive number line to support our learners in building number sense, comparing and ordering, proportional reasoning, equivalence and magnitude. This routine can be applied to whole numbers, fractions, percents, decimals, integers, angles and more. There will be more math routine sessions to come! Join Teams Meeting Here Future sessions will be highlighted in the SWAG.	K-3,4-6
CSA Development High School Mathematics	Mathematics	Development of CSAs includes item writing and exam construction.	10-12
High School Mathematics Year End Professional Learning	Mathematics	Details TBA	10-12
HS Math CSA Scoring Guide Development	Mathematics	We will be working in course groups to develop scoring guides for HS Math CSA written response questions. Student response exemplars will be used in the development of scoring guides.	10-12
HS Math Mid Year Professional Learning Event	Mathematics	Math professional learning event.	10-12
MAST .. The "Need to Know"	Mathematics	Join us for a quick, informative session that serves as a comprehensive update on all aspects of the MAST - which is to be administered to all students in grades 1-6 that are new to the Division or did not write the MAST in June. Whether you're seeking a refresher or are completely new to the MAST, this session is designed for you.	Administrators, K-3,4-6, Learning Coaches
MAST Analysis: The "How, the What, the Why"	Mathematics	In this session, we will delve into how to easily extract valuable insights offered from the June Summative MAST (Mathematics Assessment Screening Tool). We'll explore how to access this data, and how this data can be harnessed to make informed decisions about instructional strategies and assist in planning targeted group instruction.	Administrators, Learning Coaches, K-3,4-6
Matific: What is this resource all about?	Mathematics	Wondering about Student Facing Mathematics Digital Resources? Come learn about the resource Matific! Krista from Matific will be hosting an after-school session to take you through the program, highlighting its features and how to use it. If you are still deciding which resources to purchase for your site or if you have this resource at your site and are looking for support on how to use it, this session is for you!	Administrators, Educational Assistants, Learning Coaches, K-3,4-6
Numeracy Screeners... The "Need To Know"	Mathematics	Join us for a quick, informative session that serves as a comprehensive update on all aspects of the numeracy screeners that will be administered to all students in grades two and three. Whether you're seeking a refresher or are completely new to the world of numeracy screeners, this session is designed for you.	Learning Coaches, Administrators, K-3

Unpacking Math Outcomes for Grade 4: A Grade Level Conversation	Mathematics	Join us for an engaging hour-long conversation where we delve into the learning outcomes designed for grade 4 in the November and December pacing guides. In the first half of this session, you will have the opportunity to deeply explore the content related to knowledge, understanding, and skills & procedures (KUSP's). We will not only shed light on what has changed but also provide valuable insights into effectively addressing the KUSP's. As we progress through the session, you'll have a chance to actively participate and ask questions. In the second half of the session, we will foster an environment for open dialogue, resource sharing, and collaborative brainstorming. This interactive exchange will empower you with fresh perspectives and innovative activity ideas, leaving you inspired and well-prepared to tackle the learning outcomes for November and December. Don't miss out on this enriching opportunity to enhance your teaching approach and make a meaningful impact on your students' education! Next conversations will occur on January 9 and March 5, 2024. Attendance for this session is not a prerequisite to attend all sessions. Choose to attend the sessions that speak to you.	Administrators, Learning Coaches, 4-6
Unpacking Math Outcomes for Grade 5: A Grade Level Conversation	Mathematics	Join us for an engaging hour-long conversation where we delve into the learning outcomes designed for grade 5 in the November and December pacing guides. In the first half of this session, you will have the opportunity to deeply explore the content related to knowledge, understanding, and skills & procedures (KUSP's). We will not only shed light on what has changed but also provide valuable insights into effectively addressing the KUSP's. As we progress through the session, you'll have a chance to actively participate and ask questions. In the second half of the session, we will foster an environment for open dialogue, resource sharing, and collaborative brainstorming. This interactive exchange will empower you with fresh perspectives and innovative activity ideas, leaving you inspired and well-prepared to tackle the learning outcomes for November and December. Don't miss out on this enriching opportunity to enhance your teaching approach and make a meaningful impact on your students' education! Next conversations will occur on January 9 and March 5, 2024. Attendance for this session is not a prerequisite to attend all sessions. Choose to attend the sessions that speak to you.	Administrators, Learning Coaches, 4-6

Unpacking Math Outcomes for Grade 6: A Grade Level Conversation	Mathematics	Join us for an engaging hour-long conversation where we delve into the learning outcomes designed for grade 6 in the November and December pacing guides. In the first half of this session, you will have the opportunity to deeply explore the content related to knowledge, understanding, and skills & procedures (KUSP's). We will not only shed light on what has changed but also provide valuable insights into effectively addressing the KUSP's. As we progress through the session, you'll have a chance to actively participate and ask questions. In the second half of the session, we will foster an environment for open dialogue, resource sharing, and collaborative brainstorming. This interactive exchange will empower you with fresh perspectives and innovative activity ideas, leaving you inspired and well-prepared to tackle the learning outcomes for November and December. Don't miss out on this enriching opportunity to enhance your teaching approach and make a meaningful impact on your students' education! Next conversations will occur on January 9 and March 5, 2024. Attendance for this session is not a prerequisite to attend all sessions. Choose to attend the sessions that speak to you.	4-6, Administrators, Learning Coaches
High School Student Symposium	Mental Health & Wellness	As part of the Mental Health Strategic Plan, ECSD wants to empower student leaders to be agents of change within their school community. Topics include: Mental Health Literacy, Peer Support Circles, Wellness through Art and Music, Courageous Conversations, Self-Care, and Cyber Bullying. The High School Student Symposium will allow one teacher to attend with 10 students from their school. Schools will pick one of the dates to attend. One lead teacher per school is invited to register. All High Schools are expected to attend.	Mental Health Champions
Junior High Student Symposium (Multi-Session Series)	Mental Health & Wellness	As part of the Mental Health Strategic Plan, ECSD wants to empower student leaders to be agents of change within their school community. Topics include: Mental Health Literacy, Peer Support Circles, Wellness through Art and Music, Courageous Conversations, Self-Care, and Cyber Bullying. The Junior High Student Symposium will allow one teacher to attend with 6 students from their school. Schools will pick one of the dates to attend. One lead teacher per school is invited to register. All Junior High schools are expected to attend.	Mental Health Champions
Positive Mental Health Champions Elementary Group 1 (3 Session Series)	Mental Health & Wellness	Each school must have the same teacher attend a series of 3 professional learning opportunities throughout the school year to support a Comprehensive School Health Approach within their school, with a focus on "Promoting Positive Mental Health". The sessions will provide teachers the strategies, resources and opportunities to dialogue about how to support student mental health within their school environment. There will be an opportunity to meet with the school health nurse and various partners to examine how to support student mental health and wellness. Elementary Group 1 should register for all three sessions: September 14, 2023, January 12, and April 22, 2024 Elementary Group 2 should register for all three sessions: September 20, 2023, January 29th, and April 23, 2024 Junior High Group 1 should register for all three sessions: September 21, 2023, January 18 and April 25, 2024 Junior High group 2 should register for all three sessions: September 29, 2023, January 26 and April 26, 2024 High School Group should register for all three sessions: September 27, 2023, January 31 and April 25, 2024	Mental Health Champions
Student Symposium Elementary Group 2	Mental Health & Wellness	As part of the Mental Health Strategic Plan, ECSD wants to empower student leaders to be agents of change within their school community. Topics include: Mental Health Literacy, Physical Literacy, Wellness through Art and Music, Belonging and Inclusion, Self Care, and Digital Citizenship. The Elementary Student Symposium will allow one teacher to attend with 4 students from their school. Schools will pick one of the dates to attend. One lead teacher per school is invited to register. All elementary schools are expected to attend.	Mental Health Champions

Mental Health Literacy	Mental Health & Wellness, Physical Education	Join us for this full day training session where you will learn what mental health literacy is, why we teach it and, most importantly, how we teach it! You will gain insight as to how to teach this cross-curricularly with ELAL. Please note "Mental Health Literacy" when booking in Aesop. Lunch will be provided. Unfortunately we are unable to accommodate dietary restrictions at this time, so please plan accordingly.	4-6
Music is for Everyone	Music	This series will explore ways to plan musical learning experiences to make learning more accessible for all students. The pillars of Universal Design for Learning, including multiple means of engagement, representation, and action and expression will be explored within the context of elementary music. This is a three-part series. Sessions will be held on Sept 21, Oct 19, & Feb 22. Session 1: Sept 21 - Music is for Everyone: Christmas/Advent Share Session 2: Oct 19 - Music is for Everyone: UDL Strategies in Elementary Music Session 3: Feb 22 - Music is for Everyone: All Day Music!	K-3,4-6
Music is for Everyone (7-12)	Music	This series will explore ways to plan musical learning experiences to make learning more accessible for all students. Specific emphasis will be on music and wellness and principles of Universal Design for Learning, including multiple means of engagement, representation, and action and expression. This is a three-part series. Sessions will be held on Sept 21, Oct 19, & Feb 22. Session 1: Sept 21 - Music is for Everyone: Field Trips and Tours with Morgan Richardson Session 2: Oct 19 - Music is for Everyone: Starting a Junior High Jazz Band with Marty Majorowicz Session 3: Feb 22 - Music is for Everyone: Building a Choir with Lyndsey Olsen	7-9,10-12
HS Department Head Meeting	Physical Education	This is a meeting for High School Department Heads.	10-12
Pickle Ball Teacher Training	Physical Education	Get ready to paddle up and pickle it! Join us for an exciting session on one of the fastest-growing sports in the world - Pickleball! This session is intended for teachers like yourself to learn how to teach pickleball to emerging players. Equipment will be provided!	7-9,4-6,10-12
PowerSchool - Student Registration Verification Writeback Training	SchoolEngage	Parents have been submitting their Registration Verifications and now it's time to start writing them back. This session will go over the nuances of writing back Verifications since moving to Contacts.	Administrative Assistants
JH Science CSA Item Writing	Science	Item writers are responsible for: writing new item questions that are blueprinted for outcomes that exam validators determined are missing performing minor edits on the remaining questions, if needed participating in field testing of new or edited questions.	7-9
JH Science CSA Validation	Science	Exam validators are responsible for: determining which questions need to be replaced identifying any "big" outcomes that are currently not assessed, completing a final read through once the CSA exam is created and necessary changes have been made.	7-9
Physics Resource Development	Science	This session will lead to the development of instructional resources for the Physics 20-30 Program of Studies.	10-12
Science 14/24 Resource Development (Multi-Session Series)	Science	Participants will be developing lab resources for use in Science 14 and Science 24. In addition to actively participating during this session, participants are expected to complete an additional 2 hours of work in order to be remunerated for their time.	10-12
Senior High Science CSA Item Writing and Exam Validation	Science	Participants will be reviewing the June 2023 sitting of the CSAs, writing items for version 2 of the CSA, and editing previously field tested items. In addition to actively participating in this session, you will be expected to complete an additional 2 hours of work, in order to be remunerated for the day.	10-12
Your New K-3 Science Overview	Science	NULL	K-3

Combined Grade Planning in Science and Social Studies (Sessions for 4-6 and K-3)	Science, Social Studies	Join us for an engaging and collaborative professional development opportunity designed exclusively for K-3/Grades 4-6 educators! Our session focuses on the combined grade planning for Science and Social Studies, encouraging cross-curricular connections and fostering a holistic understanding of the world for young learners. **Teachers that are on year round break during this time and are interested in the content and materials should reach out to the presenters to arrange an alternative time for collaboration.	4-6
#Decarbonize: Youth In Action. Climate Voices From Around The World.	Science, Social Studies, STEM	Engaging children in learning and action around the SDGs is critical to supporting their vision for a better future. This session will present the impacts of #Decarbonize global child climate program, a school-based mobilization that bridges the learning, ideas, and action of thousands of young people from over 70 countries. Your school can get involved today! Learning that lasts a lifetime. Action that creates a better world.	7-9,10-12,Administrators
CREE LANGUAGE TEACHER SESSIONS	Second Languages	In this session, we will explore methods on how to follow the 9 year Program of Studies.	Cree Instructors,Cree Teachers
FSL Collaboration Session #1	Second Languages	Bienvenue à FSL! For those who are interested in further developing their FSL classroom, this collaboration series is for you! This is the first all-levels collaboration session to kick off the school year. Teachers will have the opportunity to plan for FSL intervisitations and events/field trips, collaborate on monthly planning and learn new “grab ‘n’ go” activities for the classroom! We will also be discussing the first module in the Transforming FSL Guide Series, “Oral Proficiency”. The module can be found here. Future collaboration sessions in this series will also be modified based on teacher needs.	4-6,7-9,10-12
FSL Collaboration Session (Multi-Session Series)	Second Languages	This is the second/third all-levels collaboration session of the school year. Teachers will have the opportunity to plan for FSL intervisitations and events/field trips, collaborate on monthly planning and learn new “grab ‘n’ go” activities for the classroom! We will also be discussing the second module in the Transforming FSL Guide Series, “Positive Learning Environment/“The Action-Oriented Approach”.	4-6,7-9,10-12
FSL JH/HS Collaboration #2	Second Languages	This second session for JH/HS FSL teachers will focus on the fundamentals of the CEFR (Common European Framework of Reference for Languages) and how the practicality of the levels can be directly applied to creating language standards in FSL. Teachers will have the opportunity to collaborate and familiarize themselves with the CEFR levels.	4-6,7-9,10-12
FSL Planning Session	Second Languages	Bienvenue à FSL! This planning session welcomes all FSL teachers from all grade levels to connect, collaborate and incorporate effective and inclusive teaching strategies into the FSL classroom. Teachers will also be treated to some fun “grab ‘n’ go” activities for the FSL classroom!	4-6,7-9,10-12
Italian Collaboration	Second Languages	This is our first collaboration day. We will be reviewing Italian resources. We will explore strategies to improve the oral engagement of students in the Italian program.	K-3,4-6,7-9
JH/HS FSL Collaboration Session #1	Second Languages	JH/HS FSL Collaboration Session #1This first session of the year will provide JH/HS teachers an opportunity not only reconnect as a team, but focus on effective and inclusive teaching strategies in the FSL classroom. Teachers will have time to collaborate, plan and consider ways to incorporate these strategies into their instruction. Let’s kick off the year by getting students excited about FSL!	7-9,10-12
NLA Languages Teachers Training (Multi-Session Series)	Second Languages	This is Day 1/2 of NLA (Neurolinguistics Approach) Training for designated language teachers.	4-6,7-9,10-12
Spanish Bilingual Collaboration Day Elementary	Second Languages	This is the first collaborating meeting of a series of four. This school year we will discuss the DUL and Neurolinguistics approaches to language teaching and how they can impact our practice.	K-3,4-6

Spanish Literacy Project (session #2)	Second Languages	This session is second meeting for the Spanish Bilingual literacy working group. All kindergarten and grade 1 Spanish Bilingual Program teachers are invited to join us. In this session, we will continue to analyse the literacy data from the new Spanish literacy screener and to explore best practices related to reading and writing in a bilingual classroom setting.	K-3
Junior High Social Studies - CSA Item Writing	Social Studies	For Junior High Social Studies teachers. Participants will write new multiple choice items and edit previously written items to be used on future field tests and CSAs.	7-9
Senior High Social Studies CSA Item Writing	Social Studies	Participants will be writing items for the Social CSAs and editing previously field-tested items. Participants will receive specific outcomes ahead of time. In order to receive remuneration participants must come prepared with a collection of sources for their given outcome(s).	10-12
Senior High Social Studies CSA Validation	Social Studies	This is the final validation for the January High School Social Studies CSA.	10-12
Unlocking Critical Thinking in Social Studies: Visible Thinking Strategies for Increasing Analytical and Creative Thinking Skills	Social Studies	Discover the key to unlocking critical thinking in elementary social studies! Join our session where we'll explore effective strategies for boosting analytical and creative thinking skills. Learn how to implement visible thinking routines that engage students in deeper exploration of social studies topics. Empower your students to think critically, make connections, and develop a deeper understanding of the world around them. Don't miss out on this opportunity to enhance your teaching toolkit and inspire young minds!	K-3,4-6

GLOSSARY

AAC	Augmentative and Alternative Communication
ACES	Adverse Childhood Experiences
AI	Artificial intelligence
AIM	Accelerated Integrative Method
AP	Advanced Placement
ASD	Autism Spectrum Disorder
ATLE	Alberta Technology Leaders in Education
CALM	Career and Life Management
CBE	Calgary Board of Education
COP	Community of Practice
COR	Certification of Recognition
CSAs	Common Summative Assessments
CTF	Career and Technology Foundations
CTS	Career and Technology Studies
DWPD	Division Wide Professional Development
EAL	English as an Additional Language
ECSD	Edmonton Catholic School Division
EDIAR	Equity, Diversity, Inclusion, and Anti-Racism
EdTech	Educational Technology
EIPS	Elk Island Public Schools
ELA	English Language Arts
ELAL	English Language Arts and Literacy
ELL	English Language Learner
ELLEs	English Language Learner Educators
EmTech	Emerging Technology
EPSB	Edmonton Public School Board
ERLC	Edmonton Regional Consortium
FILAL	French Immersion Language Arts and Literature
FLA	French Language Arts
FOIP	Freedom of Information and Protection of Privacy
FSL	French as a Second Language
FSLW	Family School Liaison Worker
GenAI	Generative artificial intelligence
HEATS	Humanities Essential Academic Terms and Skills
HWA	Humanities Writing Assessment
IB	International Baccalaureate
IIRP	International Institute of Restorative Practices
ILS	Indigenous Learning Services
IPP	Individual Program Plan
K	Kindergarten

KAE	Knowledge and Employment
KUSPs	Knowledge, understanding, skills, and procedures
LCCEC	Lumen Christi Catholic Education Centre
LQS	Leadership Quality Standard
MDTs	Multidisciplinary teams
NAIT	Northern Alberta Institute of Technology
NCTM	National Council of Teachers of Mathematics
NLA	Neurolinguistic Approach
OBA	Outcomes-Based Assessment
OHS	Occupational Health and Safety
PATs	Provincial Achievement Tests
PD	Professional Development
PYP	Primary Years Programme
RE	Religious Education
SDR	Sales Development Representative
SLP	Speech Language Pathology
SM	Selective Mutism
STEAM	Science, Technology, Engineering, the Arts and Mathematics
SWAG	Staff Week at a Glance
TABT	Therapeutic Assistants of Behavioural Therapy
Tech	Technology
TQS	Teaching Quality Standard
UDL	Universal Design for Learning
UFLI	University of Florida Literacy Institute
VTRA	Violent Threat Risk Assessment
WHMIS	Workplace Hazardous Materials Information System
WIN	Whatever is Necessary