



Vision

Success, one student at a time.

Mission

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

Values

Supporting the Vision, Mission and Priorities are the District's cornerstone values of accountability, collaboration, equity and integrity.

District Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Profile

This DU includes the former Woodcroft School site, which houses the Institute for Innovation in Second Language Education (IISLE), the Spanish Language Resource Centre, the International and Signed Languages Resource Centre, the First Nations, Metis and Inuit Resource Centre, the EdTech Exploration Centre, the Associated Centre of Instituto Cervantes, the Staff Language Proficiency Assessment Service, the International Credentialing Service and the Confucius Institute in Edmonton.

The Languages Centre at Woodcroft (DU 326) provides leadership, services and supports for schools and central services in the areas of:

- implementation of the second language requirement as defined in Board Policy GA.BP - Student Programs of Study
- a wide range of second language curricula and alternative language programs
- second language locally-developed courses
- curriculum and program implementation
- professional learning in areas such as literacy, numeracy, assessment, instructional processes curriculum, programming and research for second language programs and courses
- international partnerships and international opportunities for students and staff to develop language proficiency and global citizenship skills

The Languages Centre at Woodcroft (DU 326) is designed to:

- be responsive to needs of schools and leadership groups
- provide job-embedded professional learning supports to teachers and principals
- collaborate with schools, central departments and Alberta Education in curriculum development and implementation/validation
- build teacher and principal leadership capacity in curriculum-related areas
- ensure that quality resources are available and communicated to schools for second language curricula and alternative language programs
- engage with key partners to enhance second language teaching and support student learning

DU 326 work is done in close collaboration with schools, central DU's, Alberta Education, other school divisions, including post-secondary institutions, national and international partners and community organizations.

Results and Implications

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
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Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

The Languages Centre at Woodcroft will provide second language literacy professional learning supports to a minimum of 800 teachers and administrators from Kindergarten to Grade 12. 90 per cent of participants who provide feedback will indicate that the outcomes of these professional learning opportunities were met.

Results Achieved:

The Languages Centre at Woodcroft provided second language literacy professional learning supports to 866 teachers and administrators from Kindergarten to Grade 12. 98 per cent of participants who provided feedback indicated that the outcomes of these professional learning opportunities were met.

The Languages Centre at Woodcroft will provide second language professional learning supports focused on supporting diversity and inclusion in the second language classroom to a minimum of 200 teachers and administrators. 90 per cent of participants who provide feedback will indicate that the outcomes of these professional learning opportunities were met.

Results Achieved:

The Languages Centre at Woodcroft provided second language professional learning supports focused on supporting diversity and inclusion in the second language classroom to 87 teachers and administrators. 100 per cent of participants who provided feedback indicated that the outcomes of these professional learning opportunities were met. The goal of providing professional learning to 200 teachers and administrators was not achieved as a result of the pause on in person learning due to COVID-19. Professional Learning was quickly shifted to focus on essentials for online teaching.

The Languages Centre at Woodcroft will initiate, facilitate and/or support 20 partnership activities with external partners that support second languages staff and student learning. 90 per cent of District participants who provide feedback will indicate that outcomes identified for their partnership activities were met. 90 per cent of external partners will indicate that they were satisfied with the collaboration.

Results Achieved:

The Languages Centre at Woodcroft initiated, facilitated and/or supported 17 partnership activities with external partners that support second languages staff and student learning. 100 per cent of District participants who provided feedback indicated that outcomes identified for their partnership activities were met. 100 per cent of the external partners who provided feedback indicated that they were satisfied with the collaboration. The goal of 20 partnership activities was not achieved as in person activities were postponed or cancelled in response to COVID-19.

What were the biggest challenges encountered in 2019/20?

One significant challenge for the Languages Centre at Woodcroft came as a result of the provincial decision to pause in person learning due to COVID-19. The Languages Centre at Woodcroft quickly and successfully adapted existing professional learning to an online delivery method, while simultaneously identifying and developing new

Results and Implications

essential supports to teachers as they navigated their new distance and online teaching context.

Another significant challenge, that was successfully initiated, was the development of scopes and sequences, along with teacher support materials for bilingual and French immersion programs, as well as French as a second language courses to support various teaching contexts and continuity of learning whether students are in person or online with supplemental home packs.

What was most important for your school community as you prepared for the 2020-2021 school year?

Supporting school re-entry by helping teachers adapt to their new teaching and learning environment. This includes the development of Scopes and Sequences for Kindergarten to Grade 12, along with the adaption of some Teacher Support Packs (for use in person or online with home support). While creating materials to support teachers, professional learning was also adapted to an online delivery format and content was shifted to include a focus on supporting professional learning in the current teaching environment.

Plans

Division Priorities 2018-2022

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The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

The Languages Centre at Woodcroft will provide professional learning (inservicing, consultations and/or coaching) to a minimum of 500 Division staff across Kindergarten to Grade 12. This professional learning will be provided in collaboration with Assistant Superintendents, leadership groups, and schools to support teachers in the areas of curriculum, literacy, numeracy, inclusion, assessment as well as instructional processes for both in person and online teaching. 90 per cent of participants who provide feedback will indicate that the outcomes of these professional learning opportunities were met.

Priority 2

Languages Centre at Woodcroft will develop, identify and communicate 500 teaching and learning resources that reflect the direction and intent of Administrative Regulation GI.AR - Teaching and Learning Resources to support Kindergarten to Grade 12 teachers and administrators in the areas of assessment, career pathways, curriculum, inclusion, literacy, instructional processes, numeracy for both in person and online teaching.

Priority 1

The Languages Centre at Woodcroft will engage with school divisions, staff, students and community organizations to explore and implement partnerships to enhance teaching and support student learning.

Priority 2

Profile

<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$591,863 92%
Exempt	0.000000	Supplies, Equipment and Services	\$48,827 8%
Support	1.000000	Total	\$640,690 100%
Teacher	4.080000		
Maintenance	0.000000	Internal Revenue	\$30,800
Total	5.080000		

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Profile

The French Support cost centre provides leadership and support for the implementation of French language programming in the Division.

The French Support cost centre provides professional learning services, resource development and classroom and leadership support in targeted areas such as literacy, numeracy, and inclusive practices. It provides advice and assistance on curriculum, instruction, policies and regulations to teachers, principals, parents and central services staff. It facilitates partnerships to provide opportunities for students and staff to further develop language proficiency and global citizenship skills.

This work is done in close collaboration with schools, central DUs, Alberta Education, other school districts, post-secondary institutions, community organizations and provincial, national and international partners.

Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		609,890		609,890
Internal Revenue		30,800		30,800
REVENUE TOTAL		640,690		640,690
Teacher	4.080000	530,944	4.080000	530,944
Supply Teacher	.000000	0	.000000	0
TOTAL TEACHER	4.080000	530,944	4.080000	530,944
(% of Budget)		82.87%		82.87%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	1.000000	60,919	1.000000	60,919
Support (Supply/OT)	.000000	0	.000000	0
Custodial (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	1.000000	60,919	1.000000	60,919
(% of Budget)		9.51%		9.51%
TOTAL STAFF	5.080000	591,863	5.080000	591,863
(% of Budget)		92.38%		92.38%
SUPPLIES, EQUIPMENT AND SERVICES		47,677		47,677
INTERNAL SERVICES		1,150		1,150
TOTAL SES		48,827		48,827
(% of Budget)		7.62%		7.62%
TOTAL AMOUNT BUDGETED		640,690		640,690
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile

<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$425,502 90%
Exempt	1.000000	Supplies, Equipment and Services	\$45,565 10%
Support	1.300000	Total	\$471,067 100%
Teacher	2.000000		
Maintenance	0.000000	Internal Revenue	\$42,249
Total	4.300000		

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The Languages Centre at Woodcroft provides leadership and support for the implementation of the second language requirement and implementation of a wide range of second language curricula and alternative language programs. DU 326 also produces and supports second language locally-developed courses. DU 326 provides advice and assistance on curriculum and implementation matters to teachers, principals, parents and central services staff, as well as providing professional learning services in areas such as literacy, pluricultural development, curriculum, programming and research. The Languages Centre at Woodcroft provides leadership and support in establishing international partnerships and international opportunities for students and staff to develop language proficiency and global citizenship skills.

The Languages Centre at Woodcroft work is done in close collaboration with schools, central DU's, Alberta Education, other school districts, including post-secondary institutions, national and international partners and community organizations.

Address: One Kingsway

Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		428,818		428,818
Internal Revenue		42,249		42,249
REVENUE TOTAL		471,067		471,067
Teacher	2.000000	239,347	2.000000	239,347
Supply Teacher	.000000	4,888	.000000	4,888
TOTAL TEACHER	2.000000	244,235	2.000000	244,235
(% of Budget)		51.85%		51.85%
Exempt	1.000000	93,170	1.000000	93,170
Exempt (Hourly/OT)	.000000	16,280	.000000	16,280
Support	1.300000	71,817	1.300000	71,817
Support (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	2.300000	181,267	2.300000	181,267
(% of Budget)		38.48%		38.48%
TOTAL STAFF	4.300000	425,502	4.300000	425,502
(% of Budget)		90.33%		90.33%
SUPPLIES, EQUIPMENT AND SERVICES		38,005		38,005
INTERNAL SERVICES		7,560		7,560
TOTAL SES		45,565		45,565
(% of Budget)		9.67%		9.67%
TOTAL AMOUNT BUDGETED		471,067		471,067
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile

Staff FTE		Budget	
Custodial	1.000000	Salaries	\$97,938 90%
Exempt	0.000000	Supplies, Equipment and Services	\$10,845 10%
Support	0.000000	Total	\$108,783 100%
Teacher	0.000000		
Maintenance	0.000000	Internal Revenue	\$71,938
Total	1.000000		

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Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		36,845		36,845
Internal Revenue		71,938		71,938
REVENUE TOTAL		108,783		108,783
Custodial	1.000000	70,938	1.000000	70,938
Custodial (Supply/OT)	.000000	27,000	.000000	27,000
TOTAL NON-TEACHER	1.000000	97,938	1.000000	97,938
(% of Budget)		90.03%		90.03%
TOTAL STAFF	1.000000	97,938	1.000000	97,938
(% of Budget)		90.03%		90.03%
SUPPLIES, EQUIPMENT AND SERVICES		0		0
INTERNAL SERVICES		10,845		10,845
TOTAL SES		10,845		10,845
(% of Budget)		9.97%		9.97%
TOTAL AMOUNT BUDGETED		108,783		108,783
Carry Forward Included		0		0
Carry Forward to Future		0		0