

Designing for Engagement: Building Tasks that Inspire Thinking, Belonging, and Action



PRESENTED BY

Adelee Penner



SERIES SESSIONS

Date	Time
January 15, 2026	9:00 AM - 2:00 PM
March 05, 2026	9:00 AM - 2:00 PM
May 07, 2026	9:00 AM - 2:00 PM



LOCATION

Palliser Meeting Room - County Central High School - 504 4 Ave

FEE

\$100.00

QUESTIONS?

Contact Us:

[403-381-5580](tel:403-381-5580)

REGISTER ONLINE

Visit our website to register:

south.aplc.ca

Learning Opportunity

Series Summary:

What does it *really* mean for students to be engaged — not just compliant, not just busy, but *deeply invested* in their learning?

This three-part professional learning series brings school-based teams together to explore how intentional task design can spark curiosity, strengthen belonging, and support meaningful learning for **every** student in **every** classroom. Across January, March, and May, administrators and teachers will learn side-by-side, blending research with real classroom practice to co-create tasks that students want to dive into.

Each session builds intentionally on the last — offering time to explore, design, try new ideas, and use evidence from your own school to see what's shifting. You'll leave with practical strategies for tomorrow, renewed confidence in your craft, and a network of colleagues who are learning, testing, and imagining right alongside you.

Session 1 – January 15th, 2026 - *Understanding Engagement and Why It Matters*

This session opens with the heart of the work: **What does authentic engagement look and feel like for our students?** We'll explore research on engagement, examine real classroom examples, and reflect on what currently supports or limits

engagement in our own contexts.

Participants will connect with colleagues, share stories, and begin considering how task design shapes student thinking, agency, and belonging. Participants will leave with a clear understanding of the *why* behind engagement, a shared framework for thinking about it, and strategies to test in their classrooms before our next session. Participants will walk away with clear, practical strategies to test between now and Session 2 — and a shared framework that will anchor our learning for the rest of the series.

You'll leave with:

- A research-informed definition of engagement
- A shared understanding of the conditions that support it
- A set of simple, high-impact strategies to try in classrooms right away and collect feedback on between sessions

Session 2 – March 5th, 2026 - *Designing Tasks that Invite Every Learner In*

In this hands-on design session, teams will bring early reflections, classroom examples, or pilot ideas they've tried. Building on our shared foundation, we'll dive into the *how* of task design. Together, we'll explore how to intentionally shape tasks that promote **curiosity, belonging, thinking, and productive risk-taking** for all learners.

We'll dig into practical structures for task design — exploring how to scaffold challenge, offer choice, build curiosity, and promote deeper thinking. Participants will co-create and refine tasks that support inclusive learning and strong engagement across diverse classrooms.

You'll leave with:

- A framework for inclusive and engaging task design
- Strategies to nurture a culture of thinking and belonging
- Co-designed tasks ready to pilot and refine in context
- New ideas sparked by the experiences of other classrooms

Session 3 – May 7th - *Measuring Impact & Sustaining Engagement*

Our final session brings the learning full circle. Using classroom and school-level evidence, we'll explore what's changed, what students are showing us, and where we're starting to see sparks of deeper engagement. Together, we'll identify patterns, highlight promising practices, and set collective goals for continued growth.

Teams will share their data, celebrate growth, identify meaningful shifts, and surface opportunities for continued improvement. We'll look at ways to sustain momentum, scale what's working, and embed intentional task design into school culture.

You'll leave with:

- Evidence-informed reflection on shifts in engagement
 - Strategies to sustain and grow promising practices
 - A clear plan for continuing the work beyond the series
 - Celebration, connection, and inspiration for where learning goes next
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Presenters

Adelee Penner

Adelee Penner BHEc, BEd, MEd - CEO Elk Willow Consulting

Adelee Penner is a highly sought-after consulting professional who has demonstrated her ability to realize system improvement and change disruption. She brings her practical experience working with teachers and school-based and district leaders to her project consultation/work. She has been an educator and leader in Manitoba and Alberta school authorities. Adelee also has experience as an Assistant Superintendent of Schools in Alberta. She has worked for Manitoba Agriculture and Alberta Education, which has provided her with the opportunity to innovate, create, and problem-solve at a provincial level. In addition to consulting, Adelee is a Lecturer in the Education Faculty at the University of Alberta and is pursuing a PhD at the University of Calgary. She also has a passion for seeking food security for folks around the world. In the last few years, Adelee has supported diversity projects for farmers, including seeking multiple sources of revenue. She has also supported folks as they worked to enter the alternative protein market. Adelee has also used her background in mental health literacy to support equity, diversity, and inclusion in both the workplace and system and policy planning.

Adelee is able to create remarkable outcomes through her unshakable optimism. She enjoys working alongside leaders as she believes we can shape an innovative future together. Adelee's strengths lie in her ability to inspire and motivate people to achieve meaningful improvement, see possibilities, and create opportunities; she is a systems thinker, and she is able to craft meaningful processes through which remarkable outcomes are possible. Through her visionary leadership and ability to analyze and assess multiple data sources, she can coach teams into actioning their potential. As an IAP2 certified trainer, Adelee enjoys working with organizations to inspire new ways to engage with their stakeholders and consider their communication strategies. Adelee inspires others to be their best while focusing on goals the system is working towards. She is a disruptor who challenges thinking and makes you realize you can shift/refine your practice for your well-being, practice, and clients.
