

# CASS Fall Conference

November 6-8, 2019

Deerfoot Inn & Conference Centre, Calgary, Alberta



## The Superintendent Leadership Quality Standard

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Education February 2018



WELLNESS

- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis and Inuit Education for All Students
- ✓ School Authority Operations and Resources
- ✓ Supporting Effective Governance

## Alberta Stories of Practice: Building Personal and System Capacity

# Welcome to the CASS Fall Conference

CASS supports the Alberta Education Superintendent Leadership Quality Standard, which provides a common frame of reference for defining professional practice. CASS professional learning opportunities and resources will support Superintendent and System Leaders in building their professional practice capacity in order to support quality school leadership and teaching to create optimum learning for all students in Alberta.

**The learning goal for all 2019-20 CASS Learning Conferences is to focus on:**

*Deepening the understanding and applying the learning to support implementation of professional practice.*

This goal was identified by the CASS Professional Learning advisory committee based on reviewing delegates' feedback from past conferences. CASS members shared that they have been learning about the SLQS and system leader practice, wish to continue their professional growth as well as continuing to learn with and from their colleagues. This conference will address these requests by offering concurrent sessions focused on Superintendents and System Leaders sharing Alberta Stories of Practice as well as Role alike\* and World Café\* opportunities.

(\* The role-alike gathering brings system leaders with similar roles together to collaborate and network around practice. \* World Café provides an opportunity to dialogue with colleagues about current provincial opportunities school authorities are addressing.)

Wishing you continued success in your role as you work to create optimum learning for all students in Alberta. We believe this learning opportunity will support and build your leadership growth.



Bevan Daverne  
CASS President 2019-2020



Barry Litun  
CASS Executive Director

# Conference at a Glance

## Wednesday, November 6

### PRE-Conference

8:00 – 9:00 am  
Registration and  
Continental Breakfast

9:00 am – 12:30 pm

- Pre-conference Sessions
- SLQS In-Service Certification

12:30 – 1:30 pm Lunch

1:30 – 4:00 pm

- Pre-conference Sessions
- SLQS In-Service Certification

### CONFERENCE

6:00 – 7:00 pm  
Conference Registration Opens

7:00 – 8:45 pm

Welcome and  
**Keynote Presentation**

9:00 – 11:00 pm

**President's Reception**

## Thursday, November 7

7:00 – 8:00 am  
Registration and  
Continental Breakfast

8:00 – 9:15 am

Welcome and  
**Keynote Presentation**

9:30 – 10:45 am

- Role-Alike Sessions
- SLQS In-Service Certification (Day 2)

11:00 am – 12:15 pm

- Alberta Stories of Practice Sessions
- SLQS In-Service Certification (Day 2)

12:15 – 1:15 pm Lunch

1:15 – 2:00 pm

**CASS Special General Meeting**

2:15 pm – 3:30 pm

- Alberta Stories of Practice Sessions
- SLQS In-Service Certification (Day 2)

4:00 – 5:15 pm

**New Members Academy/Mentorship**

## Friday, November 8

7:00 – 8:00 am  
Registration and  
Continental Breakfast

8:00 – 8:30 am

**Greetings from Honourable  
Adriana LaGrange,  
Education Minister**

8:45 – 10:00 am

- Alberta Stories of Practice Sessions

10:15 – 11:15 pm

**World Café - CASS Members  
Collaboration**

11:15 – 12:45 am

**Coherence Making &  
Witness to the Learning**

12:45 pm Lunch & Door Prizes

# Hotel Information

Deerfoot Inn & Casino – A South Calgary Hotel  
1000, 11500 – 35 Street SE  
Calgary, Alberta T2Z 3W4

Wifi is complimentary. No password required.



*If you choose, please download and print this document.  
It will not be provided at the conference.*

# Alberta Stories of Practice Sessions

## at a Glance

Curriculum	HR	Wellness	Inclusion	Indigenous	Superintendent & System Leader Session	Practice Standard
Thursday, November 7 11:00 am – 12:15 pm	Official Languages in Education Programs <i>Regena Wiseman</i> <i>Alberta Education</i>	Wetaskiwin Workplace Wellness Initiatives <i>Rick Hayes &amp; Theresa Armstrong</i>	We've Got Data, Now What? Systemic Use of Data to Inform Collaborative Responses in Schools <i>Kevin Elias and Kurtis Hewson</i>		The New TGSEP (2019) A Research Informed Provincial Policy for Teachers, Leaders and Superintendents <i>Dr. Pamela Adams, Dr. Jim Brandon, Dr. Darryl Hunter, Dr. Carmen Mombourquette &amp; Dr. Bonnie Stelmach</i>	
		Employment Law for HR Leaders in Education Professional Learning Module Overview <i>Teresa Haykowsky &amp; Dr. Norm Yanitski</i>	Building Communities of Hope and Spaces for Reconciliation in Junior and Senior High Schools <i>Dr. Rhonda Nixon, Hayley Zabolotniuk, Danielle Karaki &amp; Damon Clayton</i>			
Thursday, November 7 2:15 pm – 3:30 pm	Privacy Considerations in the Education Sector <i>Alberta Education</i> <i>Ann Corbett &amp; James Acheson</i>	Panel: Getting Ready for Teaching for Conceptual Understanding <i>Helmut Kaiser, Laurie Kardynal &amp; Brenda MacDonald</i>	Leading for Inclusion - Professional Learning Module Overview <i>Dr. Dianne McConnell &amp; Elizabeth Gouthro</i>		A Different Approach to Wellness <i>Michael McMann</i>	
	Helping to Build Actionable Citizens: Data Informed Practice <i>Nadia Delanoy</i>	Optimum Learning for all Students - Year One Illustrations of Effective Implementation <i>Dr. Pamela Adams, Dr. Jim Brandon, Dr. Darryl Hunter, Dr. Carmen Mombourquette, Dr. Edgar Schmidt &amp; Dr. Bonnie Stelmach</i>	Three P's of Collective Bargaining: Preparation, Patience, Persistence <i>Calvin Monty</i>			
Friday, November 8 8:45 am – 10:00 am	An Inclusive System Is about "Being" and "Doing". Building a Continuum of Supports and Services <i>Pam Rannelli, Loriann Salmon &amp; Caroline Roberts</i>	Creating and Using Individual Student Profiles to Enhance Student's Math Achievement <i>Dr. John Burger</i>	Help Your School Jurisdictions Thrive, Not Just Survive the School Year <i>Joyce Sunada &amp; Jason Kupery</i>		Panel: Leading Indigenous Education - Learnings from Alberta Superintendents <i>Laura Poloz, George McGuigan &amp; Mark Liguori</i>	
	Measuring the Impact of Technology and Learning <i>Chad Kuzyk</i>	Education Act Update <i>Rachel Foley</i> <i>Alberta Education</i>	New Common Language Regarding Maternity Leave <i>Fred Kreiner</i>			

# WEDNESDAY & THURSDAY / NOVEMBER 6-7, 2019

## SLQS Certification In-Service



### Wednesday, November 6

9:00 am – 12:30 pm

1:30 pm – 4:00 pm

7:00 pm – 9:00 pm

*SLQS delegates are invited to join the keynote presentation.*

### Thursday, Nov 7

8:00 am – 9:15 am Keynote Presentation

9:30 am – 10:45 am Role-alike Sessions

11:00 am – 12:15 pm

2:15 pm – 3:30 pm

*As part of the SLQS In-service, delegates will have the opportunity to listen to the keynote presentation and attend role-alike sessions.*

**PRESENTERS:** DAVID KEOHANE AND BETTY TURPIN

**David Keohane** is the Superintendent of Schools with the Greater St. Albert Catholic School District — a district that provides Catholic education to 6000 students in St. Albert, Morinville, and Legal. David has been an educator for 38 years — during which time he has been a teacher, consultant, principal, deputy superintendent, and superintendent. David has served as a chief superintendent with three jurisdictions in Alberta and is starting his eleventh year in this area with Greater St. Albert Catholic Schools. He is passionate about furthering a strengths-based culture for staff, students, and parents, where stakeholders can optimize their talent and engagement to create meaningful outcomes for each other. In 2018, David received the College of Alberta School Superintendents EXL Award for exemplary service in system leadership as well as the Canadian Association of School System Administrator's Canadian Superintendent of the Year Award.

David has been recently named by Gallup as one of its top 5 managers of the year, where within a data base of 900 for - profit and not - for - profit corporations globally, David's influence over the world - class level of engagement of his employees has been recognized.

**Betty Turpin** is in her 13th year as Superintendent with Holy Family Catholic Division located in Peace River. Prior to this role Betty served three years as Deputy Superintendent at Grande Prairie Catholic School District. She has a Bachelor of Arts, Bachelor of Special Education and a Master of Administration in Education. Her training has served her career in a variety of opportunities including being a classroom teacher primarily in junior high math and sciences ...although she did survive one-year teaching in Kindergarten! Betty progressed to be a Vice Principal, Principal and Senior Leader over the last 33 years.

Betty believes that educators and leaders should not work alone, and team is important. It is valuable for all to be involved in their school and community and learn from others. She has modeled this by taking on the role of President of CCSSA, Zone One Director of CASS and Chair of Zone One CASS. Betty has served on several steering committees including the Catholic Leadership Conference and Rural Education symposium.

Betty has mentored several colleagues including Teachers, Principals and Superintendents. Student success is her top priority in every decision she makes, and she knows that displaying true leadership isn't always about doing what's popular. She believes the key to great leadership is setting the right example, making sound and timely decisions, seeking and taking responsibility for your actions, having a positive attitude and being informed and informing the team.

## PRE-CONFERENCE

### *The 4Essential Roles of Leadership and The 4Disciplines of Execution*

✓ Building Effective Relationships

✓ Modeling Commitment to Professional Learning

✓ Visionary Leadership

✓ Leading Learning

Understanding and effectively applying key leadership skills to generate powerful system results daily is no small task on the plate of the senior executive. If Quality superintendent leadership occurs when “the ongoing analysis of the context, and the superintendent’s decisions about what leadership knowledge and abilities to apply results in quality school leadership, quality teaching and optimal learning for all students in the school authority” (Alberta Education, February 2018, The Superintendent Leadership Quality Standard), where does one start and how does one maintain focus?

**This inspiring and interactive full day session** will draw on the research and Alberta stories of practice in enhancing leadership skills and competencies, strengthening individual effectiveness, building teams and organizational culture and maintaining focus on performance and productivity.

As a result of attending this session, participants will:

- Learn a simple, practical framework that forms the basis of all leadership success
- Adopt solutions to challenges you can apply immediately
- Coach people to a higher level of productivity and performance
- Implement a clear, repeatable, and proven formula to improve the execution of any key strategy
- Foster a culture of getting the most important things done in the midst of your whirlwind
- Close the gap between goals and achievement of those goals
- Make connections to your own school authority through current Alberta school authority experiences

The research and materials for this session are drawn from FranklinCovey leadership development courses: The 4Essential Roles of Leadership and The 4Disciplines of Execution. This full-day session supports system leaders with development of the following SLQS competencies: Building Effective Relationships, Modelling Commitment to Professional Learning, Visionary Leadership, Leading Learning.

**PRESENTER:** KELLY JOHNSON

**Kelly Johnson**, BA, BEd, MA is an Alberta educator, former school administrator, instructional coach, organizational development facilitator and experienced Professional Certified Coach. She supports schools, administrators and central office leaders in school community transformation. To date, she has applied her coaching and educational expertise to partnering with senior and system leaders in the public and private sectors, government, public and post-secondary education, non-profit, health, communication/publishing and business entrepreneurial areas. As a full-time leadership coach in government and now a full-time Alberta-based Leader in Me Coach with the Education Division of FranklinCovey, Kelly provides one-on-one team coaching and professional learning related to student empowerment, leadership and implementation of goals. Kelly brings inspiration, curiosity, strategy and a keen sense of passion to her personal mission to change the world alongside of other educators, system leaders, community members and families.





# EDUCATION ANALYTICS SYMPOSIUM: TRANSFORMING DATA INTO ACTIONABLE KNOWLEDGE

## Overview

This pre-conference is focused on supporting schools and uniting stakeholders in sharing best practices in data analytics. Presenters from school authorities and industry will share experiences with how data is used to create actionable knowledge and how technology enhances data collection and analytics. Participants will reflect on their own context to identify data that is collected and how it is enacted to support student learning and staff efficacy.

## Why Education Analytics Matters...

Data-informed decision making is not a new topic. However, in this technological age, ideas of how data is leveraged in decision making are starting to evolve.

In 2018, the Alberta Teachers Association stated, “The rise of artificial narrow intelligence in our daily lives, and the evolving potential of an artificial general intelligence, should be closely monitored with specific pedagogical implications for K–12 education systems.”

Artificial intelligence (AI) relies on data. Before the topic of AI in education can be informed, there needs to be an opportunity to review the role of data in education. There is a plethora of quantitative and qualitative data collected in education for a variety of purposes. The Education Analytics Symposium is intended to be an opportunity to learn from one another about what data is being collected and how it is being used to support student learning. The partnership between Intellimedia, Jigsaw Learning, and University of Alberta, represents that there are multiple perspectives through which the conversation can be viewed. This partnership is built on trust with the intention of bridging theory and practice through sharing expertise. As partners, there is commitment to providing opportunity for various stakeholders to come together to align structures and processes with best practices.

## Connection to the Superintendent Leadership Quality Standard

At first glance, it seems easy to identify where “data” exists in the Superintendent Leadership Quality Standard (2018). Specifically:

### *School Authority Operations and Resources*

#### School Authority Operations and Resources

6. A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority’s goals and priorities.

(e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.



The interrelated and interdependent nature of the SLQS competencies models how any one topic can be connected to others. For example,

collecting data focuses on relationships: we use data (student or community) to decide how to lead learning and be a visionary leader. Data helps us to design professional learning by determining the needs of students and teachers to be addressed as educators engage in lifelong learning to support achievement of all students, including First Nations, Métis and Inuit students.



### In-depth Learning through Breakout Sessions

There will be opportunities for in-depth learning to dig deeper through the breakout sessions that will be offered during the day.

- Leadership Leveraging District Data
- Student Engagement as Predictor of Mathematics Achievement
- Leading Learning with Data: Attendance and Achievement
- Leveraging Literacy and Numeracy Data
- Research Findings
- The Role of Data in Negotiation with Federal Government to Create a First Nation Education System / Analytics in HR Planning

## WEDNESDAY / NOVEMBER 6, 2019 CONFERENCE (7:30-8:45 EVENING)

### KEYNOTE: with Eva Olsson



**Eva Olsson** is a survivor of the Holocaust. Sixty one years ago, she experienced several extermination camps including the most notorious, Auschwitz. She survived the Holocaust, along with her sister, however her entire family was gone. She was born in Szatsmar, Hungary in October 1924 into a poor family of Hasidic Jews. In 1996, she began sharing her story to several schools, universities, colleges, and churches, saying “I cannot live in the past, but I must live with it. Perhaps writing my story will weaken the hold the past has had on me.”

Eva Olsson has also received several awards including an honorary Doctorate Degree in Education, Excellence in Education Award, Women of Distinction Award, Peacemaker of the Year Award, and United Nations Guest Speaker. She has also published a book about her experiences *Unlocking Doors*, and a CD entitled *Stronger than Fire*. The novel is becoming a Canadian bestseller. Dr. Eva Olsson continues to share her story across North America, intending to touch future generations on reoccurring themes of today such as racism and prejudices.

## THURSDAY / NOVEMBER 7, 2019 (8:15-9:15 MORNING)

### KEYNOTE: with Dr. Santiago Rincón-Gallardo

Turning our schools into vibrant places for learning and living examples of the societies we aspire to become will require deep and widespread cultural change in classrooms, schools, and entire educational systems. Throughout history, social movements have been the most powerful vehicles for widespread cultural change, and in their logic of operation lie the keys to liberating learning. Building on his previous keynote at the 2019 Annual Learning Conference, Santiago will discuss the importance of deliberately transforming the pedagogical core, creating cultures of robust collaboration within and between school divisions, and leveraging and influencing the larger education system. Furthermore, he will offer key principles of action to turn leadership into a vehicle to liberate learning across Alberta.



**Santiago Rincón-Gallardo** is an education consultant and Chief Research Officer with Michael Fullan's team. He conducts research and advises system leaders and educators on advancing whole system reform for instructional improvement. Santiago worked for over a decade promoting grassroots pedagogical innovation in Mexican public schools serving historically marginalized communities. His academic work explores how effective pedagogies for deep learning can spread at scale. Santiago holds an Ed.D on Education Policy, Leadership and Instructional Practice and an Ed.M in International Education Policy from Harvard. He completed post-doctoral studies at the Ontario Institute for Studies in Education, University of Toronto. He lives in Toronto with his wife and their two sons.

## THURSDAY / NOVEMBER 7, 2019 (9:30-10:45 MORNING)

### \*ROLE-ALIKE SESSIONS

Chief Superintendents	Human Resources / Wellness	First Nations, Métis and Inuit
Curriculum, Assessment & Technology	Inclusive Education	Life Members

\*The Role-alike meetings are for CASS members and representatives of Alberta Education only. Thank you.

## THURSDAY / NOVEMBER 7, 2019 (11:00 A.M.-12:15 P.M.)

### OFFICIAL LANGUAGES IN EDUCATION PROGRAMS (OLEP)

#### ALBERTA EDUCATION

##### ✓ School Authority Operations and Resources

In this session, the history of French Language Education in Alberta will be presented followed by an overview of the protocol itself, funding, expectations regarding report backs and other policies relating to the Official Languages in Education Programs.

**PRESENTERS:** REGENA WISEMAN & LIZETTE BELISLE-LYNCH

**Regena Wiseman** is the Senior Manager, Intergovernmental Relations with Alberta Education.

**Lizette Belisle-Lynch** is the Francophone Field Services Manager, Program and System Support with Alberta Education.

**Session Host:** Thérèse deChamplain-Good, Assistant Superintendent, Elk Island Catholic Schools

# EMPLOYMENT LAW FOR HR LEADERS IN EDUCATION: PROFESSIONAL LEARNING

## MODULE OVERVIEW

✓ Building Effective Relationships

✓ School Authority Operations and Resources

**In this session,** the presenters will provide an overview of content highlights from the initial offering of this module at the 2019 CASS/ASBOA summer conference. Delegates that participated this summer shared that they valued the opportunity to learn and understand about human resources law in the education sector as well as the extent of teacher and non-teacher rights, the rights of the school jurisdictions and potential liabilities including discipline, suspensions and termination of employment in the education sector and facilitator stories based on practice and lessons learned.

**As a result of attending this session,** you will hear HR content and school district practice highlights from the summer learning module provided in August 2019 and will learn more about human resources law in the education sector.

**PRESENTERS:** TERESA HAYKOWSKY, McLennan Ross LLP and DR. NORMAN YANITSKI, CASS Director of Leadership Learning

**Teresa Haykowsky** advises on management-side labour and employment law for organizations from many different industry sectors in Alberta, Quebec and Nunavut. She provides recommendations on the labour and employment aspect of day-to-day issues. Her work includes labour and employment litigation, arbitrations, human rights, collective bargaining, draft of employment contracts, noncompetition and confidentiality agreements, harassment policies and general employment policies and practices. Teresa is also recognized as a leading practitioner in Alberta in advising and representing school boards and independent schools on a wide variety of labour and education matters in respect to labour arbitrations, Board of Reference hearings, collective bargaining, wrongful dismissals, human rights, privacy, employment standards, sexual harassment, constitutional law, student-related issues, school closures, policy review, internal investigations and school board governance/school trustee matters. She is a partner at McLennan Ross Law Firm.

**Norman Yanitski** is currently a director of Leadership Learning (Mentorship) with the College of Alberta School Superintendents (CASS). Norman was superintendent/CEO for Black Gold School Division where he served in this capacity for 13 years. He has been recognized by the Black Gold Board of Trustees and received the “Inspiring Success Award of Distinction”. Norman has completed all three of his degrees at the University of Alberta earning a Doctor of Education in Educational Policy Studies in 1997, an MEd in Educational Administration in 1988, and a BEd with distinction in 1980. Dr. Yanitski is a leader in strategic planning, connecting people and building effective teams. He has been acknowledged by Alberta Venture magazine as one of the top 50 Not-For-Profit CEOs in Alberta. Norman is known for his ability to bring theoretical research and the practical work of individuals and committees together to reach solutions. During his career, Norman has also served as an adjunct assistant professor, deputy superintendent, education manager, director of continuing education/partnerships and has experience as principal, assistant principal, department head, teacher and faculty consultant. He currently is also a senator at the University of Alberta where he volunteers his time and expertise.

**Session Host:** Allen Davidson, Assistant Superintendent, Foothills School Division

# WETASKIWIN WORKPLACE WELLNESS INITIATIVES



## ✓ Building Effective Relationships

## ✓ Modeling Commitment to Professional Learning

## ✓ Leading Learning

**In this session**, participants will get an overview of the wellness journey of Wetaskiwin Regional Public Schools as a division. Rick and Theresa will describe how their division is committed to creating a safe and caring environment for all staff and students. With the creation of a district wellness team and wellness leaders/teams at each site, they are implementing a variety of initiatives to create an environment that is fostering healthy relationships and providing opportunities to be lead learners. They hosted their first annual support staff wellness day last December and will continue to look for opportunities to infuse wellness into professional learning days.

**As a result of attending this session**, participants will have an opportunity to participate in some of the workplace wellness activities that are taking place at Wetaskiwin's wellness leadership days. Wellness champions are collaborating and creating opportunities for staff to exchange ideas and foster healthy relationships with one another.

**PRESENTERS:** RICK HAYES AND THERESA ARMSTRONG – WETASKIWIN REGIONAL PUBLIC SCHOOLS

**Rick Hayes** is the Deputy Superintendent in Wetaskiwin Regional Public Schools with responsibility for Personnel and Technology. Previously, Rick has been a vice-principal and principal with Parkland School Division and Chinook Edge School Division. For 18 years, Rick worked with Alberta Education as a Field Services Manager, Director of Special Programs Branch, Director of Governance and Program and Delivery and Executive Director of FNMI and Field Services. Rick is married to his wife Colette and has three sons and two grandchildren. If you are looking for Rick on the weekend you will usually find him on his property near Pigeon Lake enjoying the great outdoors.

**Theresa Armstrong** is the principal of Student and Staff Wellness, Nutrition Programming, and Dual Credit Initiatives.

**Session Host:** Reagan Weeks, Assistant Superintendent, Prairie Rose School Division

# THE NEW TGSE POLICY (2019) A RESEARCH INFORMED PROVINCIAL POLICY FOR TEACHERS, LEADERS AND SUPERINTENDENTS

## ✓ Building Effective Relationships

## ✓ Leading Learning

**This session** is designed to provide a leadership research in action approach to the 2019 TGSE policy. The presenters and participants will look closely at ways system leaders can effectively mobilize the revised growth and supervision sections of the new provincial policy. Ten merged findings and eight recommendations from the three universities in the study have shaped a new provincial TGSE policy to provide research-informed pathways for building, supporting, and assuring quality professional practice that results in optimum learning for all Alberta students.

**As a result of attending this session** participants will focus on mobilizing the Leading Learning Competency by preparing system leaders to model and build capacity within their systems to provide research-informed pathways

for building, supporting, and assuring quality professional practice that results in optimum learning for all Alberta students.

**PRESENTERS:** DR. PAMELA ADAMS - University of Lethbridge, DR. JIM BRANDON - University of Calgary, DR. DARRYL HUNTER - University of Alberta, DR. CARMEN MOMBOURQUETTE - University of Lethbridge, DR. BONNIE STELMACH - University of Alberta

**Pamela Adams** is an Associate Professor of Educational Leadership in the Faculty of Education at the University of Lethbridge.

**Jim Brandon** is the Associate Dean of Professional and Community Engagement at the University of Calgary's Werklund School of Education. He and other members of the team are leadership researchers from Alberta's three largest universities.

**Darryl Hunter** is an Associate Professor of Educational Policy Studies at the University of Alberta in Edmonton.

**Carmen Mombourquette** is an Associate Professor of Educational Leadership in the Faculty of Education at the University of Lethbridge.

**Bonnie Stelmach** is a Professor in Educational Policy Studies at the University of Alberta.

**Session Host:** Brad Volkman, Superintendent, Wild Rose Public Schools

## WE'VE GOT DATA, NOW WHAT? SYSTEMIC USE OF DATA TO INFORM COLABORATIVE RESPONSES IN SCHOOLS

### ✓ Leading Learning

**This session** will provide background on Peace Wapiti Public School Division's established system-wide assessment screening protocol, which ensures consistent data related to key learning measures is available to not only inform teaching and learning, but also provide evidence of system growth over time related to literacy and numeracy. However, just producing the data to inform at the school and district level is not enough. Kevin and Kurtis will share how school leaders have been learning to effectively organize and use the data to inform collaborative school teams and flag students upon whom to focus support. To truly lead learning, school leaders are developing skills focused on using data to inform structured collaborative conversations that build teacher capacity and ultimately result in success for all learners.

**As a result of attending this session,** participants will:

- Examine a district-wide approach of common assessment screening intended to support data-informed conversations in schools
- Learn how to support leaders in structuring regular collaboration for teachers that effectively organizes and uses common student data sets to inform rich conversations related to teaching practices and response to student needs
- Review document and video artifacts that ensure effective leadership involvement in schools that deepens collaborative efforts and places clear focus building teacher capacity

**PRESENTERS:** KEVIN ELIAS – PEACE WAPITI PUBLIC SCHOOL DIVISION & KURTIS HEWSON – JIGSAW LEARNING



**Kevin Elias** is the Assistant Superintendent of Learning Services at Peace Wapiti Public School Division. He has served as a teacher and administrator in K-12 settings and sees collaboration as a key component in supporting students. His work with the division now includes supporting schools in the establishment and refinement of collaborative practices.

**Kurtis Hewson** is an award-winning former administrator and teacher, as well as teaching faculty at the post-secondary level. He is the co-founder of Jigsaw Learning, a co-author of the text *Envisioning a Collaborative Response Model*, and currently works with districts and schools across the province establishing Collaborative Response Model frameworks.

**Session Host:** Monica Mankowski, Deputy Superintendent - Inclusive Education, Fort McMurray Catholic Schools

## BUILDING COMMUNITIES OF HOPE AND SPACES FOR RECONCILIATION IN JUNIOR AND SENIOR HIGH SCHOOLS



✓ Building Effective Relationships

✓ Visionary Leadership

✓ Ensuring First Nations, Métis and Inuit Education for All Students

Mental health struggles for children and youth are well documented internationally (Wolff, 2017). Kutcher (2018) underscores that students need to be taught how to work through mental health struggles to develop their capacities to persist in the face of life challenges (resiliency). However, school-based health programs tend to have little research basis (Wei, 2019) in terms of how well programming ensures resiliency development. In our jurisdiction, we focused initially on developing district-wide staff “mental health literacy” through Dr. Stan Kutcher’s and Andrew Baxter’s “Go-To Educator” training. Staff understanding of what constitutes mental wellbeing and mental illness, and staff confidence in making reliable counselling referrals has increased. The result of more dependable referrals was an identifiable pattern of a higher percentage of referrals of junior and senior high compared to elementary students.

**In this session,** the presenters will share preliminary results of a two-year funded research project in which they have established a student-led leadership course focused on building communities of hope within and across their schools. High school students work with teachers to codevelop lessons about wellbeing and hope that they then teach to junior high students who come to their school every three weeks. Initially, a small group of six students led this course for about 25 junior high students. Now, there are over 60 students committed to this program from two junior high schools and 25 high school students registered in this year-long leadership course. Such a strategy is focused on fostering relationships within and among students and staff in their schools, and especially with indigenous families and elders who take part in shaping lesson development and projects. The focus is also on visionary leadership in which students are working with school leaders to shape a vision of student success in wellbeing through a focus on increasing hope-focused practices within and across their schools.

**As a result of attending this session,** participants will learn about mental wellbeing as part of a district-wide comprehensive wellbeing strategy and a program for building wellbeing potential in all students, especially our most vulnerable youth. They will also participate in reflective activities to consider how to apply principles underpinning the success of such programming in their own contexts.

**PRESENTERS:** DR. RHONDA NIXON, HAYLEY ZABOLOTNIUK, DANIELLE KARAKI, DAMON CLAYTON - GREATER ST. ALBERT CATHOLIC SCHOOLS



**Rhonda Nixon** has been an assistant superintendent in Greater St. Albert Catholic Schools for three years and a K-post secondary educator (teacher, consultant, vice principal, principal, district manager) for more than twenty years. She earned her PhD in language and literacy and teacher learning from the University of Alberta and has published in the areas of language and literacy, assessment, multimodal literacies, and system change.

**Hayley Zabolotniuk** has been a senior high school biology teacher and has extensive academic background in health and wellness. She has co-developed this research project with Rhonda.

**Danielle Karaki** has been a high school principal in Greater St. Albert Catholic Schools for two years and was previously a vice principal and teacher in junior and senior high schools in English and French programming.

**Damon Clayton** has been a junior high principal in Greater St. Albert Catholic Schools for two years as well as a vice principal and teacher in junior and senior high schools within this district.

**Session Host:** Margaret Hartman, Deputy Superintendent, High Prairie School Division

**THURSDAY** / NOVEMBER 7, 2019 (2:15 P.M.-3:30 P.M.)

## PRIVACY CONSIDERATIONS IN THE EDUCATION SECTOR

### ALBERTA EDUCATION

#### ✓ School Authority Operations and Resources

**In this session,** a background on the existing privacy legislation framework with considerations for school authorities will be presented.

**As a result of attending this session,** participants will learn about existing privacy legislation and the impact on several areas of school operations.

**PRESENTERS:** ANN CORBETT & JAMES ACHESON

**Ann Corbett** is the Director of the Workforce Development and Economic Growth with Service Alberta. She has extensive experience in working with privacy legislation.

**James Acheson** is the Manager of Policy Development with Alberta Education. His team has led the policy development process for recent legislation amending the School Act and Education Act.

**Session Host:** Marianne Barrett, Deputy Superintendent, St. Albert Public Schools

## PANEL: GETTING READY FOR TEACHING FOR CONCEPTUAL UNDERSTANDING

#### ✓ Building Effective Relationships

#### ✓ Modeling Commitment to Professional Learning

#### ✓ Leading Learning

**In this session,** you will hear Alberta Stories of practice focused on organizational readiness for implementation with a focus on supporting pedagogical practices that develop deep conceptual understanding. System leaders

will share how they are planning for implementation based on strategies and approaches to support school leaders and teachers.

**As a result of attending this session,** you will have the opportunity to learn how system leaders are planning for and supporting implementation focused on teacher and leader capacity.

**PRESENTERS:** HELMUT KAISER - CALGARY CATHOLIC SCHOOL DISTRICT, LAURIE KARDYNAL - STAR CATHOLIC SEPARATE SCHOOL DIVISION & BRENDA MacDONALD, CLEARVIEW PUBLIC SCHOOLS

**Panel Facilitator:** Dr. Rhonda Nixon, Assistant Superintendent, Greater St. Albert Catholic Schools

**Helmut Kaiser** is a Director of Instructional Services Secondary for the Calgary Catholic School District. He has worked as a Teacher, School-Based-Administrator and Supervisor throughout his twenty-four-year career with the District.

**Laurie Kardynal** is currently the Assistant Superintendent of Learning Services at St. Thomas Aquinas Catholic Schools. In addition to being a Ukrainian bilingual teacher, she has held many roles in the field of education, including 11 years of school administration, Assessment Consultant, Field Experiences Associate at the University of Alberta, and working in Curriculum Implementation at Alberta Education. One of her favorite professional development experiences was being twinned with a school in Finland, where she researched best practices in working with students new to the country.

**Brenda MacDonald** brings over three decades of educational experience to her role as Deputy Superintendent, including 16 years leading in Curriculum and Instruction in Central Alberta. Brenda believes in the power of collaboration and has participated on various provincial committees. Brenda is committed to students and their success and is passionate about promoting high effective teacher practice.

## LEADING FOR INCLUSION - PROFESSIONAL LEARNING MODULE OVERVIEW

✓ Building Effective Relationships

✓ Visionary Leadership

✓ Leading Learning

**In this session,** the facilitators will provide an overview of content highlights from the initial offering of this module at the 2019 CASS/ASBOA summer conference. Delegates that participated this summer shared that they valued the opportunity to explore ideal inclusive systems and educational practices that support inclusive education environments. Learning from and with colleagues as well as hearing facilitator stories based on practice and lessons learned were appreciated and supportive in building personal capacity to support optimum learning for ALL students.

**As a result of attending this session,** you will have an opportunity to experience highlights from the professional learning module and learn more about system leader capacity required to support inclusive environments.

**PRESENTERS:** DR. DIANNE MCCONNELL – PARKLAND SCHOOL DIVISION AND ELIZABETH GOUTHRO – CASS Director of Leadership Learning

**Dianne McConnell** rejoined Parkland School Division in 2013 in the role of associate superintendent. She had teaching stops at various PSD schools early on in her educational journey. As a registered psychologist and educator, Dianne brings over 30 years of broad experience as a lifelong educational leader and a strong commitment to student success to the associate superintendent role. In recent senior management positions with Alberta Education, Dianne played an instrumental leadership role in effecting systemic education change through

both Action on Inclusion and Early Childhood Development strategies on behalf of government. In her work with Alberta Education, Dianne also served as project lead for Setting the Direction, a transformational initiative that developed the provincial framework for an inclusive education system in 2010. Dianne has served as a national board member of CNIB.

**Elizabeth Gouthro** is currently CASS director of Leadership Learning. Her major area of responsibility is in the area of Indigenous education. Prior to joining CASS in April of 2016, Elizabeth was an educator with the Calgary Board of Education (CBE) for 43 years in a variety of school and system leadership roles. She has served as director of Instructional Services (Special Education, English Language Learning, Psychology, Early learning, Aboriginal Education, Outreach, Curriculum, and Chinook Learning Services). Prior to this, she served as director for Diversity 2007 where she had responsibility for providing cultural and linguistic services and support to the CBE. Elizabeth's academic credentials include Doctoral Studies – Educational Leadership and an MEd in Human Resources and Organizational Behavior from the University of Calgary. She was the proud 2015 recipient of the national Indspire Guiding the Journey Indigenous Educator Award.

**Session Host:** Brenda Herder, Director of Learning Inclusion, Battle River School Division

## A DIFFERENT APPROACH TO WELLNESS



✓ Building Effective Relationships

✓ Modeling Commitment to Professional Learning

**In this session** the Fort Vermilion School District leadership team will describe how they have embarked on a collaborative process to provide systematic and responsive support for their entire division staff of 538 employees. This approach focuses on district priorities of connectivity and supporting all staff to enhance their skills in those priorities which in turn builds capacity with staff and results in a greater degree of success for students. The systematic and responsive processes and structures at the district level provides an excellent platform for monitoring, communicating and deploying the supports provided by districts to schools in achieving their strategic plans and improving student learning.

*"When 'I' turns into 'we', 'illness' turns into 'wellness'." Malcolm X*

**As a result of attending this session** you will understand the model around Dare to Lead's Four Steps of Building Courage. You will also understand how to stay connected to the students who need us most, wellness from a full system perspective, and how to nurture the mindsets of the people that educate our children.

**PRESENTERS:** MIKE MCMANN - FORT VERMILLION SCHOOL DIVISION

**Mike McMann** is the Superintendent of Schools for the Fort Vermilion School Division. Among others, he has held the positions of teacher, school-based administrator, Assistant Superintendent and Superintendent over his 20+ years in the education field. Throughout his career, Mike has worked fervently to improve schools, including a significant focus on increasing educational opportunities for students. Michael is a Dare to Lead Facilitator under the leadership of Brene Brown.

**Session Host:** Charlie McCormack, Superintendent, East Central Alberta Catholic Schools

# HELPING TO BUILD ACTIONABLE CITIZENS: DATA INFORMED PRACTICE

✓ Modeling Commitment to Professional Learning

✓ Leading Learning

**In this session,** you will focus on the importance of intentional learning design with the integration of technology and have an opportunity to see an example of a community education approach that focuses on helping build citizens of the world. This student-centered approach, interdisciplinary and experiential programming connects the Alberta Curriculum with the UN Millennium Goals as well as provides a space for students to be change makers. Finally, in a collaborative process, you will engage in a protocol on how technology and data can be used within a community partnership setting to support school authorities in their alignment of student-centered approaches, practice and policy.

**As a result of attending this session,** participants will have the opportunity to engage in a mini simulation on how technology and data can be used to support school authorities in their alignment of student-centered approaches, practice and policy.

**PRESENTER:** NADIA DELANOY – UNIVERSITY OF CALGARY

**Nadia Delanoy** is a graduate and bachelor level instructor at the Werklund School of Education, is currently the coordinator for the assessment course for preservice teachers and was awarded the Teaching Excellence Award this year. Ms. Delanoy has also held the positions of Director of Curriculum and Programming as well as in information technology with a focus in educational technology. She has been a consultant for over 10 years for private and public schools, Old Sun College, CASS and within the private sector for companies such as the Calgary Stampede and the Cooperators in their learning development programs. Nadia brings to this session, a diverse perspective and well-rounded experiences from within the field of education (K-12). From a complementary capacity, her research spans, educational leadership, leadership development, the meaningful integration of technology, data analytics and organizational change, literacy programming, assessment frameworks, and instructional design.

**Session Host:** Kathleen Murphy-House, Director - School Leadership & Teacher Practices, Fort McMurray Catholic Schools

## OPTIMUM LEARNING FOR ALL STUDENTS – YEAR ONE ILLUSTRATIONS OF IMPLEMENTATION PRACTICE:

**In this session,** “Illustrations of Effective Implementation of the Practice Standards in Three Case Studies” will be presented by

university researchers and system leaders. This session is based on the case study data collected in the spring of 2019 during the first year of a four year long, four university research study funded by Alberta Education.



**As a result of attending this session,** participants will be provided with research-based insights into successful early phase implementation of the three professional practice standards in three distinct Alberta settings.

**PRESENTERS:** DR. PAMELA ADAMS - University of Lethbridge, DR. JIM BRANDON - University of Calgary, DR. DARRYL HUNTER - University of Alberta, DR. CARMEN MOMBOURQUETTE - University of Lethbridge, DR. EDGAR SCHMIDT – Concordia University, DR. BONNIE STELMACH - University of Alberta

**Pamela Adams** is an Associate Professor of Educational Leadership in the Faculty of Education at the University of Lethbridge.

**Jim Brandon** is the Associate Dean of Professional and Community Engagement at the University of Calgary's Werklund School of Education. He and other members of the team are leadership researchers from Alberta's three largest universities.

**Darryl Hunter** is an Associate Professor of Educational Policy Studies at the University of Alberta in Edmonton.

**Carmen Mombourquette** is an Associate Professor of Educational Leadership in the Faculty of Education at the University of Lethbridge.

**Edgar Schmidt** is the Dean of the Faculty of Education at Concordia University of Edmonton.

**Bonnie Stelmach** is a Professor in Educational Policy Studies at the University of Alberta.

**Session Host:** Treva Emter, Assistant Superintendent, High Prairie School Division

## THREE P'S OF COLLECTIVE BARGAINING: PREPARATION, PATIENCE, PERSISTENCE

- ✓ Building Effective Relationships
- ✓ Visionary Leadership
- ✓ Leading Learning
- ✓ School Authority Operations and Resources

**In this session,** Calvin will focus on the basic steps for both preparing for negotiations and sitting at the table, while keeping effective relationships at the heart of the process. The legalities of collective bargaining, steps in preparing a solid in-going proposal, process of the employer driving the negotiations, and what to expect in caucus will be discussed.

**As a result of attending this session,** you will learn the legalities of collective bargaining, steps in preparing a solid in-going proposal, the process of the employer driving the negotiations, and what to expect in caucus.

**PRESENTER:** CALVIN MONTY

**Calvin Monty** has a BEd from the University of Alberta, an MEd in Leadership from the University of Portland, and a Human Resources Management Certificate from the University of Alberta. He has spent 33 years in Education as a teacher, assistant principal, principal, and associate superintendent.

**Session Host:** Darryl Seguin, Superintendent, Livingstone Range School Division

## AN INCLUSIVE SYSTEM IS ABOUT "BEING" AND "DOING" – BUILDING A CONTINUUM OF SUPPORTS AND SERVICES

✓ Building Effective Relationships

✓ Visionary Leadership

✓ Leading Learning

**In this session,** an essential question will be addressed - How can a continuum of supports ensures all learners receive not only educational programming that meets the standards set out by the Minister but the necessary supports to be successful? The new Education Act sets in legislation the aspiration that Alberta is an “inclusive education system that provides each student with the relevant learning opportunities and supports necessary to achieve success” (Education Act – Preamble). This new Act also clearly sets out the responsibilities and obligations of all partners in education.

Foothills School Division has moved to a fully inclusive education system through building a Continuum of Supports and Services at all levels. This has involved staff, students, parents, outside agencies and community partners. Along this journey these leaders have created systems and structures that have ensured collective efficacy is mobilized in continuing to build the capacity of all stakeholders. “Being” and “Doing” inclusion becomes the lens through which Foothills School Division develops mindsets of respect, understanding and belonging, leading to a natural way of being. Developing a continuum of supports has moved their shared values and beliefs to action, further strengthening and reinforcing those beliefs.

**As a result of attending this session,** you will hear the presenters share their journey over the last six years, including key focus areas, challenges, necessary capacity building as well as systems and structures that have proven to be successful.

**PRESENTERS:** PAM RANNELLI – CASS LIFE MEMBER, LORIANN SALMON AND CAROLINE ROBERTS – FOOTHILLS SCHOOL DIVISION

The presenters have or are serving as system leaders in Foothills School Division for over six years. They have extensive background and experience in system leadership, inclusive learning, leading learning, strategic planning and implementation, as well as policy development.

**Session Host:** Ann Ard, Education Director, Calgary Board of Education

## NEW COMMON LANGUAGE REGARDING MATERNITY LEAVE

✓ Building Effective Relationships

✓ School Authority Operations and Resources

**In this session,** Central Bargaining brought in language that is consistent for all jurisdictions that have fixed and health related maternity leave in their collective agreements. The session is to familiarize staff with the new language as well as how it affects benefits and health spending accounts.

**As a result of attending this session,** participants will understand the implications of central table language in providing maternity leave to teachers

**PRESENTER:** FRED KREINER, Executive Staff Officer, Teacher Welfare, Alberta Teachers Association



**Fred Kreiner** joined the Association's Teacher Welfare executive staff in 2015. Fred earned his BEd degree at Campus Saint-Jean in 1985 and began his French immersion teaching career in Peace River. Fred also taught in Edson where he was a principal and assistant principal. He then moved to Spruce Grove as an assistant principal and completed his MEd degree in 2003. He spent 10 years as practicum coordinator at Campus Saint-Jean. Most recently, Fred taught French immersion and was assistant principal in Jasper.

In addition to acting as a representative of the bargaining agent, Fred sits as vice-chair on the ASEBP Board of Trustees. He also acts as the staff advisor for the Health and Physical Education Council.

**Session Host:** Kathleen Finnigan, Associate Superintendent, Personnel, Red Deer Catholic Regional Schools

## PANEL: LEADING INDIGENOUS EDUCATION - LEARNINGS FROM ALBERTA SUPERINTENDENTS

- ✓ Building Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Leading Learning
- ✓ Ensuring First Nations, Métis and Inuit Education for All Students

In this panel session, the superintendents will share their personal and unique leadership journey leading Indigenous education in their districts.

As a result of attending this session, you will learn why the leadership/commitment of superintendents is important, how successful strategies/practices are implemented, how these superintendents model their own learning, what building authentic relationships looks like, what challenges/barriers they have overcome, and their next steps. There will also be time provided for Q/A from participants.

**PRESENTERS:** LAURA POLOZ - HIGH PRAIRIE SCHOOL DIVISION, GEORGE MCGUIGAN - FORT MCMURRAY CATHOLIC SCHOOLS, MARK LIGUORI - ELK ISLAND PUBLIC SCHOOLS

**Laura Poloz** was born and raised in the Calgary area until her teen years when she moved to High Prairie with her parents. She returned to Calgary for her BEd and again for her MEd, both from the University of Calgary. Her teaching career began with Fairview School Division in Hines Creek, Alberta. She then taught for Fairview College for three years, after which she began working for High Prairie School Division. Laura has over 34 years of experience working with HPSD, including 16 years in the classroom and 18 years on Executive Council. Ms. Poloz has been the superintendent of High Prairie School Division for the past 11 years.

A lifelong educator, **George McGuigan** is superintendent with Fort McMurray Catholic Schools. He has been with the system for 37 years as a teacher, school administrator, and deputy superintendent. George earned an MEd in Organizational Leadership from Gonzaga University, as well as a BA and BEd from the University of Prince Edward Island. He currently serves on the Community Advisory Board with the RCMP, the Regional Aboriginal Recognition Awards Committee, CAREERS Next Generation Advisory Group, and the Regional Collaborative Service Delivery (RCSD) Executive Committee. He is a past member of the Board of Governors for Keyano College, CASS/FNMI conference Zone 2/3 representative, and Provincial High School Redesign committee. A long-time resident of Fort McMurray, George has always been passionate about serving the Regional Municipality of Wood Buffalo and is proud to call it home.

**Mark Liguori** joined Elk Island Public Schools (EIPS) as Superintendent on Feb. 2, 2015. With close to 35 years of experience in the education sector, he brings a wealth of knowledge and insight to the Division. Prior to EIPS, he served as assistant superintendent of schools for Edmonton Public Schools (EPS), where he was responsible for the planning, organizing, control and activities of more than 50 schools. Before that, he was the director of Human Resources at EPS and served as principal at two junior high schools and one senior high school. Liguori holds a Bachelor of Physical Education, a Bachelor of Education, and a Masters of Education, all of which he received from the University of Alberta.

**Panel Facilitator:** Elizabeth Gouthro, CASS Director of Leadership Learning

## MEASURING THE IMPACT OF TECHNOLOGY AND LEARNING

✓ Leading Learning

✓ Supporting Effective Governance

**In this session,** participants will be asked to discuss the manner in which school authorities identify digital literacy needs and how this influences student centered planning and decision making. Focus will be given to how measurement aligns with practice, policy and resource distribution.

**As a result of attending this session,** you will learn, through a collaborative effort, how school authorities in Alberta measure the impact of technology on student learning. This learning will provide leaders opportunity to explore their current practice of planning for areas of need and aligning it with policy.

**PRESENTER:** CHAD KUZYK, LIVINGSTONE RANGE SCHOOL DIVISION

Born and raised in Coaldale, AB, **Chad Kuzyk** started his teaching career with Foothills School Division before spending several years in Ontario as a middle school teacher and instructional resource teacher with Peel District Board of Education. Chad is a University of Lethbridge alumni and completed his MEd in Literacy from Mount Saint Vincent University in Halifax. Chad has participated in multiple education technology projects, including writing online multimedia resources for the Ministry of Ontario. Chad joined Livingstone Range School Division in 2010 as assistant principal of Canyon Elementary School in Pincher Creek, AB and is currently the director of Learning and Innovation for the region.

**Session Host:** Scott Johnston, Associate Superintendent, Parkland School Division

## EDUCATION ACT UPDATE

### ALBERTA EDUCATION

✓ School Authority Operations and Resources

**This session will** provide an overview of recent changes to the Education Act and Regulations.

**As a result of attending this session,** participants will gain clarification on commonly encountered situations. Time will be allocated to allow for questions regarding the on-going implementation of the Education Act and regulations.

**PRESENTER:** RACHEL FOLEY

**Rachel Foley** is the Director of Policy Development and Coordination with Alberta Education and has been working in the policy field for over a decade.

Most recently, Rachel lead a team in the implementation of the Education Act and supported engagements to update the associated regulations this past summer.

**Session Host:** Cam Shade, Superintendent, Kainai Board of Education

## HELP YOUR SCHOOL JURISDICTIONS THRIVE, NOT JUST SURVIVE THE SCHOOLYEAR



### ✓ Building Effective Relationships

**In this session**, we will explore how, you, as an educational leader, may be encountering an increase in the demands of your professional role. At times you may feel overwhelmed, stressed out and unsure of how to ensure all students will succeed in your schools. You might have heard yourself or your staff whisper, "Thank goodness, I have survived another school year." If this reflects your current reality, you are not alone.

Wellness Educator Joyce Sunada and Director of Learning for Palliser Regional Schools, Jason Kupery will offer you hope, share their experiences and provide valuable strategies to create better personal and professional balance. They will also share their role in preparing new teachers to become Wellness Champions, using a Comprehensive School Health Approach.

Both of these educators agree, "If you don't take time for your wellness, you will be forced to take time for your illness."

**As a result of attending this session** you will gain hope that you can improve your personal wellness, identify personal and professional wellness strategies, discover practices to support wellness across your school jurisdiction, and feel more confident that you can support your staff to "be well". As a result, you will have increased energy and confidence to improve your wellness and the wellness of the educators in your school jurisdiction.

**PRESENTERS:** JOYCE SUNADA – Wellness Educator Joyful Endeavours AND JASON KUPERY – PALLISER REGIONAL SCHOOLS

Wellness educator **Joyce Sunada** has over 30 year's experience as an educator. She has been a teacher, an administrator and a provincial leader who helped create and support healthy school communities. Joyce now provides wellness education via keynotes, workshops and coaching. She is also a sessional instructor with the Werklund School of Education at the University of Calgary and teaches the first course of its kind in Canada - EDUC 551 "Comprehensive School Health and Wellness". Joyce is the recipient of the "Health Promoting Schools Champion" award from the national Physical & Health Education organization, (PHE Canada). When Joyce is not presenting, teaching or coaching, you can find her out walking her pup, practicing yoga, exploring wellness practices, watching playoff sports or hanging out with family and friends.

**Jason Kupery** is a Director of Learning with Palliser Regional Schools. His decade of school-based leadership experience over the past 20 years prepared him for his current role. Jason is passionate about education, wellness and ensuring teachers are prepared to provide the best learning environment possible. Jason serves on a number of committees with the Palliser Administrators' Association, and is also a sessional instructor with the Werklund

School of Education at the University of Calgary , where he teaches the first course of its kind in Canada - EDUC 551 "Comprehensive School Health and Wellness" When not in the office, Jason can be found playing wiffle ball, skiing, hiking, biking, coaching his children's sports teams and travelling with his family.

**Session Host:** Paul Corrigan, Assistant Superintendent, Elk Island Catholic Schools

## CREATING AND USING INDIVIDUAL STUDENT PROFILES TO ENHANCE STUDENTS' MATH ACHIEVEMENT

✓ Leading Learning

✓ School Authority Operations and Resources

**In this session,** you will learn about providing social-emotional supports to students to enhance academic achievement. This presentation examines how easily accessed and available data can be used to address school staff's questions regarding factors associated with student achievement. Cognitive, behavioural and non-cognitive predictors of Grade 9 achievement in mathematics were analyzed within an action research context, using past achievement, school attendance data and facilitators of student engagement measured via the web-based Student Orientation to School Questionnaire (SOS-Q) to provide insight into how pedagogical supports can be enhanced to improve student learning in Math 9.

**As a result of attending this session,** participants will learn how jurisdictions can make more effective use of existing and emerging research on student engagement to provide schools with relevant data and assist them in improving student engagement and academic performance. A more general expected outcome is enhanced capacity of a school community to support students through a research-based culture of data-informed collaboration, critical thinking and innovation, as well as a call for emulation of this research in other Alberta school settings.

**PRESENTERS:** DR. JOHN BURGER – CASS LIFE MEMBER

**John Burger** completed his M. Ed. Degree and Ph.D. at the University of Alberta. John worked for 17 years as an assistant principal, principal, associate superintendent and Director in several Alberta school systems as well as 23 years in Alberta Education. With 40+ years of experience in education in Alberta John recently has transitioned to launching his company Practical Data Solutions, Inc. and endeavors to be a voice for students through research on student engagement, especially validly measuring factors that put kids at risk of disengaging from school and identifying strategies for re-engagement. This research was previously co-presented with Dr. Anna Nadirova at the International Conference of Education, Research and Innovation at Seville, Spain in November 2018.

**Session Host:** Janice Aubry, Director, Curriculum and Resource Support, Edmonton Public Schools

**FRIDAY** / NOVEMBER 8, 2019 (10:15-11:15 MORNING)

**World Café - CASS Members Collaboration**

★ Topic A    ★ Topic B    ★ Topic C    ★ Topic D    ★ Topic E    ★ Topic F

**FRIDAY** / NOVEMBER 8, 2019 (11:15 A.M. - 11:45 A.M.)

**Coherence Making: Overview of Dialogue**

**FRIDAY** / NOVEMBER 8, 2019 (11:45 A.M. - 12:45 P.M.)

**Witness to the Learning by Santiago Rincón-Gallardo**

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