

# 2020 CASS Annual Learning Conference



# CASS

College of  
Alberta School  
Superintendents

## CASS Leadership Excellence: Alberta Stories of Practice

April 22-24, 2020

Fantasyland Hotel, Edmonton, Alberta



# CASS

College of  
Alberta School  
Superintendents

### 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



- ✓ 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



Supporting Implementation of the  
Professional Practice Standards  
CASS 2018



# Welcome to the 54<sup>th</sup> CASS Annual Learning Conference 2020

On behalf of the CASS Board of Directors, we are pleased that you are joining your colleagues at the Annual Learning Conference. Our Board is thankful for members' attendance at professional learning events including input that was received at the FALL Conference into the 2020-23 Strategic plan. The Board is honored to represent you in your crucial role as a system leader and understands that our time together at this professional learning event helps to reinforce and support the value of system leadership. A key message from the strategic plan:



## 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



*“The Alberta ECS / K - 12 education system is fundamental to a democratic society and must provide all students with a foundation for lifelong learning and citizenship. System educational leaders play a critical role to ensure quality school leadership, quality teaching and optimum learning for all students in Alberta.*

## CASS Strategic Plan 2020/2023

[https://o.b5z.net/i/u/10063916/f/CASS\\_Strategic\\_Plan\\_web\\_FINAL.pdf](https://o.b5z.net/i/u/10063916/f/CASS_Strategic_Plan_web_FINAL.pdf)

CASS members rely on research, colleagues and personal lessons learned to understand how best to support provincial and system excellence and how to focus on supporting quality school leadership and teaching to create optimum learning for all students. Members continue to share that they value learning from and with one another at conferences and zone gatherings.

To support the growth of system leaders as well as capture CASS members “body of knowledge” we are continuing to highlight **CASS Leadership Excellence with Alberta Stories of Practice**.

**CASS Leadership Excellence: Alberta Stories of Practice** are intended to highlight the role of system leaders and share practices based on the Alberta context. Based on the Superintendent Leadership Quality Standard, (SLQS) – we will be seeking your story of practice and happy to share Barry’s “CASS Leadership Excellence” and Dr. Scott Morrison’s “Alberta Story of Practice” as components of this conference. We are always so very thankful for all system leaders who will be sharing their experience this week, as well as for everyone who is attending and engaged in conversation with colleagues and learning. Continued success -

Bevan Daverne  
CASS President 2019-2020

Barry Litun  
CASS Executive Director

# Conference at a Glance

Wednesday, April 22	Thursday, April 23	Friday, April 24
	7:30 – 8:00 am Registration and Continental Breakfast	7:30 – 8:00 am Registration and Continental Breakfast
	8:00 – 8:45 am Welcome and <b>That’s My Story, and I’m Leading with It</b> Dr. Scott Morrison	8:00 – 8:45 am Welcome and <b>Keynote Presentation</b> Alberta Education Representative
	9:00 – 10:00 am <b>*Role-Alike Sessions</b> (CASS Members)	9:00 – 10:00 am <b>Alberta Stories of Practice Sessions</b>
	10:30 am – 11:30 am <b>*Role-Alike Sessions</b> (with Alberta Education)	10:30 – 11:30 am <b>CASS Annual General Meeting</b>
	11:45 am – 12:15 pm <b>Summary of Role-Alike Sessions</b>	
	12:15 – 1:00 pm Lunch	11:30 am Lunch & Door Prizes
	1:00 pm – 2:00 pm <b>Alberta Stories of Practice Sessions</b>	
	2:30 pm – 3:30 pm <b>Alberta Stories of Practice Sessions</b>	
	4:00 pm – 5:15 pm <b>New Members Academy/Mentorship</b>	
<b>CONFERENCE</b> 6:00 – 7:00 pm Conference Registration Opens	6:00 pm – 9 pm Retirement Banquet	
7:00 – 8:15 pm - Welcome <b>A Story of Connection, Culture and Change</b> Bevan Daverne & Barry Litun		
8:30 – 11:00 pm <b>Barry’s Bash</b> <b>President’s Reception</b>		

\*For CASS members only

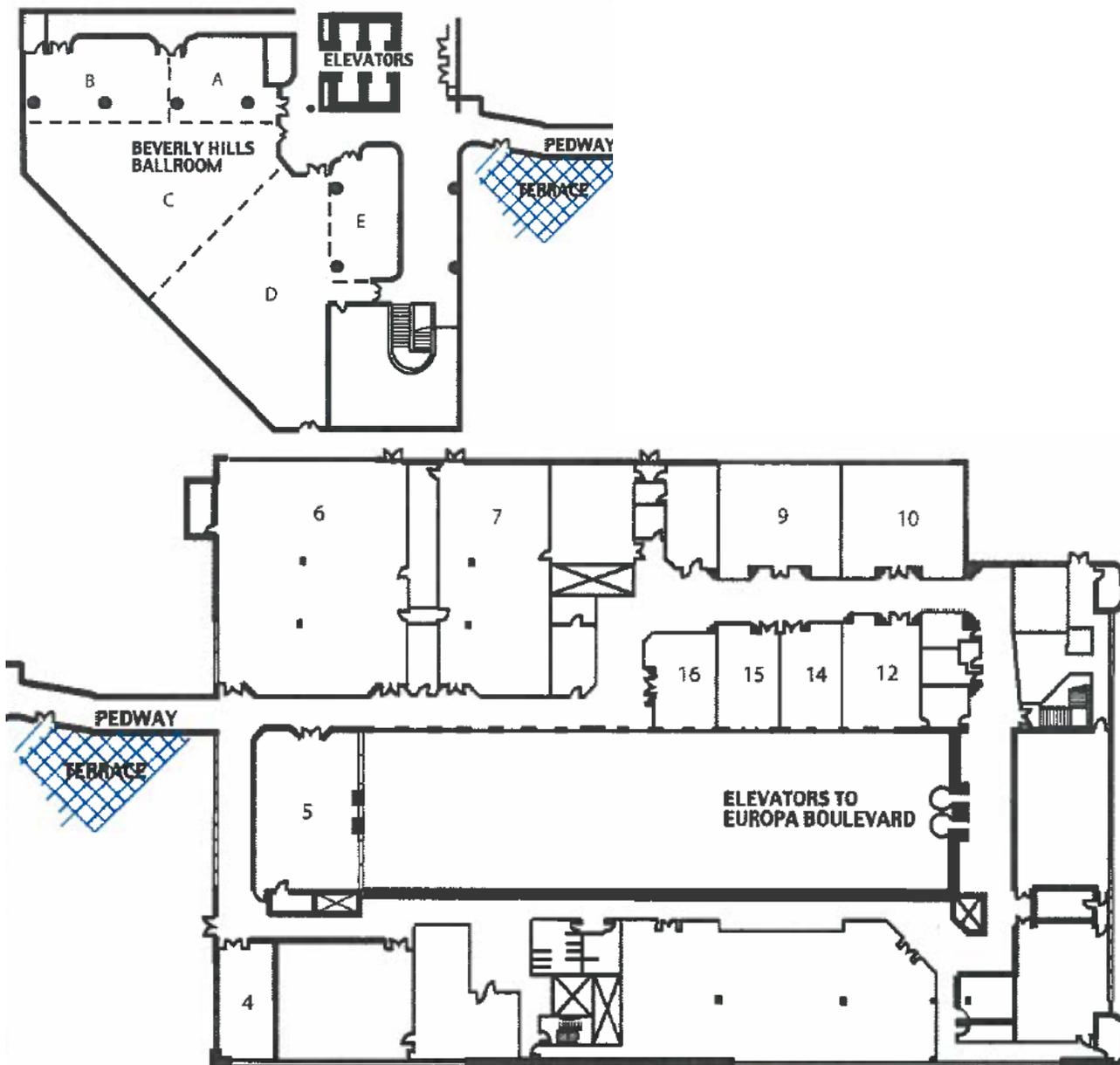
# Hotel Information

Fantasyland Hotel, 17700-87 Avenue, Edmonton, AB

Reservations can be made by calling (780) 444-3000 or toll-free 1-800-737-3783. **MUST** mention that you are attending the CASS/Alberta Education FNMI Conference 2020 or provide the group code number **6712646** to receive the negotiated rate of \$159.00/night + tax.

Wifi is complimentary. No password required.

## LEVEL THREE



*Please download and print this document if needed. It will not be provided at the conference.*

# Alberta Stories of Practice Sessions at a Glance

TGSE Practice Standard	Human Resources	Wellness	Indigenous	Superintendent & System Leader	Curriculum
<b>Thursday, April 23</b> 1:00 pm – 2:00 pm	<b>Part 1 – Workplace Wellness: Planning and Implementation</b> <i>J. McLellan, B. Andjelic, K. Abrahamowicz</i>	Privacy Impact Assessments “Asking the right questions and managing the risks” <i>J. Sadlowski</i>		Poof! How employees become invisible ... and strategies to make them safely 're-appear' <i>Dr. R. Hodkinson</i>	
	<b>Part 1 - Not Just Another Assessment Session: Looking at Our Past to Chart the Future</b> <i>S. Bennett, P. Lore and J. Pitman</i>	Partners In Place: Finding Truth on the Pathway to Reconciliation <i>P. Butterfield and S. Heimbecker</i>		The Balance of Our Lord <i>J. Woo</i>	
	<b>Part 1 - Implementation of Professional Practice Standards (Highlights from a Study)</b> <i>Drs. Brandon, Friesen, Chu, Mombourquette, Hunter and Stelmach</i>	Rethinking Jurisdiction Professional Learning: Using a Sustained Instructional Coaching Model <i>A. Darroch and S. Skretting</i>		Exploring How the New Teaching Quality Standards Support Early Literacy Instruction and Address the Needs of a Changing Student Demographic <i>M. Ramzy and M. Bence</i>	
<b>Thursday, April 23</b> 2:30 pm – 3:30 pm	<b>Part 2 - Workplace Wellness: Planning and Implementation</b>	Personal Safety Education to Reduce Child Sexual Victimization <i>N. Classen, C. Opperman and T. Materi</i>		The Benefits of an Effective Whistleblower Protection Program <i>C. Ewaniuk</i>	
	<b>Part 2 - Not Just Another Assessment Session: Looking at Our Past to Chart the Future</b>	CASS Guide to Relationships and Learning with the Indigenous Peoples of Alberta <i>E. Gouthro</i>		Why Open Educational Resources are Essential for 21st Century Education <i>R. McGreal</i>	
	<b>Part 2 - Implementation of Professional Practice Standards (How Data from a Study can Guide Your Implementation Plans)</b>	Establishing a Systemic Collaborative Response: Edmonton Catholic's Phased Approach to Collaborative Response Implementation <i>C. Gannon, A. Hester, L. Hewson and K. Hewson</i>		A PLAYful Approach to Wellness in Schools <i>J. Harding-Kuriger</i>	
<b>Friday, April 24</b> 9:00 am – 10:00 am	Provincial Education Data Analytics Focusing on PAT and Diploma Results <i>A. Jawad and S. Lougheed</i>	<b>Wellness Takes Flight in CESD: An Alberta Story of Practice</b> <i>R. Hoppins, K. Sacher, Aaryn and G. Montemurro</i>		Building Career Awareness & Experience Programming <i>D. Wesley</i>	
	LearnAlberta: Support for Teacher Practice <i>R. Gilson and P. Bohnet</i>	The Women in Educational Leadership Research - What We Learned <i>L. Everitt</i>		Calgary Catholic School District: A Holistic Approach to Indigenous Education <i>A. Holowka</i>	
	What Does the TGSE Policy Mean to You As a System Leader? <i>C. Symyrozum-Watt</i>	<b>The Leadership Solution</b> <i>C. Cuglietta</i>		Implementing Instructional Rounds in Education <i>C. Lewis and K. Shipka</i>	

**WEDNESDAY, APRIL 22, 2020 (7:15 – 8:15 P.M.)**

## **A Story of Connection, Culture and Change**



After a career serving in several educational positions, Barry accepted the role of CASS Executive Director and began a new chapter of his story of practice. If you know Barry, you know he naturally and authentically shares his experiences and wisdom through storytelling drawing you into wanting to hear more.

Story is powerful. Story is where we came from and where we are going. In this opening keynote, you will hear Barry share stories from his acquired library, which will be informative, memorable and no doubt make you chuckle. In a conversation with CASS President Bevan Daverne, Barry will share how he has made meaningful moments in between the pages and chapters of his

leadership legacy. CASS Leadership Excellence Exemplified!

### **Barry Litun**

Growing up Chipman, I was about 12 years old when I watched the movie, “To Sir with Love,” and from that moment I believed the best job in the world would be as a teacher.

I completed my B. Ed at the University of Alberta and my Master’s Degree at the University of Victoria. The summers studying in Victoria, accompanied by my wife Gail and two young sons Justin and Adam are extremely memorable, and indicative of the support I have received from my family throughout my career in education.

I began my career in Lamont, teaching primarily physical education and math. I was able to coach virtually every sport offered, and thoroughly enjoyed doing so. After four years as vice principal at Lamont High School, I was provided the opportunity to serve as principal for Hilltop High School in Whitecourt. After five years, our family moved to Red Deer where I was the vice principal and then principal for Lindsay Thurber Comprehensive High School.

I joined the Central Services team with Red Deer Public as Deputy Superintendent for three years and beginning in 2006 I had the honor to serve as Superintendent for Lethbridge School District. I had the opportunity to complete a four-year term on the provincial CASS executive, including a year as President in 2010/11. I thoroughly enjoyed visiting all parts of our province during that year and meeting the dedicated system leaders that make Alberta’s education system one of the very best in the world.

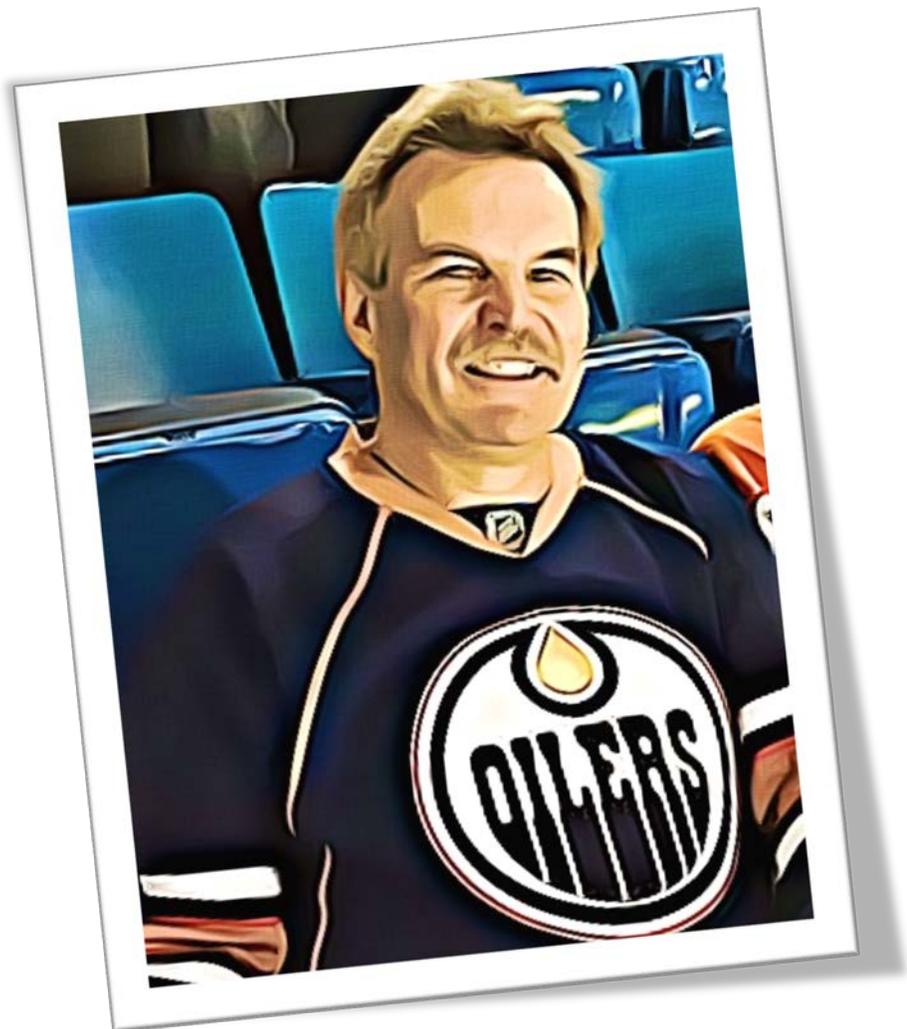
Upon “retirement” from Lethbridge School District in 2013, I was provided the opportunity to become the Executive Director for CASS. The past seven years have been extremely rewarding and I believe that CASS will continue to be an integral partner in the education landscape of our province.

Barry is married to Gail, and they have two sons: Justin (Kealy) in Edmonton and Adam (Erin) in Houston. Justin and Kealy are the parents to Noah & Everett, Barry & Gail’s two grandchildren.

# Barry's Bash

President's Reception

8:30 p.m. – 11:00 p.m.



Please make plans to attend the President's Reception in honour of Barry Litun.

This will be Barry's last annual conference as CASS Executive Director and President Bevan Daverne along with the CASS Board of Directors, would like to invite you to raise a toast to celebrate Barry's great leadership and successful career for the past 7 years with CASS.

Cheers to Barry for his transition to full retirement.

## THURSDAY / APRIL 23, 2020 (8:00 – 8:45 A.M.)



### That's My Story, and I'm Leading with It Dr. Scott Morrison

Scott will share several stories and then explore what the literature says about why organizational stories convey leadership beliefs better than policy, rhetoric, or statistics. Scott will explain why stories can influence those in a superintendent's organization, while also serving as a mechanism for CASS members to learn from one another.

**Dr. Scott Morrison** is the Superintendent of Christ the Redeemer (CTR) Catholic Schools, serving approximately 10,000 students in Okotoks, High River, Brooks, Strathmore, Canmore, Drumheller, and Oyen. Scott has been an educator for over 30 years, serving as a secondary classroom teacher, an elementary school principal, a high school principal, a division principal, and an associate superintendent. Scott is also a sessional instructor in educational psychology at St. Mary's University in Calgary and a Leadership Quality Standards instructor with CASS, St. Mary's University, and the University of Calgary. Scott has a B.Ed. from the University of Lethbridge, an MA from Gonzaga University, and an Ed.D. from Taft University. Scott has presented dozens of professional development workshops on the topics of organizational storytelling, academic achievement, creating safe and caring schools, classroom management, and educational leadership. Scott has also been a presenter at CASS's Start Right and Leading for Learning conferences for over a decade.

## THURSDAY / APRIL 23, 2020 (9:00-11:30 MORNING)

### \*ROLE-ALIKE SESSIONS

9:00-10:00 CASS Members only

10:30-11:30 CASS Members with Alberta Education Staff

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.**

## THURSDAY / APRIL 23, 2020 (11:45 A.M. – 12:15 P.M.)

# CASS Voice Highlighted – Representatives to share summary from initial Role Alike Gathering

**THURSDAY** / APRIL 23, 2020 (1:00 – 3:30 P.M.) **EXTENDED LEARNING**

## IMPLEMENTATION OF PROFESSIONAL PRACTICE STANDARDS

✓ Leading Learning

**Part 1: Highlights from a Study of Professional Practice Standards Implementation**

**Part 2: How Data from a Study of the Implementation of Professional Practice Standards Can Guide Your School Jurisdiction's Implementation Plans**

**Part 1:** Led by the University of Calgary, the Universities of Alberta, Lethbridge, and Concordia University of Edmonton are collaborating on a study of the implementation of the Professional Practice Standards. The study is in its second year, and this session will share highlights from survey and participating cases regarding the characteristics and conditions contributing to effective implementation.

**Part 2:** This session is a follow-up from Part 1: Highlights from a Study of Professional Practice Standards Implementation. In this session, participants will have an opportunity to respond to compelling questions emerging from the data, raise context-specific questions in response to the data, and to discuss how the data can guide school jurisdiction plans and strategies for putting the Professional Practice Standards into action.

As a result of attending this session you will have the opportunity to:

- gain insights into province-wide survey data on teachers' and leaders' perspectives and experiences with implementing the Professional Practice Standards.
- review cases regarding the characteristics of effective implementation, and the conditions that set the tone for effective implementation.

### PRESENTERS:

Drs. Brandon, Friesen, and Chu are from the Werklund School of Education at the University of Calgary. Dr. Mombourquette is from the Faculty of Education at the University of Lethbridge. Drs. Hunter and Stelmach are from the Department of Educational Policy Studies at the University of Alberta.

Session Host:

## NOT JUST ANOTHER ASSESSMENT SESSION: LOOKING AT OUR PAST TO CHART THE FUTURE

✓ Visionary Leadership

✓ Modeling Commitment to Professional Learning

✓ Leading Learning

Alberta

is known for its high-quality education system, which is often attributed to sound curriculum design, excellence in teaching, and a progressive vision of assessment. But past the accolades, what makes assessment practices within Alberta so effective? Spend an afternoon with CASS colleagues discussing the fascinating and challenging topic of assessment, because after all, are we ever really 'done' with assessment?

Sherry Bennett and Pat Lore from the Alberta Assessment Consortium have been invited to provide a historical perspective on assessment within Alberta over the past 25 years, while participants consider the following four provocations.

- What did we learn from the AISI projects that continues to impact our assessment practices today?
- Have we realized the gains promised by research in the field of formative assessment? If not, why not?
- How has technology supported assessment practices? What unintended consequences have emerged?
- What role do/should large-scale assessments play in telling the story of student learning?

Joanne Pitman will facilitate a process whereby participants consider lessons learned from the past that can help CASS members create a shared assessment vision for the future.

**As a result of attending this session** you will:

- Learn Alberta's "assessment" journey,
- Network with system leaders in a collective approach to moving forward, and
- Learn background that will support your role as a leader in building others' assessment capacity.

#### PRESENTERS:

**Sherry Bennett** is the Executive Director of the Alberta Assessment Consortium. She is passionate about the impact that effective classroom assessment can have on student learning. During her upcoming retirement, Sherry will be pursuing a doctorate in Policy Studies and Leadership at the University of Alberta - with a focus on assessment of course!

**Pat Lore** is Field Services Facilitator with the Alberta Assessment Consortium, seconded from her position as a teacher and consultant with Edmonton Public Schools. Currently, Pat works with teachers and leaders across the province, developing capacity in the area of assessment. She believes in the power of classroom assessment to support learning for all Alberta students.

**Joanne Pitman** holds a Master of Education (Educational Leadership) from the University of Lethbridge. Before joining the CBE, Joanne held the position of Assistant Superintendent Universal Design & Learning in the Medicine Hat Public School District. She began her career with the Grande Prairie Public School District as a teacher, principal, district principal, and director. Joanne's career has focused on intentional practice, developing and leading effective collaborative teams, and the use of school and system evidence to support a responsive learning environment.

#### Session Host:



### WORKPLACE WELLNESS: PLANNING AND IMPLEMENTATION

✓ Visionary Leadership

✓ Leading Learning



The

CASS Board, in response to member's needs, has identified **Wellness** as a subject in need of continued focus. It is noted in CASS's Strategic Plan that the best opportunity of addressing the professional practice standard successfully is for CASS members to ensure their own personal wellness.

School authorities throughout the province are engaged in some excellent work in the area of wellness. The CASS/WellAhead collaboration has as its focus, supporting school authority system leaders in the enhancement of the work specifically with a focus on workplace wellness. This session will set the stage for your continued, enhanced or emerging focus on workplace wellness. Bring your school authority team to this session and prepare to strengthen and/or consider what actions you might initiate to support mental health and/or your workplace wellness plan based on stories shared and access to existing or new planning tool(s).

**As a result of attending this session you will have the opportunity to:**

- Receive a brief overview of the CASS/WellAhead -Workplace Wellness, planning and implementation framework
- Be aware of the results of the final report from the province-wide wellness interviews
- Hear two Alberta school authorities share how they have supported student mental health in their systems with the use of the “Working Together to Support Mental Health in Alberta Schools” framework and planning tool.
- Hear a system leader review a draft of the CASS “Workplace Wellness” adaptation of the “Working Together” document. This adaptation is designed to support school authority leaders as they work through the process of planning and implementing their own workplace wellness plan.
- Debrief the CASS adaptation of the Working Together document focused on workplace wellness as well as provide input into supports and services that CASS can provide to support your work on workplace wellness.

**PRESENTERS:**

**Jim McLellan** is a CASS Director of Leadership Learning for Wellness. He has served as a chief superintendent for three different school authorities, most recently with Foothills School Division. He has provided support to school authorities as an Education Consultant with the Alberta School Boards’ Association and worked as a Senior Field Coach for Husky Energy for three years after retiring as a superintendent. With Husky Energy, Jim worked with 170 leaders throughout Western Canada to deliver curriculum for “The Coach Approach to Communication and Leadership.”

Jim has completed a Master’s degree at San Diego State University and has earned Coaching Certification through the International Coaching Federation. He is currently pursuing Advanced Level Certification training.

**Brian Andjelic** is a CASS Director of Leadership Learning for Wellness. He has extensive experience in mental health and wellbeing, with an expertise in an understanding of positive mental health and comprehensive school health. During his time as Superintendent of Prairie Rose School Division, he designed and implemented a holistic model of wellness based on the science of positive psychology. Since retiring as a superintendent in 2017, Brian has spent much of his time working with organizations, using the language of psychological capital to link wellness and leadership for individuals, teams, organizations and communities. This includes how to create safe conversations for those struggling with mental wellness and those trying to help.

Brian has completed a Master’s degree in Education Administration/Leadership at San Diego State University. Much of his work now includes helping create safe and specific conversations related to mental wellness and leadership.

**Krystal Abrahamowicz** is the Executive Director of the Calgary Regional Consortium (CRC). As a Designer of Professional Learning in CRC, she authored the Supporting High School Completion a Tool Kit for Success resource and had a key role in developing the Implementation and Planning Tool in the Government of Alberta Resource Working Together to Support Mental Health in Alberta Schools, as well as the ARPDC Weaving Ways resource which supports teachers in including Indigenous knowledge systems in their practice. Previous to this, she spent over 10 years as a Teacher, Student Services Specialist, and then Student Services Coordinator at Westmount Charter School. With extensive background and training in gifted education, and many years of experience in designing support plans for diverse learners, Krystal is a passionate believer that every student can experience success at school.

**This session will also involve the following system leaders:**

Golden Hills School Division: **Christina Hoover**

Edmonton Catholic Schools: **Cheryl Shinkaruk**

Red Deer Catholic Schools: **Kathleen Finnigan**

For the past 34 years, **Kathleen Finnigan** has been a teacher, school counsellor, vice principal, principal and Associate Superintendent of Inclusive Learning and now Associate Superintendent of Human Resources for Red Deer Catholic Regional Schools. Throughout her administrative career, she has come to rely on six leadership cornerstones to meet the needs of children first as well as continuing the journey towards school and division improvement for all stakeholders. These cornerstones encompass faith leadership, visionary leadership, instructional leadership, human resources leadership, effective relationships, and organizational leadership and management. Kathleen received a Bachelor of Education in elementary education and completed a Master of Arts in leadership and counselling. She is currently enrolled at Werklund School of Education, University of Calgary, in the Doctor of Education Program with a leadership focus.

**Session Host:** Jim and Brian – CASS Directors of Leadership Learning, Wellness

**THURSDAY** / APRIL 23, 2020 (1:00 – 2:00 P.M.)

## EXPLORING HOW THE NEW TEACHING QUALITY STANDARDS SUPPORT EARLY LITERACY INSTRUCTION AND ADDRESS THE NEEDS OF A CHANGING STUDENT DEMOGRAPHIC

✓ Building Effective Relationships

✓ Leading Learning

✓ Modeling Commitment to Professional Learning

Recent

provincial, national and global data indicate that our youngest learners are a changing demographic (ECMap, 2014; Bernstein, West, Newsham, & Reid, 2014; Cannon & Karoly, 2007; Grodsky, Huangfu, Miesner & Packard, 2017; Jozsa, Torok & Stevenson, 2018). Upon entry to school, only 50 percent of our students are deemed ready, or prepared, for their first formal learning experiences (ECMap, 2014; Foothills School Division, 2018). With significant drops in communication, fine motor, and gross motor skills, teachers and administrators have become increasingly frustrated in their inability to align critical early literacy goals with their current practice. Often changes in teacher practice are needed to meet these new challenges, but the complexity of the school context, diverse populations, and individual needs precludes a one size fits all solution.

In a case study of three unique sites, we examine how the schools considered the challenges of their populations and used teacher inquiry, through the lens of the new Teaching Quality Standards, to effectively tailor research-based early literacy practices to meet these new early literacy challenges. In this presentation, we outline the structure of each school's research project. We then present how each school used inquiry to facilitate understanding of their unique student populations and accordingly built teacher knowledge of promising literacy practices to better meet their students' changing literacy needs.

We present the results in multiple areas, beginning with teacher surveys, reflections, and interviews that exhibit the growth in teachers' feelings of efficacy in using the TQS as well as in addressing their students' unique needs. Following this, we will present the data gathered from district assessments and classroom artifacts and then review the high impact practices that each school developed to increase student literacy outcomes. Finally, we examine which specific standards from the new TQS, and which parts of the professional development were most effective in shifting teacher's beliefs around literacy and their subsequent practice. Finally, a reflection on the LQS and the standards and competencies that were the most effective in affecting change in student literacy outcomes will be presented.

### As a result of attending this session, you will:

- Understand how the unique context of each school site and student population drives the design of teacher professional development in response to student early literacy needs.

- Identify which Teaching Quality Standards teacher's use to drive their practice forward, and which Leadership Quality Standards are essential in affecting school-level changes.
- Plan for school environments that support teacher professional development and engage teachers in inquiries around meeting early literacy needs.
- Identify research-based reading and writing instructional strategies that help to meet the needs of early literacy learners who lack readiness skills upon school entry.

**PRESENTERS:**

**Miriam Ramzy** has her Ph.D. from the Werklund School of Education in Literacy and Learning. The focus of her education, teaching practice and professional development endeavours has been on early learning and literacy education. Her doctoral work looked at early literacy learning in a grade one setting, with emphasis on writing instruction, and the role of printing and spelling. She is currently the literacy facilitator with the Foothills School Division, supporting the literacy programming in classrooms from K-12.

**Michelle Bence** has been a teacher in Calgary for 17 years. She is a Ph.D. student at the University of Calgary in the Curriculum and Learning program. Michelle's areas of research interest include literacy teaching practices, oral language development and early written literacy. She is working on several early literacy education research projects.

**Session Host:**

**POOF! HOW EMPLOYEES BECOME INVISIBLE ... AND STRATEGIES TO MAKE THEM 'RE-APPEAR'**

- ✓ Supporting Effective Governance
- ✓ School Authority Operations and Resources



As we move to ensure maximum efficiency of all budget dollars, Alberta school boards should consider challenging the colossal cost of unnecessary treatments received by thousands of employees collecting disability benefits. Here's the problem: everything is not always as it seems in the disability management industry. Vested interest has a significant but unspoken influence. This session will inform superintendents interested in human resources or disability case management of the need to be cognizant of disability management 'myths' that may be at play, preventing your employees from becoming well again and getting back to work. All supervisors of personnel -- and holders of purse strings -- need to be constantly alert for claims that go in endless circles or claims that just don't appear to be reasonable. Positive, timely intervention is sensible and provides evidence-based clarity for management decisions. The myths of this industry can be cost-effectively countered with independent medical expertise ... and much-needed frank dialogue.

**As a result of attending this session, you will learn:**

- What treatments are evidence-based and what treatments are not;
- What is medicalization and why it is so counterproductive;
- What is the spectrum of somatoform disorders;
- The importance of early intervention; and
- Best practices for active disability management.

**PRESENTER: Dr. Roger Hodkinson** has a long and distinguished career as a physician specialist, teacher, public health advocate and successful medical entrepreneur. Following are just a few health-related insights about Dr. Hodkinson. He is a scholar and graduate of Cambridge University in the UK; He is a Royal College-certified specialist in pathology, and was formerly President of the Alberta Society of Laboratory Physicians, as well as the CEO of a large private medical laboratory; He was an Assistant Medical Professor in the Department of Medicine at the University of Alberta; He is currently the Chairman of a game-changing biotechnology company in DNA sequencing, headquartered in North Carolina, USA: He has been recognized as Edmonton Citizen of the Year for his relentless pursuit of tobacco-free lifestyles, and was Chairman of ASH -- Action on Smoking and Health (Alberta) -- for many years. Dr. Hodkinson spends

much of his day discussing medical matters with healthcare practitioners and clients as Medical Director of Western Medical Assessments. With his 27 years of experience in this role, he is recognized as one of Canada's most knowledgeable physicians in health and disability matters.

**Session Host:**

## **PARTNERS IN PLACE: FINDING TRUTH ON THE PATHWAY TO RECONCILIATION**

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

✓ Building Effective Relationships

✓ Leading Learning

This session reflects on the successful development of a relationship between Tsuut'ina Education and Connect Charter School through the Partners In Place Initiative. Seeking truth on the pathway to reconciliation means more than simply checking a box on a 'to do' list. Developing a sincere and sustainable relationship that addresses the needs of an Indigenous and non-Indigenous educational community requires patience, trust, and a willingness to learn from each other. Consider the impact of Indigenous ways of knowing on the Connect Charter School community while Tsuut'ina Middle School students develop skills in digital literacy and computational thinking that will foster resilience and wellness as they move into young adulthood.

### **PRESENTERS:**

**Phil Butterfield** has been on the staff of Connect Charter School since 2004, serving as counsellor, Assistant Principal, and is now in his fourth year as Principal. With an extensive background in public education in both BC and Alberta, preceded by a 14-year career as police officer in Vancouver, Dr. Butterfield has developed a deep appreciation for the value of relationships that are founded on mutual trust and understanding. Partners In Place represents the most profound opportunity to ensure students gain a lasting appreciation for Indigenous ways of knowing that are essential to becoming extraordinary citizens, which is the vision for all who pass through Connect's doors.

**Sarah Heimbecker** is a Principal on the Tsuut'ina Nation. She is from the Piikani Nation and part of the Blackfoot Confederacy. Her research in her graduate studies focused on First Nations students' stories for success. She has studied extensively the factors that impact First Nation student success and the current educational gaps that First Nation students are faced with.

**Session Host:**

## **PRIVACY IMPACT ASSESSMENTS “ASKING THE RIGHT QUESTIONS AND MANAGING RISKS”**

✓ Supporting Effective Governance

✓ School Authority Operations and Resources

Privacy Impact Assessments (PIA) are critical when trying to keep student and employee information safe. Completing PIA's are a critical part to any school authorities' operations. Establishing data-informed strategic planning and having a decision-making process, when disclosing private information, is critical in today's digital world. In this session, we will review when it is appropriate for school authorities to complete a PIA and what the process looks like.

### **As a result of attending this session, you will learn ideas for:**

- direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;

- establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis

**PRESENTER:** **Jesse Sadlowski** is currently the Director of Technology Learning and Innovation for the Lethbridge School Division. Mr. Sadlowski is proud to have started his career as a classroom teacher and has worked in a number of leadership roles over his career. One of the accomplishments Mr. Sadlowski is most proud of, is his Master’s Degree from the University of Lethbridge, with a specific focus on Technology Leadership. Mr. Sadlowski has a unique leadership style that at its foundation is built on trust, growth and equity. Mr. Sadlowski is also an active member of the Southern Alberta Computer Consortium purchasing group and is the current ATLE board representative for zone 6.

**Session Host:** Dr. Norman Yanitski – CASS Director of Leadership Learning, Mentorship

## RETHINKING JURISDICTION PROFESSIONAL LEARNING: USING A SUSTAINED INSTRUCTIONAL COACHING MODEL

- ✓ School Authority Operations and Resources
- ✓ Leading Learning
- ✓ Modeling Commitment to Professional Learning

This session will overview a Research Partnership Project between Horizon and the University of Lethbridge Faculty of Education to explore the impact of a sustained instructional coaching model on shifting teacher self-perceptions of professional practice. How might what we are learning about improving teacher practice inform the budget decisions we make about how professional learning is structured in our school authorities? Participants will have the chance to use the research project as a springboard for discussing implications for approaches to professional learning.

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

- examine research related to the impact of instructional coaching,
- hear how instructional coaching has been applied in one context, and
- consider implications for leading learning, improving systems, and allocating professional learning budgets.

**PRESENTERS:**

**Amber Darroch** is the Associate Superintendent of Learner Services for Horizon School Division, based in Taber and spanning north to Lomond and south to the Montana border at Coutts. She also serves as Zone 6 Director for the College of Alberta School Superintendents Board of Directors and is Chair of the Board of Directors for the Alberta Assessment Consortium.

**Sharon Skretting** is the Principal of Vauxhall Elementary School, a K-6 school in Southern Alberta. Added to her 22 years of classroom teaching and grade 3 - 6 Team Leader experience, she was an Assessment Coach for Horizon School Division for three years prior to her role as Principal.

**Session Host:**

## THE BALANCE OF OUR LORD

- ✓ Leading Learning

We are all familiar with stories of Jesus as miracle worker and rabbi but how often do we ponder Christ at rest? This session will focus on the evangelists taking notice of Jesus at rest and how balance enabled Jesus to fulfill his earthly ministry by serving his needy brothers and sisters.



**As a result of attending this session, you will**

- learn ways to carve out pockets of time to withdraw and refresh so that you may share your gifts and talents fully.

**PRESENTER: Jennifer Woo** is a Director of Instructional Services within the Calgary Catholic School District, providing leadership in the areas of religious education & family life and student wellness. She holds a master's degree in education, and graduate diplomas in early childhood education and canon law. As an educator, she has served in a variety of roles, including classroom teacher (K-12), special education consultant, school psychologist, and principal. She practices wellness through her faith, and is sustained by the love of her husband, Patrick and two daughters, Isabel and Charlotte. She is grateful to serve the community in her capacity as a leader within the district.

**Session Host:** Bryan Szumlas, Calgary Catholic Schools

**THURSDAY** / APRIL 23, 2020 (2:30 – 3:30 P.M.)

**A PLAYFUL APPROACH TO WELLNESS IN SCHOOLS**

✓ **Leading Learning**



In this session, we will explore unique ideas and programs that improve competence, increase confidence and boost motivation with staff and students. Come learn about the essential elements of a PLAYful approach to wellness in schools. This includes addressing social, emotional well-being, improving physical literacy and developing connections with others.

**As a result of attending this session you will have the opportunity to:**

- learn about unique and effective programs that develop positive social and emotional well-being, boost morale, develop physical literacy and help solidify connections between staff and students.
- how research informs effective practice and demonstrates the creation of a welcoming, caring, respectful and safe learning environment for all.
- take a student-centred approach while enabling an environment for positive change and valuing diversity and inclusion, so that everyone feels a sense of belonging.

**PRESENTER: Jodi Harding-Kuriger** has been a Health and Physical Educator for 13 years and is a certified DANCEPL3Y (dance-play) instructor. She is enjoying a country lifestyle with her husband and their three children. During her teaching career, Jodi has developed many resources for provincial organizations and has served many years on the Health and Physical Education Council executive. Jodi is dedicated to life-long learning and has almost completed her Doctoral studies at the University of Alberta in Elementary Physical Education. The joy of movement through physical literacy development, dance, and outdoor play are the main foci of Jodi's personal and professional life!

**Session Host:** Neil O'Shea, Aspen View Public Schools

# CASS GUIDE TO RELATIONSHIPS AND LEARNING WITH THE INDIGENOUS PEOPLES OF ALBERTA

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

✓ Building Effective Relationships

✓ Leading Learning

This session will focus on introducing participants to how they can use the Guide to support their learning and leading for Indigenous education in their school district. The rationale for the development of the Guide was based on the extensive analysis from the College of Alberta School Superintendents Needs Assessment Survey Findings report (March 2017) inquiring about members' knowledge and aspirations for learning in relation to First Nations, Métis and Inuit competencies as outlined in the Superintendent Quality Leadership Standard (SLQS).

The professional learning strategies that were recommended from the findings include:

1. Drawing from the leadership, wisdom, expertise, experience and knowledge of First Nations, Métis and Inuit peoples, educators, and Elders to create a learning program that is respectful of foundational knowledges, to determine culturally appropriate /responsive resources and supports and to outline how this body of work aligns to the Standards
2. Ensuring that learning includes exemplars of resources, successful promising and wise practices which are accessible and shared online.

## As a result of attending this session, you will

- have an increased awareness and knowledge of how the Guide will support learning and leading for Indigenous education.

**PRESENTER: Elizabeth Gouthro** is currently a 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). Elizabeth has also been actively involved in her professional organizations, at the local and provincial level for the ATA, CASS and on various Alberta Education committees.

Elizabeth's academic credentials include Doctoral Studies - Educational Leadership and a Master of Education, Human Resources and Organizational Behavior from the University of Calgary; a Bachelor of Education Degree in Secondary Education, Math and Science from Acadia University; a Master of Science Degree in Endocrinology, Dalhousie University; and a Bachelor of Science Degree in Biology and English, St. Francis Xavier University.

She was the proud 2015 recipient of the national Inspire Guiding the Journey Indigenous Educator Award.

## Session Host:

# ESTABLISHING A SYSTEMIC COLLABORATIVE RESPONSE: EDMONTON CATHOLIC'S PHASED APPROACH TO COLLABORATIVE RESPONSE IMPLEMENTATION

✓ Building Effective Relationships

✓ Leading Learning

✓ Visionary Leadership

Come learn how Edmonton Catholic has adopted a phased approach within their system for introducing and deepening Collaborative Response across schools, focused on developing leadership understanding, emphasizing inclusive practices and conceptual capacity for district consultants.

Collaborative Response is an Alberta-based framework that establishes inclusive, collaborative structures and processes, data-informed discussions, and timely responses to ensure *all* students can experience success while enhancing collective efficacy across the school. Through a network model for school leadership teams and a partnership with Jigsaw Learning, ECSD has adopted a "learn to do by doing" philosophy that values learning and sharing across schools, focused on overall student success. Multiple examples and templates from schools and the district will be shared.

**PRESENTERS:**

**Corine Gannon** is the Assistant Superintendent, Learning Services Innovation for Edmonton Catholic Schools. Corine currently oversees Inclusive Education from preK - Grade 12 working with school and multi-disciplinary teams.

**Amber Hester** is a Lead Learner with Jigsaw Learning. She supports collaborative response through her work with school and system leaders in the area of revisiting their foundation statements, team building and strategic planning. Amber has over 20 years experience in education and has held a variety of leadership positions in her career including: principal, coordinator and assistant superintendent roles in both Alberta and Saskatchewan.

**Lorna Hewson** is an award-winning educator with experience at the classroom, district and provincial level, including district leadership in the area of inclusive learning. Kurtis and Lorna are the founders of Jigsaw Learning and are the authors of the text *Envisioning a Collaborative Response Model*.

**Kurtis Hewson** is an award-winning former administrator and teacher, as well as teaching faculty at the post-secondary level. He currently works with districts and schools across the province and beyond establishing Collaborative Response Model frameworks.

**SESSION HOST:**

## PERSONAL SAFETY EDUCATION TO REDUCE CHILD SEXUAL VICTIMIZATION

✓ Leading Learning

✓ Building Effective Relationships

This session will examine how schools can lead communities in safeguarding children from sexual victimization. The Canadian Centre for Child Protection will address current trends in Canada around child sexual victimization and strategic prevention measures for schools to lead communities in the safety of children. Grasslands Public Schools will share current practices in their schools tied to the roll out of the Kids in the Know program to reduce the risk of child sexual victimization, as well as facilitating capacity building with community members.

**As a result of attending this session, you will build awareness around:**

- Scope of the problem of child sexual victimization in Canada
- Evidence-based practices for prevention
- Strategic implementation for schools to build community capacity

**PRESENTERS:**

**Noni Classen** is the Director of Education at the Canadian Centre for Child Protection. Since joining the organization in 2004, she has led the development of three national education programs to reduce the sexual victimization of children: Commit to Kids, Kids in the Know, and Teatree Tells. Noni works closely with education, sport, and other child-serving organizations across the country to help implement a systems-based approach to safeguarding children from child sexual abuse. Prior to working at the Canadian Centre, Noni spent 10 years specializing in academic programming for youth with complex trauma and assisted in the development of a trauma-informed alternative high school. Noni presents nationally on the issue of child sexual victimization and on best practices to help organizations build capacity to safeguard children.

**Chelsea Opperman & Tracey Materi** are Innovations Prevention & Education Wellness Mentors with Grasslands School Division in Brooks Alberta. Chelsea has been employed with Grasslands for 13 years and Tracey for 7. They have spent thousands of hours presenting universal life skills programming to city and rural students ranging from Kindergarten to Grade 10.

Since January 2019, they have been presenting the Kids in the Know Program to Grasslands students. With the primary focus on prevention of sexual victimization, Chelsea and Tracey have merged their passion about the well-being of students with this curriculum. Attending the 2019 Missing and Exploited Children's Conference (MECC) they gained a broader vision about the necessity and purpose of this program. This motivated them to educate beyond the classroom and present to local agencies, staff members and parents on elements from the Kids in the Know training. Their goal is to create safe environments for our children and youth through partnering with city agencies, while continuing to teach Kids in the Know in the classrooms.

**Session Host:** Sean Beaton, Grasslands Public Schools

## THE BENEFITS OF AN EFFECTIVE WHISTLEBLOWER PROTECTION PROGRAM

### ✔ Supporting Effective Governance

School authorities across Alberta are legislatively required to create procedures for employees to report wrongdoing under the Public Interest Disclosure (Whistleblower Protection) Act, and superintendents play a key role in this legislation. However, the extent that school authorities support and promote effective whistleblower protection policies varies across the province. This presentation offers a perspective on the benefits of an effective whistleblower protection program, and how it can be used to support effective governance, promote public confidence, and help build a collaborative relationship with the Public Interest Commissioner's office.

#### As a result of attending this session, you will:

- learn about the Public Interest Commissioner's office, how it operates, and the legislative requirements of the Public Interest Disclosure (Whistleblower Protection) Act.
- learn through the experience of the Commissioner's office and practical case examples, how implementing effective whistleblower protection programs can benefit school superintendents, support employees and ultimately result in quality school leadership.

**PRESENTER: Chris Ewaniuk, CFE** is the Manager of the office of the Public Interest Commissioner and has been with the office since its inception in June 2013. Chris manages a team responsible for assisting the Commissioner in carrying out her legislative mandate. This includes investigating allegations of wrongdoing within the public service, and complaints of reprisal by employees who have undertaken a protected activity under the Act. Prior to joining the office, Chris directed investigations for a private consulting firm, and was engaged in private sector investigations for 16 years. Chris is a Board Certified Fraud Examiner and is the President of the Association of Certified Fraud Examiners (Edmonton).

**Session Host:**

## WHY OPEN EDUCATIONAL RESOURCES ARE ESSENTIAL FOR 21<sup>ST</sup> CENTURY EDUCATION

### ✔ Leading Learning

### ✔ Visionary Leadership

### ✔ School Authority Operations and Resources

Open Educational Resources (OER) are learning resources that have been released under an open license permitting free of cost and free use/modification. OER render this knowledge accessible to all. Digital locks and restrictive licences seriously hinder the use of commercial content. The free sharing of OER is an essential element in any learning

environment. OER are becoming more widely available. The ability to reuse OER or repurpose, mix, mash, them without restriction is a major advantage in supporting online collaborations and self-directed learning. The relevance of OER is augmented by the exponential growth in online accessibility supported by a wide range of new mobile devices, including, 3G and 4G mobile phones, tablets and netbooks that are now available, promising new possibilities for self-directed learning anywhere at anytime by anyone.

**As a result of attending this session, you will learn about OER.**

- What they are,
- Why they are essential for 21st century learning,
- How OER facilitate adaptation and construction of learning content,
- What is happening with OER in other K12 jurisdictions in North America,
- What financial savings are possible.

**PRESENTER: Prof. Rory McGreal** is the UNESCO/International Council for Open and Distance Education Chair in Open Educational Resources (OER); and Director of the Technology Enhanced Knowledge Research Institute (TEKRI) at Athabasca University. He is also co-Editor of IRRODL (International Review of Research in Open and Distributed Learning). He is the founder of the OER Knowledge Cloud, a repository of research articles on OER. Previous positions include Assoc. VP Research, Executive Director of TeleEducation NB, a Canadian province-wide eLearning network and Secondary School Supervisor at Contact North/Contact Nord in Ontario. He is also the recipient of several national and international awards for open and distance learning. He has presented keynotes and workshops across Canada and in more than 60 countries internationally. As a UNESCO Chair he is committed to supporting the use of OER in schools in Alberta as he is doing internationally.

**Session Host:**

**FRIDAY / APRIL 24, 2020 (9:00 – 10:00 A.M.)**

**BUILDING CAREER AWARENESS & EXPERIENCE PROGRAMMING – CAREERS: THE NEXT GENERATION**

✓ School Authority Operations and Resources

✓ Visionary Leadership

This session will highlight Aspen View Public Schools’ case studies of enhanced programming for career awareness, exploration, and experiences in partnership with CAREERS: The Next Generation. The discussion will include key components involved in developing necessary partnerships and employer connections leading to program success.

CAREERS: The Next Generation works closely with schools and industry to provide students with:

1. opportunities to explore real-world careers in trades, technologies, health services, and soon information and communications technologies;
2. knowledge of workforce opportunities that are in demand now and in the future.

Significant growth is planned. *“Opportunities are out there, and young people want them. Our job is simple. Get out there, attract as many young people as we can, and bring the two together.”* JIM CARTER, CAREERS Board Chair.

With the support of the Alberta Government and industry partners CAREERS will expand its work with schools and industry to generate 6,000 paid internships by 2023, four times the number in 2019. Students will be encouraged to engage in learning, stay in school and discover a successful career in demand in 1000 schools. Apprenticeship and internship programs through schools empower youth, helping them find their passion in high-demand occupations, filling gaps in Alberta’s workforce and ultimately strengthening our province’s economy.

Want to know more about CAREERS? Visit [www.careersnextgen.ca](http://www.careersnextgen.ca) or call 780-426-3414 (1-888-757-7172).

**As a result of attending this session you will learn**

- how to effectively utilize and develop partnerships to support and grow career awareness and off-campus programming for schools.

**PRESENTER: Donna Wesley** has worked with Aspen View Public Schools since August 1998 as a teacher, principal, Technology Integration Coordinator, and currently as Director of Curriculum & Technology. Before working with Aspen View, she taught adults at colleges in Edmonton and Lac La Biche. In her role as Director, Donna organizes career awareness opportunities for students and in doing so, works closely with industry, post-secondary partners and Careers: The Next Generation. She believes that learners need to be given opportunities to acquire the skills and knowledge that will assist them to thrive in the world of work and in society. She also believes that students learn best when they are connected to their teachers, peers, community and world. Donna has been involved in provincial initiatives such as Curriculum Redesign Prototyping and has sat on the Northeast Teachers' Convention Association executive and the Rural Education Symposium executive. Donna graduated from the University of Alberta with a Bachelor of Education and achieved her Master of Education (Inclusive Education/E-Learning/Research) from the University of Calgary.

**Session Host:**

**CALGARY CATHOLIC SCHOOL DISTRICT:  
A HOLISTIC APPROACH to INDIGENOUS EDUCATION**

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

The Calgary Catholic School District has created an Indigenous Educational Framework to support Indigenous students and their families. This session will describe the systemic approach CCSD has taken to support student and parent engagement, resource development and staff training to enhance student success.

**As a result of attending this session you will:**

- gain an understanding of how the Calgary Catholic School District has been able to improve First Nation, Métis and Inuit student outcomes, while increasing staff and student knowledge of Indigenous ways of knowing, history and cultures district wide.

**Presenter: Andrea Holowka** is the Superintendent of Instructional Services with the Calgary Catholic School District. This role includes the leadership of teaching, learning and support to the 58,000 students within the division. Her previous roles include area superintendent, supervisor, school-based administration and classroom teacher. She is active in leadership groups throughout the province and works collaboratively with various partnerships and cross-ministry initiatives to support the development of children and youth.

**Session Host:**

## IMPLEMENTING INSTRUCTIONAL ROUNDS IN EDUCATION

✓ Building Effective Relationships

✓ Modeling Commitment to Professional Learning

✓ Leading Learning

We are passionate about student learning and the knowledge that brains do not know postal codes. The students in our rural Alberta jurisdiction, Grande Yellowhead School Division, which is located in the Rocky Mountains, can and do beat provincial test score averages. Our story is about our journey developing both teacher and leader capacity through deep dives into data, staff developed instructional focus, reflective practice, and introducing a process called Instructional Rounds that include principals, school staff, directors, members of the community and trustees.

### As a result of attending this session, you will learn about

- the implementation of Instructional Rounds in Education; an innovative and effective way to lead learning.

### PRESENTERS:

**Carolyn Lewis** is the Superintendent of Schools and Chief Executive Officer for Grande Yellowhead Public School Division. Ms. Lewis has maintained an exemplary record over a thirty-two-year period as an educator in Alberta. She has excelled as a teacher, an assistant principal, a principal with the Edmonton Public School Board, and as a Senior Education Manager in three branches of Alberta Education. Carolyn received the Deputy Minister's award for contributions to Education, was an Excellence in Teaching Award finalist, a winner of a Prime Minister's Award for Teaching Excellence, and a recipient of the Queen's Diamond Jubilee Medal for Contributions to Education. Carolyn is an innovative and transformative leader who is a committed ambassador for Grande Yellowhead Public School Division.

**Karen Shipka** is the Deputy Superintendent for Grande Yellowhead Public School Division. GYPSD is located in north/central Alberta and spans from Evansburg, 1hr west of Edmonton, and stretches to Jasper and Grande Cache. Karen's career began with Edmonton Catholic School District where she was an elementary teacher and an Education Technology Consultant. Following that Karen spent 10 years working for Alberta Education leading the One to One laptop learning initiative then moving to Workforce Planning and Development and Engagement branches. She currently serves as vice president of CASS as well as on the board of directors for CASSA.

### Session Host:

## LearnAlberta – SUPPORT FOR TEACHER PRACTICE

✓ Modeling Commitment to Professional Learning

✓ Leading Learning

This session will provide an introduction to the use and capabilities of the [LearnAlberta.ca](https://www.learnalberta.ca) site and offer suggestions for leveraging the resource in teacher practice. The New [LearnAlberta.ca](https://www.learnalberta.ca) site gives educators the ability to develop, and collaborate with other educators on year plans, unit plans, and lesson plans as well as create a network of professional peers by sharing 'My Boards' from their individual [LearnAlberta.ca](https://www.learnalberta.ca) accounts. Conversation about system plans to support implementation of the new Learn Alberta site will be included in the session.

### As a result of attending this session, you will:

- be able to support the implementation of the new [LearnAlberta.ca](https://www.learnalberta.ca) and,
- provide professional learning support opportunities to assist educators in growing their own skills, understanding, confidence and implementation of the new [LearnAlberta.ca](https://www.learnalberta.ca)

## PRESENTERS:

**Dr. Rick Gilson** is currently serving as the Executive Director of the Southern Alberta Professional Development Consortium (SAPDC) a member of the Alberta Regional Professional Development Consortia. Prior to this position Rick was the Assistant Superintendent in Westwind School District for 5 years and served as a Social Studies / English teacher, vice-principal and principal over 29 years in Grande Prairie. Father of 6, Grandfather of 7, likely the most important role next to husband for 40 years to an amazingly patient Chauna.

**Patrick Bohnet** is the Executive Director for CARC – Central Alberta Regional Consortium and was previously the CARC Education Technology Consultant. Patrick has a Master’s Degree in Educational Administration and an EdD in Educational Technology. Patrick is also a Google Educator and an Adobe Master Teacher. He is also proficient in a wide variety of Education Technologies!

## Session Host:

## PROVINCIAL EDUCATION DATA ANALYTICS FOCUSING ON PAT AND DIPLOMA RESULTS

✓ Visionary Leadership

✓ Leading Learning

This session will provide Provincial Assessment Data analysis, focusing on PAT and diploma results and its correlation to other student education indicators collected at the schools. In depth analytics examples and dashboards to inform education decision making will be presented.

**As a result of attending this session**, you will be introduced to visual approach to looking at data through dashboard and other analytics tools. The presenters will also introduce you to other aspects of the data and its correlation with existing data at the districts such as attendance, benchmarks and course marks.

## PRESENTERS:

**Ahmad Jawad** is an established member of the Alberta business community, having founded and expanded Intellimedia into a thriving Edmonton based Ed Tech company. Ahmad holds a Bachelor of Science from the University of Alberta as well as an Executive Masters of Business Administration from Athabasca University and is currently completing a Certificate of Management Excellence with Harvard Business School. Since founding Intellimedia in 2006, Ahmad has led the development of several high value solutions utilized by School Districts across Alberta. Ahmad is viewed as a strategic partner in the Alberta K-12 Education Market and has cultivated an extensive network with leaders, vendors and experts within the field.

Combined with his entrepreneurial mindset are Ahmad’s keen strategic instincts as well as practical and common-sense approach to business operations. Ahmad is a passionate community steward, committing both time and resource to supporting several not for profit organizations.

**Sean Loughheed** is an educator, previous school administrator, district leader and now Director of Learning with Wolf Creek Public Schools, Sean brings almost 20 years of experience in Alberta classrooms. Throughout his experience, Sean has worked with many forms of teaching and learning models from face-to-face to digital video conferences where students have thrived. Sean’s deep knowledge of curriculum and pedagogy has allowed him to work with many teacher cohorts in developing strong educational practices around teaching and learning since the beginning days of projects like AISI and now in his district leadership role. Sean assists in leading the Learning Services team in Wolf Creek as they support school staff in their daily work with students. Sean is a husband, father and enjoys cooking outside of his daily work routine.

## Session Host:

## THE LEADERSHIP SOLUTION

✓ Leading Learning

✓ Visionary Leadership



The studies are clear. Increasingly, students are struggling with well being, decision making, future clarity and character development. As their challenges become more difficult, their need for life leadership skills only grows.

How does their current learning support their life leadership needs? This is one of the foundational questions that educators must tackle. YoungLeaders.World, an Alberta based not-for-profit, develops students' leadership abilities to navigate life challenges. Our Leader's Journey pathway helps students: look into their future; make sense of coming decisions; articulate their values; set goals and a craft vision; identify barriers and create next steps for success. This session provides research and explanations why our students are facing so many new challenges. In an uncertain future, it points to life leadership being the solution in an authentic and impactful way.

### As a result of attending this session, you will learn:

- A basic understanding of the changes we are seeing in student well being (based on research conducted since 2012).
- An understanding of the importance of leadership and student engagement for our youth, ages 13-18.
- An understanding of the importance of developing a leadership mindset in addition to the leadership competencies often taught in our schools.
- Ways that YoungLeaders.World can work with different boards in Alberta to customize leadership development that responds to the needs of local youth.

**PRESENTER: Carla Cuglietta** is an educator, consultant, humanitarian and keynote speaker. Over the last decade she has been involved in educational development and youth engagement initiatives in Canada, China, India, Sierra Leone and Uganda.

Carla's aim is to help young people understand that leadership is a mindset, not a status. In 2015, Carla co-founded YoungLeaders.World, a non-profit global leadership organization to help young people create a better future for themselves and those around them. To date, YLW has trained 11,000 youth across the globe. Carla has been awarded the Prime Minister's Certificate of Achievement and the University of Alberta Alumni of Distinction for her work in leadership and engagement with youth in Alberta. In addition, she is the recipient of the YWCA Women of Distinction Award and the Lions Club International Humanitarian Award for her humanitarian and youth leadership work around the world.

**Session Host:** Santo Saporito, Edmonton Catholic Schools

## THE WOMEN IN EDUCATIONAL LEADERSHIP RESEARCH – WHAT WE LEARNED

✓ Building Effective Relationships

✓ Leading Learning

✓ School Authority Operations and Resources

In Alberta, the gap between the number of women who occupy positions of leadership in both school jurisdictions and the Alberta Teachers Association and the number of women who are members of the teaching profession is significant. A review of the literature and historical documents shows this gap has been surprisingly durable over time. Therefore, in the spring of 2019, the Alberta Teachers' Association launched an online survey to assess what Alberta teachers thought about the experience of teachers with respect to educational leadership and gender. The survey explored whether there is gender-based discrimination experienced by teachers and how these barriers impact a teachers' career progression. In addition, participants were asked to identify what supports teachers identified as being

important to helping women enter into positions of educational leadership. This session will provide an overview of the survey and provide comment about how this information might assist the work of the Association and school jurisdictions.

**As a result of attending this session, you will have an opportunity to** enhance your awareness of the gendered nature of schools and school divisions to build more inclusive leadership teams.

**PRESENTER:** Lisa Everitt joined the Association's executive staff in 2006 and as worked in the Teacher Welfare, Member Services, and Government program areas. Lisa holds a BSc degree from St Francis Xavier University, a BEd degree from St Mary's University, a MEd degree from the University of Alberta and recently completed her doctoral studies at the University of Alberta. Prior to joining the Association, Lisa taught high school mathematics in the Northwest Territories and Parkland School Division.

**Session Host:** Amber Darroch, Horizon School District

## WELLNESS TAKES FLIGHT in CESD: AN ALBERTA STORY OF PRACTICE

✓ Visionary Leadership

✓ Building Effective Relationships



This session will give an overview on the prioritization of Wellness within Chinook's Edge School Division (CESD), and the case study research that is seeking to understand how and why school authorities such as CESD have been able to shift culture in this way. Using a panel-style format and a videography component, presenters from CESD and the University of Alberta, will share insights on this Alberta Story of Practice. Specifically, this panel presentation will highlight the value and impact of School Authority Wellness, and how innovative system education leadership at CESD has helped to 'move the needle' to bolster wellness – with clear links to indicators in the Superintendent Quality Leadership Standard competencies and key ideas to get started. This presentation is meant to share and inspire through concrete examples of how responsive, quality leadership can support changes to prioritize wellness for all members of the school community.

**As a result of attending this session, you will increase your awareness and understanding of:**

- school authority wellness,
- case study research, and
- how wellness prioritization supports and aligns with professional practice competencies for school system leaders.

### PRESENTERS:

**Ray Hoppins** is an Associate Superintendent, People Services at Chinook's Edge School Division. Ray is responsible for all areas of human resources, employment, personnel, and staff wellness across the division. He also serves as liaison superintendent for schools in Bowden, Carstairs, Cremona, Didsbury, Spruce View, the Career High Schools (Innisfail, Didsbury, Olds, Sylvan Lake and Gasoline Alley), Off Campus and the Colony schools.

**Kurt Sacher** is the Superintendent of Schools and Chief Executive Officer for Chinook's Edge School Division. Kurt's career in education has spanned 33 years, 28 of which have involved a variety of leadership roles at the school and division office level. Kurt has established an outstanding reputation in Alberta through the division-wide implementation of innovative programs in leadership and teacher mentorship.

**Aaryn Manning** is a Staff Health and Wellness Worker for Chinook's Edge School Division. She is the primary contact person for Staff Health & Wellness in the division. Aaryn chairs the Staff Health & Wellness Steering Committee and supports the work of the Wellness Champions. She also provides 1:1 counselling support and referrals for staff, as well as facilitating wellness sessions and sharing resources across the division.

**Genevieve Montemurro** is a Research Coordinator with the School of Public Health at the University of Alberta. Through her work with the Settings based Intervention Research through Changes in Lifestyles and Environments (SIRCLE) Lab, Genevieve is examining how and why school authorities in Alberta and British Columbia have been able to make wellness a priority and shift school culture.

**Session Host:**

## WHAT DOES THE TGSE POLICY MEAN TO YOU AS A SYSTEM LEADER?

✓ Modeling Commitment to Professional Learning

✓ Leading Learning

The

Teacher Growth, Supervision and Evaluation Policy applies to teachers in their various roles as teachers, principals, school jurisdiction leaders and superintendents and is aligned with the professional practice standards (Teaching Quality Standard, Leadership Quality Standard, or Superintendent Leadership Quality Standard) for the teaching profession of Alberta. As a result of attending this presentation participants will gain an understanding of and consider possible strategies for the development of a school authority teacher growth, supervision and evaluation policy.

**As a result of attending this session you will have the opportunity to:**

- Build an Awareness of the Teacher Growth, Supervision and Evaluation Policy (draft)
- Begin examining steps necessary for developing and implementing the policy in the school authority

**PRESENTER: Colleen Symyrozum-Watt** is a CASS Director of Leadership Learning. She has served in the field of education for over 30 years and served in various positions as teacher, Principal, Consultant, Director, Deputy Superintendent, and Superintendent. She also worked for Alberta Education in the Alberta Initiative for School Improvement Department. Colleen has a diverse educational background with specialties in elementary education, early childhood, educational leadership and executive coaching. She holds a Bachelor of Education degree, a Graduate Diploma in Early Childhood Education and a Master of Education Degree in Educational Leadership.

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

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