

**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

# CASS Fall Conference

November 3-5, 2021 - Online

## CASS Leadership Excellence:

Focusing on Alberta Stories of Practice and Professional Practice for Leaders in Education

CASS Professional Learning Goal 2021-22: Deepening the understanding and applying the learning to support implementation of professional practice.

*\*Session titles are hyperlinked to the session descriptions. Click on the grey box to return.*

### Wednesday, November 3, 2021

1:00 - 3:30 pm	<a href="#">Provincial Curriculum Review</a> Opening Remarks by Dr. Santiago Rincón-Gallardo
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### Thursday, November 4, 2021

8:00 am	Registration and Check in				
8:30 – 8:45 am	Welcome - CASS President Dr. Wilco Tymensen O Canada and Acknowledgement of the Land				
8:45 - 9:00 am	Minister’s Address - Honourable Adriana LaGrange				
9:00 - 9:45 am	CASS Strategic Plan Success Indicators				
9:45 – 10:00 am	Wellness and Transition Break				
10:00 am – 12:00 pm	Role-Alike Sessions for CASS Members only				
Chief Superintendents Facilitated by CASS President Dr. Wilco Tymensen (Horizon School Division) and CASS Executive Director David Keohane	*Workplace Wellness Facilitated by Paul Corrigan (Elk Island Catholic Schools)	*Human Resources and People Services Facilitated by Greg Miller (Grande Prairie & District Catholic Schools; CASS Zone 1 Director)	First Nations, Métis and Inuit Education Facilitated by Annalee Nutter (Fort McMurray Public Schools)	Curriculum, Assessment & Technology Facilitated by Joanne Pitman (Calgary Board of Education) and Shan Jorgenson-Adam (CASS Zone 4 Director)	Inclusive Education Facilitated by Danica Martin (Wolf Creek Public Schools) and Andrea Holowka (CASS Zone 5 Director)
	*Will be together from 10:00-11:00 a.m. to discuss staff wellness.				
12:00 – 1:00 pm	Lunch Break				
1:00 - 2:30 pm	✔ Modeling Commitment to Professional Learning ✔ Leading Learning ✔ Leading a Learning Community		✔ Building Effective Relationships ✔ School Authority Operations and Resources ✔ Managing School Operations and Resources		
	Implementation Workshops <ul style="list-style-type: none"><li>➤ Literacy, Numeracy and Curriculum Implementation</li><li>➤ Positive Behaviour Support Strategies for Student Success</li></ul>		✔ Supporting Effective Governance  Human Resources Presented by Colin Fetter of Brownlee LLP		
2:30 – 2:45 pm	Wellness and Transition Break				
2:45 – 3:45 pm	Special General Meeting				

The agenda package will be posted in the [CASS Member Portal](#).

*\*Session titles are hyperlinked to the session descriptions. Click on the grey box to return.*

Friday, November 5, 2021

8:30 – 8:40 am	Welcome and CASS Updates - CASS Executive Director David Keohane Acknowledgement of the Land and Gold Sponsor Acknowledgement				
8:40 – 9:15 am	<a href="#">Community Engagement: Diversity, Differences and Dialogue</a> Presented by Tannis Topolnisky and Kim Hyshka				
9:15 – 9:30 am	Wellness and Transition Break				
9:30 – 10:45 am	Alberta Stories of Practice				
Workplace Wellness	Governance	First Nations, Métis and Inuit	Curriculum, Assessment, Technology	Assurance Framework	Human Resources
<ul style="list-style-type: none"> <li>✓ Building Effective Relationships</li> <li>✓ Visionary Leadership</li> <li>✓ Embodying Visionary Leadership</li> <li>✓ Leading Learning</li> <li>✓ Leading a Learning Community</li> </ul>	<ul style="list-style-type: none"> <li>✓ Supporting Effective Governance</li> <li>✓ Understanding and Responding to Needs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Building Effective Relationships</li> <li>✓ Visionary Leadership</li> <li>✓ Embodying Visionary Leadership</li> <li>✓ Ensuring First Nations, Métis and Inuit Success</li> <li>✓ Supporting the Application of Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>✓ Modeling Commitment to Learning</li> <li>✓ Leading Learning</li> <li>✓ Leading a Learning Community</li> <li>✓ Providing Instructional Support</li> </ul>	<ul style="list-style-type: none"> <li>✓ Building Effective Relationships</li> <li>✓ Ensuring First Nations, Métis and Inuit Success</li> <li>✓ Supporting the Application of Knowledge</li> <li>✓ School Authority Operations</li> <li>✓ Managing School Operations</li> </ul>	<ul style="list-style-type: none"> <li>✓ Building Effective Relationships</li> <li>✓ Visionary Leadership</li> <li>✓ Embodying Visionary Leadership</li> <li>✓ School Authority Operations</li> <li>✓ Managing School Operations</li> </ul>
<a href="#">Relationships Matter Most: A Framework to Support Multiple Pathways to Student Success</a>  Presented by the author of The Third Path Dr. David Tranter, Laurie Kardynal (STAR Catholic) and Christina Hoover (Golden Hills)	<a href="#">Supporting Effective Governance Practices in Medicine Hat Catholic Schools</a>  Presented by Dwayne Zarichny (Medicine Hat Catholic)	<a href="#">Leading for Educational Equity - A Peace Wapiti School Division Story</a>  Presented by Darren Young (Peace Wapiti) and Kim Barker-Kay (NRLC)	<a href="#">Early Years (K-3) Numeracy Interventions</a>  Presented by Helmut Kaiser (Calgary Catholic) and Dr. Jessie Shirley (Grande Prairie Catholic)	<p><i>2 options</i></p> <p>1. <a href="#">11 Schools, 4 Nations, 1 Goal - Continually Improving the Quality of Cree Education for Children - Focused on Community Engagement</a></p> <p>Presented by Brian Wildcat, (Maskwacis Education School Commission)</p> <p>2. <a href="#">Community Engagement: Diversity, Differences &amp; Dialogue</a> - Keynote continued presented by Tannis Topolnisky and Kim Hyshka</p>	<a href="#">FSL Teacher Recruitment and Retention Strategies (Draft Guide)</a>  Presented by Gary Strother (CASS Life Members) and Andre Labrie (OPSOA)

10:45 – 11:00 am	Wellness and Transition Break				
11:00 am – 12:15 pm	Alberta Stories of Practice				
<b>Workplace Wellness</b>	<b>Governance</b>	<b>First Nations, Métis and Inuit</b>	<b>Curriculum, Assessment, Technology</b>	<b>Assurance Framework</b>	<b>Inclusive Education</b>
✓ Building Effective Relationships	✓ Supporting Effective Governance	✓ Ensuring First Nations, Métis and Inuit	✓ Modeling Commitment	✓ Supporting Effective Governance	✓ Building Effective Relationships
✓ Ensuring First Nations, Métis and Inuit	✓ Developing Leadership	✓ Supporting the Application	✓ Leading Learning	✓ Visionary Leadership	✓ Visionary Leadership
✓ Supporting the Application			✓ Leading a Learning Community	✓ Embodying Visionary Leadership	✓ Embodying Visionary Leadership
			✓ Providing Instructional Leadership	✓ Understanding and Responding	✓ Leading Learning
<a href="#">Community of Practice: Co-Creating the Conditions Where Staff and Students Thrive</a>	<a href="#">Extending and Integrating the Professional Practice Standards into Division Practice</a>	<a href="#">Education for Reconciliation: A CBE Land Acknowledgement Story</a>	<a href="#">Planning For and Leading a Research-based Literacy Program: Considerations for System Leaders</a>	<a href="#">The AERR... It's Your Story, So Tell It!</a>	<a href="#">Building Instructional Leadership Capacity in Inclusion at Wolf Creek School Division</a>
Presented by Christina Hoover, Deborah Hindz-Nunziata (Golden Hills), Laurie Kardynal, Clare Ganton, Chris Piro (STAR Catholic) and Krystal Abrahamowicz (Calgary Regional Consortium)	Presented by Sandy McDonald, James Robinson, Kim Frykas, Nancy Gorgichuk, Paul Therrien and Corinne Kruse (Grande Prairie Public)	Presented by Lori Pritchard and Michelle Ranger (Calgary Board of Education)	Presented by Dr. Miriam Ramzy (Foothills SD), Michelle Bence (University of Calgary), Jeff Grimsdale and Sue Humphry (Golden Hills SD)	Presented by Chad Erickson, Ron Eberts (Red Deer Public Schools) and Dr. Clint Moroziuk and Cathy Giesbrecht (Greater St. Albert Catholic Schools)	Presented by Danica Martin and Corrine Thorsteinson (Wolf Creek)

## Session Descriptions and Presenter Biographies

Wednesday, November 3, 2021

1:00 - 3:30 pm

### Provincial Curriculum Review

CASS has been provided a grant from Alberta Education to compile school authority's curriculum review feedback. System leaders' role leading this work, and timely contribution to the review process, represents CASS as a professional organization and its role in promoting the cause of education in Alberta.

Join your colleagues in reviewing the summary and synthesis of the provincial feedback received from the zones based on the established curriculum review process.

Dr. Santiago Rincón-Gallardo will open the session to share his research on the value of networking and collaboration in relation to addressing the arenas of education.

By attending this session, you will have the opportunity to provide your professional perspective into the synthesis as a basis for a final report to Alberta Education.

**Dr. 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 4, 2021**

**1:00 - 2:30 pm**

**Implementation Workshops:**

**Choose between 2 options:**

- **Literacy & Numeracy Interventions, Curriculum**
- **Positive Behaviour Support Strategies for Student Success**

Leading Learning through developing a [learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement](#) is essential work for system leaders. Join this workshop, with your leadership team or colleagues, to examine [research-informed opportunities for enhancing leadership, teaching, and learning](#) through comprehensive implementation planning.

The session will focus on the system leadership role in supporting teachers and leaders with implementation of new strategies, approaches or initiatives that improve student learning outcomes. The workshop will include stories of practice related to specific components of implementation based on content related to literacy, numeracy, curriculum or positive behavior supports. This focused dialogue will background content and instead center on practices and approaches that support teacher and leader growth. Strategically, we will consider how comprehensive implementation planning contributes to quality school leadership, quality teaching and optimum learning for all students. Time will allow for focused dialogue with colleagues about practices and approaches for implementation that support teacher and leader growth regardless of the content. These sessions will set the stage for understanding implementation approaches that will support you in getting ready for the K-6 curriculum and the inclusive education standards implementation.

As a result of participating in this session you will:

- Learn and dialogue with colleagues about strategies and approaches to consider when you are planning for implementation of interventions or innovations.
- Review and apply components of the Guide to Support Implementation: Essential Conditions <https://cass.ab.ca/planning-for-implementation/> thru the use of planning tools and templates during break out times.

**School Authority System Leaders who will share their Stories of Practice:**

**Literacy, Numeracy and Curriculum**

**Cheryl Kuemper** – Christ the Redeemer Catholic Schools: Sharing a story of practice related to getting ready for implementation of the piloting of the Math curriculum.

**Michelle MacKinnon** – Holy Spirit and **Kurtis Hewson** – Jigsaw Learning: Sharing a story of practice related to identification and continuous monitoring of indicators to measure progress in relation to divisional priorities.

**Positive Behaviour Support Strategies for Student Success**

**Dr. Lorraine Court** – Elk Island Catholic Schools: Sharing a story of practice related to developing a shared vision for supporting the needs of all students with specific connections to positive behavior supports. Lorraine will be joined by **Alyre**



**Morin**, Principal of École Our Lady of Perpetual Help Catholic School, Grade 5 - 8 (Middle School) and **Parveen Kalirai**, Behavior Consultant.

**Thursday, November 4, 2021**

**1:00 - 2:30 pm**

## **Human Resources Session**

**Human Resource system leaders'** role is well defined through various indicators identified through the competencies of the SLQS. Some specific examples include:

### **Building Effective Relationships:**

- collaborating with community and provincial agencies to address the needs of students and their families.
- employing team-building strategies and using solution-focused processes to resolve challenges.

### **School Authority Operations and Resources:**

- establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.
- ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan.

### **Supporting Effective Governance:**

- ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities.
- ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements

### **Join legal counsel Colin Fetter from Brownlee LLP for updates and dialogue about:**

- **Negotiations and Labour Relations**

At the March annual learning conference, Colin presented on the [Art and Science of Collective Bargaining](#). Many of our members found this presentation very valuable. In this session, Colin will continue from where the last session left off and drill down into more detail on the forms and techniques he uses for effective bargaining.

- **Investigations**

This portion of the session will focus on some key dos, don'ts and hidden issues and traps for workplace investigations.

- **COVID-19 Legal Considerations and Updates**

Where are we now with the COVID-19 Issues? As you all know, this seems to change almost weekly. At the time of writing this topic description the overriding issue of the day is vaccination and/or testing policies. This portion of the session will focus on whatever the "hot topic" of that week is for your divisions.

### **Presented by Colin Fetter**

Colin Fetter has extensive experience and specialization in the representation of School Division and Municipal clients, and in these areas, his practice and experience also extends to a wide array of issues affecting these unique institutional clients such as governance, risk management, and other issues arising from legislation such as the Education Act and Municipal Government Act. Colin Fetter was drawn to the legal profession by his love of advocacy. Now as a Partner at Brownlee, and the Leader of the firm's Employment and Labour Practice Group, Colin relishes and takes pride in tackling employers' often complex and highly inflammatory employee problems, often providing solutions and practical advice during the first phone call.

Friday, November 5, 2021  
8:40 – 9:15 am

## Community Engagement: Diversity, Differences and Dialogue Presented by Tannis Topolnisky and Kim Hyshka

We are living in a unique time. On one hand communication has never been so easy, text messaging, zoom calls, video conference, facetime, ...but is it really “easy”? While the number of communication technologies expands constantly, divisive community conversations are on the rise and there is an overwhelming pattern of talking “at” people rather than “with” them.

School systems are faced with holding and navigating tough conversations such as mask policies, curriculum changes and vaccinations. So, if the quality of our conversations directly correlates to the quality of relationships, decisions and community, it's time to stop and take stock. Each of us contributes to this new normal, so as leaders, teachers, colleagues we need to consider how to best engage and interact with those around us.

Join us for the activation address, where we explore how to effectively navigate diversity and difference through dialogue.

**Presented by Tannis Topolnisky and Kim Hyshka**



**Tannis Topolnisky** - As a Certified Public Participation Professional (CP3) I support organizations to make the best decisions possible by ensuring those impacted and interested have an opportunity to contribute, feel valued, heard and respected. I've managed over 300 projects aimed at bringing diverse audiences together to build relationships, establish trust and work together to make decisions. As owner of Topent Ltd, I provide facilitation, engagement, coaching and training to organizations around the world. What I am most passionate about though is working together to make a difference in individuals, organizations, communities and their relationships; leaving everyone in a better place than where they started.

**Kim Hyshka** - I'm a believer that just about anything is possible with a little dialogue. My mission (and I hope you'll join me) is to chart a different course for public conversations, better conversations that open possibility, cultivate collaboration and spark change through dialogue. With over 12 years working in the field of engagement, I've developed a passion for designing and facilitating conversations that matter and creating engagement experiences where participants feel valued, relationships are built, and initiatives and projects move forward. You'll find me in the midst of both large and small-scale projects, bringing experience facilitating community forums in large urban centers or walking pipelines with Elders in the remote wilderness. Over the last number of years, I've worked with clients to provide advice and strategy development for high-stakes and emotionally charged conversation and situations. It's my great pleasure to work with public organizations, governments and private companies across Canada as well as internationally.



Friday, November 5, 2021  
9:30 – 10:45 am

## Alberta Stories of Practice

### RELATIONSHIPS MATTER MOST: A Framework to Support Multiple Pathways to Student Success at STAR Catholic and Golden Hills School Division

COVID has greatly magnified the importance of the link between student well-being as foundational to student learning and success. How do you engage staff in addressing the importance of human connection with students in our care, before addressing learning and academics? STAR Catholic and Golden Hills School Divisions have ventured on a journey to embrace and embed this fundamental concept into their schools. Through the Third Path, they have begun to work with staff on the difference between simply valuing relationships and adopting a relational mindset. They endeavored to answer the questions, “How can clarifying the HOW and WHY of teaching (rather than just the WHAT) help all students to flourish? How can education leaders support teachers to make meaningful change that lasts?” The Third Path Framework emphasizes the adoption of a relational approach to education through the strengthening of the Eight Conditions for Learning and Development (Safety, Regulation, Belonging, Positivity, Engagement, Identity, Mastery and Meaning), both in the classroom and throughout the organization. The framework draws upon wide-ranging research which has been documented in the book: *The Third Path: A Relationship-Based Approach to Student Well-being and Achievement*. It is currently being implemented by districts across Canada and this hands-on workshop will be co-presented by the author of *The Third Path*, Dr. David Tranter, STAR Catholic and Golden Hills, who will share how this framework has been uniquely implemented in both school divisions.

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

- Establish a social emotional learning framework to support all educators and students' wellbeing

**Presented by the author of *The Third Path* Dr. David Tranter, Laurie Kardynal (STAR Catholic) and Christina Hoover (Golden Hills)**

**Dr. David Tranter** is the Associate Professor, Faculty of Social Work at Lakehead University. Dr. David Tranter has been teaching and working in mental health, well-being, and education for over 30 years. As a researcher, professor and the Scientific Director for the Centre for Relationship-Based Education, Dr. Tranter works widely with educators across Canada and beyond to support students at all grade levels to reach their highest potential. He is a dynamic, thought-provoking, and entertaining speaker, who has challenged educators across the country to think differently about their role, and to understand the needs of students on a deeper level. He is the co-creator of *The Third Path*: a relationship-based pedagogical framework that promotes both student well-being and academic achievement. His book, “*The Third Path*”, is now available through Nelson. More information about his work can be found at <http://www.thirdpath.ca/> and <https://www.relationshipbasedschools.com/>.

**Laurie Kardynal** has been the Assistant Superintendent of Learning Services for STAR Catholic for the past 3 1/2 years. Laurie has held many roles in her career; she has served as a school administrator, worked in curriculum implementation at Alberta Education, was a Curriculum and Assessment Consultant, as well as a Field Experience Associate at the University of Alberta. Addressing relationship-based education has always been a passion for her throughout her career.

**Christina Hoover** has been an educational leader in Golden Hills School Division in her roles as teacher, instructional coach and administrator. In her current role, Christina is the Director of Learning and supports Inclusive Education, First Nation Metis Inuit initiatives and Learning Services.

## Supporting Effective Governance Practices in Medicine Hat Catholic Schools

The contextual landscape for superintendents in Alberta is changing. Managing the board was once the main responsibility of the superintendent. With the implementation of the superintendent leadership quality standard, superintendents are now expected to demonstrate a number of competencies as part of their role. One major competency is supporting effective governance practices of the board they serve. This session will focus on building superintendent and trustee efficacy in moving towards more effective governance practices and introduce the approach that our jurisdiction using. Our governance model is grounded in a coherent approach to developing effective governance practices, based on Fullan's Governance Core. Our work depends on collaboration between superintendent, senior administration and the board of trustees in order for governance practices to evolve and be sustained. Implementing a new approach to governance however will provide benefit to students and staff for many years to come. The intended outcome of developing effective governance practices is improved student success.

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

- be provided with an approach to supporting your board in becoming more effective in their governance practices. This presentation is not about sharing what we have done, but rather what we are doing as this work is a journey not a destination. Participants will be provided with examples of tools that can be adopted and used in their own jurisdictions.

### Presented by Dwayne Zarichny

Dwayne Zarichny has spent his entire working career in education. He is currently superintendent for the Medicine Hat Catholic Board of Education. His previous roles have included teacher, director of international programs, associate superintendent, and deputy superintendent. He recently completed his EdD, with his dissertation focusing on supporting effective governance practices. Dwayne is married and has two sons.

## Leading for Educational Equity - A Peace Wapiti School Division Story

Darren Young, Deputy Superintendent of Peace Wapiti School Division, will share the impact and influences of a collaboration with the Northwest Regional Learning Consortium (NRLC) focusing on building educational equity for student achievement and advancing education for reconciliation at the district level. Darren and his administration team spent two years with NRLC consultant, Kim Barker-Kay. School-based administrators will share the influences of this work on their leadership and schools; Kim will introduce you to her work and research entitled "Building Educational Equity from the Inside Out." Learn how the Peace Wapiti leadership team continues to transform their district incorporating a holistic approach that encompasses visionary leadership, a unified focus on increasing foundational knowledge for all, and a pragmatic approach to building effective relationships at all levels.

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

- learn how a school division leadership team is transforming their district and schools incorporating a wholistic approach that encompasses a collaboration of visionary leadership, a unified focus on increasing everyone's foundational knowledge about Canadian history and Indigenous peoples, and a pragmatic approach to building effective relationships at all levels.

### Presented by Darren Young and Kim Barker-Kay

**Darren Young** is the Deputy Superintendent of Peace Wapiti School Division. Darren's portfolio includes professional staffing; accountability data collection and reporting; school improvement planning; principal growth, supervision and evaluation; leadership development; annual education planning; school improvement, to name a few. Darren became part of the Peace Wapiti School Division back in 2014 as the Principal of Harry Balfour School. Darren has been involved in leadership roles throughout his career.

**Kim Barker-Kay** is currently a consultant with the Northwest Regional Learning Consortium. Previously, she was a teacher, principal, and researcher in northern Alberta. Her work evolved into a focus on building educational equity. This path led her to the work of many influential educators in the field such as Curtis Linton, Anthony Muhammad, John Hattie, and Mike Mattos. Kim spent many years involved in diversity leadership training with the National Coalition Building Institute. Additionally, Kim had the unique experience as the protégé of a Cree Elder for ten years. As a principal, she was able to put all she learned into practice with favourable results in student achievement. Kim learned firsthand the complexities involved in building educational equity. Professional development resources entitled "Building Educational Equity from the Inside Out" can be found on the ARPDC website: <https://sites.google.com/arpdc.ab.ca/buildingeducationalequity/home>

## Early Years (K-3) Numeracy Interventions

System leaders' model leading learning when they ".... establish and sustain a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success, and continuous improvement." Planning based on student learning data and research leads to the identification of interventions that best support student learning for a particular context. This session will highlight Alberta Stories of Practice and how system leaders use data to determine which numeracy intervention(s) are effective within the local context.

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

- learn stories of practice that are framed around questions similar to:
  - What numeracy intervention practices or programs is your school district using?
  - What evidence informed your decision?
  - How do you monitor and evaluate student learning progress and/or program/practice implementation?

### Presented by Helmut Kaiser and Jessie Shirley

**Helmut Kaiser** is the Director of Learning Services for the Calgary Catholic School District. He has served the district for the past 25 years as Teacher, Assistant Principal, Vice-Principal, Principal, Supervisor and Director. Currently, his responsibilities include overseeing the Department of Teaching and Learning and acting as the primary school-district liaison with Alberta Education for Assessment and Curriculum development.

**Jessie Shirley**'s professional journey began as an educational assistant and since had extensive experience as a classroom teacher as well as spending time as an Administrator, District Lead for Numeracy, Co-ordinator for the Alberta Initiative for School Improvement, and Assistant Superintendent of Teaching and Learning. She has a Masters' Degree that focused on the implementation of the Alberta K-9 Mathematics Program of Studies, and a Doctorate from the University of Calgary that focused on High School Redesign and diverse pedagogical approaches. She has presented on mathematics and numeracy at numerous conferences locally (through school divisions and the NRLC) provincially (through CASS and MCATA), and internationally (through the NCTM). She is passionate about pedagogy and learning that is joyful and engaging for both students and teachers.

## 11 Schools, 4 Nations, 1 Goal - Continually Improving the Quality of Cree Education for Children – With a focus on Community Engagement

In this session Brian will share Maskwacîs Education Schools Commission's (MESC) unique context and approach to strategic planning which draws upon rich community engagement and careful consideration of obstacles and challenges. MESC began as a collaboration between the education authorities in Maskwacîs. Maskwacîs amalgamated 11 schools from 4 separate authorities to create the Maskwacîs Education Schools Commission (MESC) and is owned & operated by Ermineskin Cree Nation, Louis Bull Tribe, Montana First Nation and Samson Cree Nation. MESC is the education authority for the Maskwacîs Cree and was developed based on Maskwacîs Cree values and focused on the needs of students. Ongoing extensive community engagement, to examine ways of improving student achievement, continues to inform planning. Join us to learn how by focusing on students, MESC is able to continually improve the quality of Cree education for children and provide assurance to the communities they serve.

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

- learn a unique approach to strategic planning (Competency 6),
- explore ongoing engagement strategies (Competency 1),
- learn the use of data throughout the planning, implementation and results reporting (Competency 6) and,
- hear strategies successful in improving the quality of Cree education (Competency 5).



### **Presented by Brian Wildcat, Maskwacis Education School Commissions**

Brian Wildcat is a member of the Ermineskin Cree Nation and has lived in Maskwacis, AB his entire life. He is married with three children. He attended Augustana (then Camrose Lutheran College) from 1976-79 and went on to receive a Bachelor of

Physical Education in Outdoor Pursuits from the University of Calgary in 1987. After negotiating the transfer of the federally run Ermineskin Schools to "local control" in 1991, he returned to the University of Alberta and completed his Master of Education in Educational Administration in 1995.

Through his continuing achievements in First Nation education, Brian has proven himself both a well-regarded alumnus of the University of Alberta's Augustana Campus and a champion of Indigenous education. Some of the highlights of Brian's career spanning over 30 years include:

- Founding member and first director of the Ermineskin Education Trust Fund
- Negotiation and transfer of Ermineskin Schools to local control
- Presented with an eagle feather headdress and became an honorary chief of Ermineskin
- First Nations management consultant in strategic planning, governance and community development
- Director of Treaty Six Education
- Superintendent of Ermineskin Schools, Miyo Wahkohtowin Education for 20 years

### **Community Engagement: Diversity, Differences & Dialogue**

Remember our keynote, where we suggested... We are living in a unique time. On one hand communication has never been so easy, text messaging, zoom calls, video conference, facetime, ...but is it really "easy"? While the number of communication technologies expands constantly, divisive community conversations are on the rise and there is an overwhelming pattern of talking "at" people rather than "with" them. School systems are faced with holding and navigating tough conversations such as mask policies, curriculum changes and vaccinations. So, if the quality of our conversations directly correlates to the quality of relationships, decisions and community, it's time to stop and take stock. Each of us contributes to this new normal, so as leaders, teachers, colleagues we need to consider how to best engage and interact with those around us.

#### **Did the keynote get you thinking? Ready to dive deep into these topics in an interactive, experiential way?**

This interactive session will explore what it takes to convene better, have more connected conversations, to constructively explore our differences and as a result, build relationships and trust. Strong leaders know how to breathe new life into old problems, but they also know they can't go it alone.

As a result of participating in this session, you will have the opportunity to:

- Learn in an experiential way, three tools to support controversial conversations and topics
- Understand the ways of being (mind set and heart set) to effectively lead these types of conversations
- Walk away with a ready to use discussion guide that you can implement right away for any tough topic

**Presented by Tannis Topolnisky and Kim Hyshka** (See bios with keynote)

### **FSL Teacher Recruitment and Retention Strategies (Draft Guide)**

This project was initiated by the OPSBA (Ontario Public School Boards Association) and is a pan-Canadian initiative funded in part by the Department of Canadian Heritage and the Province of Ontario. It is looking for an Alberta perspective on the challenges of attracting and retaining French Second Language (FSL) teacher to jurisdictions; a challenge across Canada.

It is aimed at HR professionals by providing a guide that would support the effective recruitment and hiring practices of FLS teachers and explore alternatives that would ultimately increase the overall supply of FSL teachers. Research conducted as part of this initiative has the intention of producing a comprehensive list of higher-yield strategies that districts would find useful in this pursuit. SLQS competencies that will be covered would include Building Effective Relationships, Visionary Leadership and School Authority Operations and Resource.

As a result of participating in this session, as HR professionals, you will have the opportunity to:

- become aware of a new draft Guide that will assist school jurisdictions with recruiting and retaining FSL teachers; a challenge that is universal across Canada. Within the guide are tools that HR professionals can evaluate their current strategies that support their practices.

**Presented by Gary Strother (CASS Life Members) and Andre Labrie (OPSOA)**

**Gary Strother** retired as Chief Superintendent of the Calgary Catholic School District in 2020 and is currently on the Writing Team for the current draft Guide for Recruitment and Retention of FSL Teachers.

**Andre Labrie** is the recently retired Superintendent of HR for the Limestone District School Board in Kingston, Ontario and past chair of the Ontario Senior Negotiators Organization. He is also a member of the Writing Team as well as the Training and Implementation Facilitator.

**Friday, November 5, 2021**

**11:00 am – 12:15 pm**

## **Alberta Stories of Practice**

### **Community of Practice: Co-Creating the Conditions Where Staff and Students Thrive**

Using a reflective and collaborative process, this session will unpack the components of school community wellness and support system leaders in identifying current system strengths and needs. The Third Path framework will be discussed as a useful model to consider the initiatives already underway in your jurisdiction and how they are aligned. CASS Workplace Wellness framework and resources will also be explored as a model to use when developing system plans to support staff and student wellbeing. <https://cass.ab.ca/resources/wellness/>

The Third Path framework and the CASS Workplace Wellness Framework will be discussed as useful models to consider the initiatives already underway in your jurisdiction and how they are aligned.

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

- to consider whether an on-going community to support wellness planning would be helpful.

**Presented by Christina Hoover, Deborah Hindz- Nunziata (Golden Hills), Laurie Kardynal, Clare Ganton, Chris Piro (STAR Catholic) and Krystal Abrahamowicz (Calgary Regional Consortium)**

**Christina Hoover** has been an educational leader in Golden Hills School Division in her roles as teacher, instructional coach and administrator. In her current role, Christina is the Director of Learning and supports Inclusive Education, First Nation Metis Inuit initiatives and Learning Services.

**Deborah Hindz-Nunziata** is a teacher and Registered Psychologist who has been working with Golden Hills School Division for over 30 years. Her experience includes collaborative initiatives with multi-system partners and community agencies.

**Krystal Abrahamowicz** is the Executive Director for the Calgary Regional Consortium. During her time with the 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. 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.

**Clare Ganton** has been the Director of Faith Life and Religious Education for STAR Catholic Schools since 2014. Part of Clare's role is collaborating with the Director of Student Services to oversee STAR Catholic's mental health and wellness initiatives.

**Chris Piro** has been the Director of Student Services for St. Thomas Aquinas Catholic Schools for the past three years. Her previous roles in the district include elementary teacher in grades K-6, Learning Support Facilitator and Vice Principal. In collaboration with other directors, Chris has been involved in developing mental health initiatives for the Division and supporting schools' wellness plans.

**Laurie Kardynal** has been the Assistant Superintendent of Learning Services for STAR Catholic for the past 3 1/2 years. Laurie has held many roles in her career; she has served as a school administrator, worked in curriculum implementation at Alberta Education, was a Curriculum and Assessment Consultant, as well as a Field Experience Associate at the University of Alberta. Addressing relationship-based education has always been a passion for her throughout her career.

## Extending and Integrating the Professional Practice Standards into Division Practice

After 3+ years of preparing for and beginning implementation of the new Professional Practice Standards, our focus has shifted from developing an understanding of them to embedding the Standards into our growth planning practices and our Division's annual assurance cycle. The introduction of a new Assurance Framework in the province has created an opportunity for us to connect the 3 Standards to our work developing Assurance in GPPSD.

This session will describe the approach being used to connect the professional practice standards to the GPPSD organizational structure and will explain the role the 3 standards play in supporting our 3 Year Education Plan. This session will also introduce how Competency 7 of the SLQS, Supporting Effective Governance has become a more visible part of the work of our system leadership team this year. The voice of school principals and school board trustees will be part of the presentation as well.

By attending this session, participants will learn:

- An overview of the alignment of the GPPSD 3 Year Education Plan, School 3 Year Education Plans, and the system leadership team's work to embed the 3 Standards.
- A description of how the 3 Standards support the development of system assurance in GPPSD
- A description of how and why SLQS7 is becoming more visible in GPPSD leadership planning and behaviour this year

### Presented by Sandy McDonald and his Leadership Team

#### **Sandy McDonald – Superintendent of Schools**

Sandy is in his 7<sup>th</sup> year as Superintendent of Schools for the Grande Prairie Public Division and is in his 25<sup>th</sup> year of being a school administrator and system leader in GPPSD.

#### **James Robinson – Deputy Superintendent of Schools**

James is in his 7<sup>th</sup> year as the Deputy Superintendent of Schools for the Grande Prairie Public School Division and his 13<sup>th</sup> year as a system leader with GPPSD. His extensive experience as a teacher, school and system leader in the Northwest Territories has prepared him well for his current role leading operations in the Division.

#### **Kim Frykas – Director of System Planning**

Kim is in her 10<sup>th</sup> year as a system leader and her 22<sup>nd</sup> year with GPPSD. Kim coordinates all Division planning and reporting and leads the collection and analysis of formative and summative evidence of student growth and achievement. She also is the primary support for school principals related to their planning, organizational and stakeholder engagement activities

#### **Nancy Gorgichuk – Director of Inclusive Learning**

Nancy is in her 31<sup>st</sup> year with GPPSD and her 6<sup>th</sup> year as a system leader, following 13 years serving as principal and vice principal. She uses her significant experience, passion, and vision for supporting the individualized needs of all students to lead the evolution of GPPSDs inclusive learning environments.

#### **Paul Therrien – Director of Student Supports**

Paul is in his 16<sup>th</sup> year with GPPSD, and has experience in two other school divisions. After 10 years as a school leader, Paul is in his 3<sup>rd</sup> year as a system leader. Paul uses his broad experience to provide excellent support school leadership teams with student related issues and parent concerns around attendance, student conduct, extra curriculars and athletics and other division programming.

#### **Corinne Kruse- Director of Teaching and Learning**

Corinne is in her first year as a system leader, after 16 years as principal and vice principal. Her experience and planning skills have prepared her well to provide leadership to school administrators and teachers in the area of curriculum and instruction at a time when so much change is expected in the next year.

### **Education for Reconciliation: A CBE Land Acknowledgement Story**

This session will share how the Calgary Board of Education has positioned the act of acknowledging the land as the essential entry point to ensuring First Nations, Métis and Inuit Education for all leaders, staff and students. For the last two years, the CBE has implemented a professional learning framework focused on using the CBE land acknowledgment to engage school and system leaders to gain knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of Indigenous peoples for the benefit of all students. Now in year three, the framework is expanding to include school staff, students and families.

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

- learn the importance of land acknowledgements,
- how to create the processes and structures needed to move beyond reading land acknowledgements as scripts, and,
- how land acknowledgements support education for reconciliation through professional learning and resulting action.

#### **Presented by Lori Pritchard and Michelle Ranger**

**Lori Pritchard** is the current Education Director for Indigenous Education, Calgary Board of Education. She is Métis from Saskatchewan and has been a teacher and leader of Indigenous Education for more than twenty-five years.

**Michelle Ranger** is the System Principal for Indigenous Education. Michelle is Métis whose homeland is St. Laurent, Manitoba.

### **Planning For and Leading a Research-based Literacy Program: Considerations for System Leaders**

What do system leaders need to know about literacy programming to support all learners? This session will explore the why, the how, and the what for system leaders as they plan, prepare, and evaluate their divisional literacy programming.

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

- Engage with other leaders to build personal and collective professional capacities and expertise
- Critically review and apply educational research to inform effective practice
- Develop a shared responsibility for the success of all students
- Develop an understanding of a comprehensive literacy program and engage with guiding principles of literacy programming

#### **Presented by Dr. Miriam Ramzy, Michelle Bence, Jeff Grimsdale and Sue Humphry**

**Dr. Miriam Ramzy** is the Director of Student Learning, Jr K - 6, for the Foothills School Division. The focus of her education, teaching practice, and professional development endeavours has been on early learning and literacy. Miriam has her PhD from the Werklund School of Education; her doctoral work looked at early literacy learning in a grade one setting, with an emphasis on writing instruction, and the role of printing and word study. Her passion for supporting teachers in building powerful literacy classrooms, where all learners experience success, drives her work.

**Michelle Bence's** passion is early literacy. She is an enthusiastic educator with over 18 years of teaching experience. Over the past few years, Michelle has worked extensively with several school boards in Alberta, investigating professional teacher learning and evidence-based early literacy practice. Currently, Michelle is a Ph.D. student at the University of Calgary, examining the connection between language use, meaning construction and early literacy acquisition.

**Jeff Grimsdale** is the Associate Superintendent for Learning Services with Golden Hills School Division.

**Sue Humphry** is a Registered Psychologist for Learning Services with Golden Hills School Division.

## The AERR... It's Your Story, So Tell It!

Come learn from school authorities that are framing their AERR report on the results obtained from implementing the education plan and actions taken to meet responsibilities, performance and finance, in the key assurance domains. The AERR Requirements include the following:

- Data Analysis
- Commentary on results
- What results to report
- Displaying the results
- Required local components

But, additionally, the AERR is much more than just a report of data and analysis. The AERR, when viewed hand-in-hand with the Assurance Framework, represents a story of both the successes and tribulations within their schools divisions. The school authorities who will be sharing will address these aspects of the AERR process.

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

- Learn from colleagues that are framing their AERR on the Assurance Framework
- Set the stage for your future planning and reporting around using the assurance framework or hearing of strategies that have the potential to enhance your current process based on your context.

**Presented by Chad Erickson, Ron Eberts (Red Deer Public Schools) and Clint Moroziuk (Greater St. Albert Catholic Schools)**

**Chad Erickson** is currently in his second year as Superintendent for Red Deer Public Schools. Prior to becoming Superintendent, he served in various leadership roles within the division including five years as the Associate Superintendent, Student Services.

**Ron Eberts** has been a member of the Senior Admin Team at Red Deer Public Schools since August of 2002. In that time he has been responsible for several portfolios, including Technology & Information Services; Learning Services; First Nations', Métis, and Inuit Learning Services; Transportation; and Strategic Planning and Reporting.

Ron attended the University of Calgary for his Bachelor of Education, as well as his Master of Education in the area of Curriculum and Instruction (Specialization: Educational Technology and Instructional Design).

Outside of the office Ron can often be found running and swimming (and in the summer, biking too), as well as spending time with his family.

**Dr. Clint Moroziuk** commenced his role as Superintendent of Greater St. Albert Catholic Schools on August 1, 2020. Clint brings over twenty-four years of experience in education, having served in a variety of teaching and leadership roles in two school jurisdictions.

Clint is a committed lifelong learner, holding a Doctorate of Education from the University of Calgary, a Master of Religious Education from Newman Theological College, a Master of Arts in Education from the University of Phoenix, and a Bachelor of Education degree from the University of Alberta.



Clint enjoys music and plays a variety of instruments. He recently wrote a song entitled “Arise!” to coincide with his division’s three-year faith theme – “Arise: Get up! Get going! Go with God!” He feels fortunate to be able to employ many of his passions, such as music, within the context of his work.

Clint enjoys making authentic connections with the students, staff, families, parishes, community partners, and Board of Trustees. He endeavours to approach each day seeking ways in which he can be of service to others.

**Cathy Giesbrecht** began her role as Assistant Superintendent of Learning Services in Greater St. Albert Catholic Schools in April of 2021. Cathy brings a wide variety of experiences from a career in education that has spanned 24 years. Prior to this role, she has served in Catholic education as a Teacher, Learning Support Facilitator, Vice Principal, and Principal. Cathy has worked extensively in French Immersion programming over the course of her years in education and is passionate about bringing faith alive for students. Cathy holds a Master of Education Degree from the University of Calgary, specializing in Educational Leadership and a Bachelor of Education degree from the University of Alberta, graduating with Distinction. Cathy takes pride in collaborating with colleagues, near and far, to bring innovative ideas into schools and her community.

### **Building Instructional Leadership Capacity in Inclusion at Wolf Creek School Division**

In this session, we will be summarizing the work that was initiated with our Wolf Creek Administrators' Association in the area of instructional leadership and leading inclusion. This topic was a result of a need identified by our school administrators. Our work sought to build capacity in the areas of culture and beliefs, environmental scans, structures and processes for supporting inclusive practices and aligning this work with several competencies outlined in the Leadership Quality Standard. Resources and processes will be shared in the presentation that attendees can apply to their own context.

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

- enhance your understanding of how to effectively collaborate with school leaders to build professional capacities and expertise (SLQS- 2B).
- enhance your understanding of establishing and sustaining a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success, and continuous improvement (SLQS 4).

**Presented by Danica Martin and Corrine Thorsteinson**

**Danica Martin** is the Assistant Superintendent - Education Services with Wolf Creek Public Schools.

**Corrine Thorsteinson** is the Assistant Superintendent - People Services with Wolf Creek Public Schools.