

## 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 Leadership Quality Standard

Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students. Alberta Education MINISTERIAL ORDER #002/2020



# CASS Annual Learning Conference – March 16-18, 2022, Fantasyland Hotel

CASS Professional Learning Goal 2021-22:

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

CASS Professional Learning Opportunities contribute to achievement of CASS Strategic Priority 3:  
**Comprehensive and Collaborative Professional Learning**

Based on CASS Professional Learning Advisory committee review of data received from members at the FALL Conference Survey, Role Alike and CASS Prospective conversations, as well as emerging needs identified based on our provincial context, the conference will focus on various themes including: **Data Leadership, Mental Well-Being, Getting Ready for New Curriculum Implementation, Governance, Recruitment and System Leadership** supporting members growth based on the Superintendent Leadership Quality Standard (SLQS) and Leadership Quality Standard (LQS) Practice Standards.

**Wednesday, March 16, 2022**

**MORNING – Conclusion of the First Nations, Métis and Inuit Education Indigenous Gathering**

**1:00 – 4:00 pm Pre-Conference**

**Data Informed Leadership: How Can Data Influence Leadership Decisions?**

<https://cass.ab.ca/conferences-workshops/2022-cass-annual-learning-pre-conference/>

Please go to the link for the full pre-conference program highlighting sessions with Grande Yellowhead Public School Division and Calgary Board of Education.

Being data-informed aligns with your ability to analyze your context and make decisions about what leadership knowledge and abilities to apply to support quality school leadership, quality teaching and optimum learning for all students in the school authority. This session will provide an opportunity to learn how your colleagues interpret and communicate interpretations of data and hear from a school authority about how data analysis permeates all their systems practices. A concluding activity will focus on using student learning data for getting ready for the new curriculum and will model approaches to using information to support your school authorities' directions.

**Outcome:** As a result of attending this pre-conference, you will enhance your capacity around understanding and interpreting data to identify and solve problems, make decisions, inform practice(s), and plan for continuous improvements.

6:00 - 7:00 pm	<b>Registration and Check In for the Annual Learning Conference</b>
7:00 - 8:00 pm	<p><b>Welcome and Opening</b>  <b>Let's Make Time for PLAY! with Tracy Lockwood</b></p> <p>Movement and music are powerful tools to help people connect to themselves and to others. In this conference opening, you will gain a better understanding of mental health and the factors that affect it, while experiencing an interACTIVE dance class that targets the 4 domains of well-being. Social interaction promotes a sense of belonging, is good for brain health and supports your mental wellbeing. Combining activity with an opportunity to socialize provides double the value. This session will bring joy, happiness and connections through movement and music. Activities can be replicated and will support positive social interactions, inspire creative self-expression and increase motivation for lifelong active participation.</p> <p><b>Outcome:</b> As a result of attending this conference opening you will have the opportunity to network with your colleagues, support your own well-being and learn activities that will motivate your school authority teams to ensure that movement and activity are an important part of every day.</p>
8:00 pm	<b>President's Reception</b>

**Thursday, March 17, 2022**

7:45 – 8:30 am	<b>Breakfast and Registration/Check In</b>	
8:30 – 8:45 am	<b>Welcome, Acknowledgement of the Land, Gold Sponsor Acknowledgement</b>	
8:45 – 9:30am	<b>World Café Addressing Emerging Topics with Your Colleagues</b> Topics such as Local Measures, Community Engagement, Staff Recruitment, Mental Well-Being	
9:30 – 10:00 am	<b>Wellness, Networking and Transition Break</b>	
10:00 am – 12:00 pm	<b>Role-Alike Sessions for CASS Members only</b>	
<b>Chief Superintendents</b> Facilitated by CASS President Dr. Wilco Tymensen (Horizon School Division) and CASS Executive Director David Keohane	<b>Curriculum, Assessment, Technology:  Getting Ready for New Curriculum</b> Facilitated by Michelle Bence, Lori Cooper, Terri Duncan, Katie Graham, Jeff Grimsdale, Sue Humphrey, Shan Jorgenson-Adam, Cheryl Kuemper, Jen Lefebvre, Joanne Pitman, Miriam Ramzy and Terri Reid	<b>Workplace Wellness, Human Resources and Inclusive Education, First Nations, Métis and Inuit</b> Facilitated by Jennifer Turner, Dr. Paul Corrigan, Andrea Holowka, Danica Martin, Greg Miller and Annalee Nutter
	<p>How might we leverage pedagogical approaches that result in conceptual understanding and learning that transfers, in preparing to implement a primarily knowledge based new curriculum?</p> <p><b>Outcome:</b> As a result of attending this series of sessions, beginning with the Curriculum, Assessment and Technology Role Alike*, an opportunity is available to contribute to the creation of leading learning guide resources that will support system leaders in their role supporting getting ready for implementation of the new curriculum and supporting quality school leadership and quality teaching resulting in optimum learning for all students in the school authority.</p>	<p><a href="#">The Child and Youth Well-Being Review</a> was established to better understand the full scope of the psychological, social, educational and physical effects related to COVID-19 pandemic on children and youth.”</p> <p>Outcome: As a result of attending this combined role alike session you will have an opportunity to learn about recommendations to support well-being and contribute to the</p>

\*The Pre-conference on Data Leadership will provide an opportunity to reflect on the data and evidence in support of teachers planning for student learning with new curriculum.

Through structured sharing of your current work and in combination with accessing the expertise of colleagues, you are invited to join a workshop approach that aims to develop leading learning guides to support your system leadership role as it relates to preparing for implementation of a new curriculum.

Participants will have the opportunity to actively engage in one of two areas of focus:

Opportunity to access materials developed, and support further development following the conference, will be available for all CASS members. For continuity of the work please choose one theme to participate in throughout the conference.

Opportunity to choose one of two themes.

**1. Identify core/foundational instructional practices that endure to support optimal student learning:**

Participants will share and explore strategies which will be the foundation of a leading learning guide intended to deepen system leaders' understanding of new curriculum, affirm enduring/foundational instructional practices to be leveraged that lead to optimum student learning and to support system leaders as they design professional learning. Come to this series of workshops if you wish to be engaged in working groups leveraging and designing plans to introduce new curriculum, leverage current instructional practices and ensure coherence with your school authorities' beliefs about student learning, practices to address diversity and classroom assessment (e.g., Pedagogical/ Instructional core: Content, Teacher, Student).

**2. Literacy and Numeracy:**

Participants will share and explore core literacy and numeracy practices/beliefs, identify commonalities around core components, and design a leading learning guide(s) to support system leaders as they design professional learning that utilizes these foundational frameworks to introduce new curricular outcomes. Come to this

compilation of strategies, approaches and processes that support well-being.

The portion of the combined role alike time will provide an opportunity to learn from panel members Jennifer Turner, Dr. Kelly Schwartz and Dana Fulwiler. This time will include a focus on identification of researched and practice-based strategies and approaches to address recommendations. Opportunity for learning from and with colleagues will be provided based on a recommendation from the review where you may choose to focus. A collection of the research and practice-based strategies and approaches to address each recommendation will be compiled and shared with all CASS members, beginning with a compilation of ideas on CASS Pro-spective. Time to focus on more than one of the specific recommendations will be provided: Recommendations that will be explored may include:

**Recommendation #4:** Recognize and enhance the essential role of schools in interdisciplinary wraparound services and supports for mental health and well-being of students.

**Recommendation #5:** Create more opportunities for children and youth to have improved access to cultural, sports, arts and recreational activities.

**Recommendation #7:** Advance existing and create new supports where necessary for those adults who are helping children and youth to navigate adverse experiences during the pandemic.

	series of workshops if you wish to leverage your literacy and numeracy approaches to frame your leadership support for the new curriculum.	<p><b>Recommendation #8:</b> Explore and activate ways to better track, measure, and understand the learning impacts of the pandemic and inform decisions to strengthen school capacity to respond.</p> <p><b>Recommendation #10:</b> Accelerate and utilize data collection, collaboration, and innovation to better assess child and youth development and enhance decision making related to their well-being and resiliency.</p>
12:00 – 1:00 pm	Lunch Break	

1:00 - 2:30 pm (90 minutes)	Alberta Stories of Practice				
✓ Leading Learning	✓ Modeling Commitment to	✓ Building Effective Relatio	✓ Building Effective Relatio	✓ Building Effective Relatio	<ul style="list-style-type: none"> <li>Building Effective Relationships</li> </ul>
✓ Modeling Commitment to	✓ Visionary Leadership	✓ Modeling Commitment to	✓ Modeling Commitment to	✓ Modeling Commitment to	<ul style="list-style-type: none"> <li>Modeling Commitment to Professional Learning</li> </ul>
✓ Visionary Leadership	✓ Leading Learning	✓ Leading Learning	✓ Visionary Leadership	✓ Leading Learning	<ul style="list-style-type: none"> <li>Visionary Leadership</li> </ul>
✓ Leading a Learning Comm	✓ School Authority Operatio	✓ Ensuring First Nations, Me	✓ Leading Learning	✓ Supporting Effective Gove	<ul style="list-style-type: none"> <li>Leading Learning</li> </ul>
✓ Modeling Commitment to	✓ Supporting Effective Gove	✓ Fostering Effective Relatio	✓ Fostering Effective Relatio	✓ Fostering Effective Relatio	<ul style="list-style-type: none"> <li>Ensuring First Nations, Métis and Inuit Education for All Students</li> </ul>
✓ Embodying Visionary Lea	✓ Modeling Commitment to	✓ Modeling Commitment to	✓ Modeling Commitment to	✓ Modeling Commitment to	<ul style="list-style-type: none"> <li>School Authority Operations and Resources</li> </ul>
✓ Embodying Visionary Lea	✓ Embodying Visionary Lea	✓ Leading a Learning Comm	✓ Supporting the Applicatio	Mental Wellbeing: Mental Health Survey and our Division Response	<ul style="list-style-type: none"> <li>Supporting Effective Governance</li> </ul>
✓ Leading a Learning Comm	✓ Leading a Learning Comm	✓ Supporting the Applicatio	Mental Wellbeing: Mental Health Survey and our Division Response	Rebel Governance Presented by Christopher Fuzessy, Theresa Letendre, Sharon Nichols (Foothills School Division)	<ul style="list-style-type: none"> <li>Fostering Effective Relationships</li> </ul>
✓ Developing Leadership Ca	✓ Developing Leadership Ca	Northland School Division – Building Effective Relationships	Presented by Gina Almquist - Manager Psychology and Mental Health, and Corine Gannon - Superintendent Learning Services (Edmonton Catholic Schools)	Join our presentation to learn how agility, values and intentionality continue to positively shape the vision and future of our school division and can also impact your school division. Our	<ul style="list-style-type: none"> <li>Modeling Commitment to Professional Learning</li> </ul>
✓ Managing School Operati	✓ Managing School Operati	Presented by Dr. Nancy Spencer-Poitras and Debbie Mineault (Northland School Division)	We will highlight our new Division Mental Health Survey that was	Professional Women in Leadership Panel: Teresa Haykowsky (McLennan Ross), Anna Cuglietta (Women Leading) and Valerie McDougall (Tsuut'ina Education)	<ul style="list-style-type: none"> <li>Embodying Visionary Leadership</li> </ul>
✓ Understanding and Respo	✓ Understanding and Respo	Northland School Division works collaboratively with Indigenous students, parents, Elders, Knowledge Keepers,		With the shortage of research in the area of Women in Education System Leadership, the CASS Women in Leadership (WiL)	<ul style="list-style-type: none"> <li>Leading a Learning Community</li> </ul>
Getting Ready for New Curriculum (2 OPTIONS)	Reinventing Schools For Extraordinary and Uncertain Times - Data Leadership				<ul style="list-style-type: none"> <li>Supporting the Application of Foundational Knowledge about P</li> </ul>
See full description in Curriculum, Assessment and Technology Role Alike. Choose from one of two working groups.	Presented by Glenn Nowosad (East Central Catholic School Division)				<ul style="list-style-type: none"> <li>Providing Instructional Leadership</li> </ul>
Opportunity to choose one of two themes.	The session will provide an overview of how East Central				<ul style="list-style-type: none"> <li>Developing Leadership Capacity</li> </ul>
1. Identify core/foundational instructional					<ul style="list-style-type: none"> <li>Managing School Operations and Resources</li> </ul>
					<ul style="list-style-type: none"> <li>Understanding and Responding to the Larger Societal Context</li> </ul>

<p><b>practices that endure to support optimal student learning.</b></p> <p><b>2. Literacy and Numeracy</b></p> <p><b>Outcome:</b> As a result of attending this series of sessions, an opportunity to contribute to the creation of leading learning/thinking guide resources that will support system education leaders in their role supporting getting ready for implementation of the new curriculum and supporting quality school leadership and quality teaching resulting in optimum learning for all students in the school authority.</p>	<p>Catholic School Division developed and implemented the Alberta Assurance Framework. Our small rural school division engaged stakeholders in the identification of key domain goals and developed local strategies and performance measures to improve teaching and learning in each community.</p> <p><b>Outcome:</b> As a result of attending this session you will have the opportunity to learn about the process and engagement tools that East Central Catholic used to develop and implement the Alberta Education Assurance Framework and continuous improvement reporting process.</p>	<p>communities and partners to achieve meaningful relationships, resilience and readiness to support weaving of perspectives and experiences into curriculum.</p> <p><b>Outcome:</b> As a result of attending this session you will have the opportunity to learn Northland School Divisions practice that supports and builds excellence of learning and leadership that fosters intercultural understandings, mutual respect and readiness for reconciliation. Promotion of Indigenous understandings and relationships to acknowledge first peoples of the land, their local histories, identities, cultures, languages and land base learning will be shared.</p>	<p>administered to all grade 4-12 students this fall (and that will be re-administered in the spring). Trends in data at school and division levels will be shared, as well as our response in meeting the mental health needs of our students. We will share some examples from our schools that demonstrate a whole school wide approach, and the impact of our new community of practice in working with school teams to further grow this approach.</p> <p><b>Outcome:</b> As a result of attending this session you will have the opportunity to see the survey and examples of how ECSD are meeting mental health needs - that include all tiers of intervention from inclusive to targeted. Participants will be able to look at our analysis and response and think about ways in which they could take some of our</p>	<p>Board and Executive Team have consistently challenged ourselves to work together with one voice and a shared purpose – our Lead Team. Along with an open learning stance, this has empowered us to consistently grow together to the benefit of our students, staff team and community – and this journey is far from complete.</p> <p><b>Outcome:</b> As a result of attending this session you will have the opportunity to learn about how we fostered positive school division governance, modelled a systemic commitment to professional learning as well as how we lead system wide learning from governance to classrooms.</p>	<p>committee is building relationships with parallel organizations in other fields and sectors. This session will offer a panel discussion around Stories of Practice with four or five women in leadership positions in other professions.</p> <p><b>Outcome:</b> As a result of attending this session you will have the opportunity to learn how women in leadership across various contexts are working toward increasing gender equity in their fields and through their organizations. Participants will become aware of ways they can be advocates and allies of women in leadership in education.</p>
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			learnings and apply the to their own Division contexts.		
<b>2:30 – 3:00 pm</b>	<b>Wellness, Networking and Transition Break</b>				
<b>3:00 – 4:00 pm</b>	<b>Annual General Meeting</b> - The agenda package will be posted in the <a href="#">CASS Member Portal</a> Important amendments to the membership handbook will need to be ratified by our members at this meeting. The <i>CASS Act</i> states that members are required to approve bylaws that are adopted by our organization. Members are encouraged to join and support the spirit of this expectation. Greater attendance supporting the preliminary work will give these bylaws greater meaning.				
<b>4:30 – 5:30 pm</b>	<b>Mentorship Mix and Mingle</b> This session will provide an overview of the New Members Academy and the CASS Mentorship program. All new members to CASS are invited to attend PLUS any CASS member currently involved in the CASS Mentorship program or who is interested in serving as a mentor. There will be a short presentation, followed by an informal “mixer”.				
<b>7:00 – 9:00 pm</b>	<b>Retirement Banquet</b> This year’s banquet will celebrate the careers and achievements of retired/retiring CASS members from the 2020/21 and 2021/22 school years.				

### Friday, March 18, 2022

<b>8:30 – 8:40 am</b>	<b>Welcome, Acknowledgement of the Land, Gold Sponsor Acknowledgement and CASS Updates</b>					
<b>8:40 – 9:00 am</b>	<b>Remarks from Alberta Education – Minister Adriana LaGrange</b>					
<b>9:00 – 9:15 am</b>	<b>Role Alike Summary for: Getting Ready for New Curriculum and Child and Youth Well-being Review</b>					
<b>9:15- 9:45 am</b>	<b>Wellness, Networking and Transition Break</b>					
<b>9:45– 11:15 am (90 minutes)</b>	<b>Alberta Stories of Practice</b>					
<input checked="" type="checkbox"/> Leading Learning <input checked="" type="checkbox"/> Modeling Commitme <input checked="" type="checkbox"/> Visionary Leadership <input checked="" type="checkbox"/> Leading a Learning C <input checked="" type="checkbox"/> Modeling Commitme <input checked="" type="checkbox"/> Embodying Visionary	<input checked="" type="checkbox"/> Leading Learning <input checked="" type="checkbox"/> Fostering Effective Re  <b>How School Leaders Interpret Data: Preliminary Observations from a National Study?</b> Presented by Darryl Hunter, Samira ElAtia, Glenn Borthistle, Komla Essiomle (University of Alberta)	<input checked="" type="checkbox"/> Modeling Commitme <input checked="" type="checkbox"/> Visionary Leadership <input checked="" type="checkbox"/> Leading Learning <input checked="" type="checkbox"/> Modeling Commitme <input checked="" type="checkbox"/> Embodying Visionary <input checked="" type="checkbox"/> Leading a Learning C <input checked="" type="checkbox"/> Providing Instruction	<input checked="" type="checkbox"/> Modeling Commitme <input checked="" type="checkbox"/> Visionary Leadership <input checked="" type="checkbox"/> Leading Learning <input checked="" type="checkbox"/> Modeling Commitme <input checked="" type="checkbox"/> Embodying Visionary <input checked="" type="checkbox"/> Leading a Learning C <input checked="" type="checkbox"/> Developing Leadersh	<input checked="" type="checkbox"/> Building Effective Rel <input checked="" type="checkbox"/> Visionary Leadership <input checked="" type="checkbox"/> Leading Learning <input checked="" type="checkbox"/> Fostering Effective Re <input checked="" type="checkbox"/> Embodying Visionary <input checked="" type="checkbox"/> Leading a Learning C  <b>Leading with SOS-Q Data to Support Students</b> Presented by Dr. John Burger (Practical Data Solutions), Doug Stevens and Kevin	<input checked="" type="checkbox"/> Building Effective Rel <input checked="" type="checkbox"/> Modeling Commitme <input checked="" type="checkbox"/> Visionary Leadership <input checked="" type="checkbox"/> Leading Learning <input checked="" type="checkbox"/> Fostering Effective Re <input checked="" type="checkbox"/> Modeling Commitme <input checked="" type="checkbox"/> Embodying Visionary <input checked="" type="checkbox"/> Leading a Learning C <input checked="" type="checkbox"/> Providing Instruction <input checked="" type="checkbox"/> Developing Leadersh	<input checked="" type="checkbox"/> Building Effective Rel <input checked="" type="checkbox"/> School Authority Ope <input checked="" type="checkbox"/> Supporting Effective t <input checked="" type="checkbox"/> Fostering Effective Re <input checked="" type="checkbox"/> Developing Leadersh <input checked="" type="checkbox"/> Managing School Ope  <b>Human Resources</b> Presented by Teresa Haykowsky  Join legal counsel Teresa Haykowsky from McLennan Ross for updates
<b>Getting Ready for New Curriculum (2 OPTIONS)</b>  See description in Curriculum, Assessment and Technology Role		<b>Assurance for Student Success</b> Presented by Corine Gannon - Superintendent, Learning Services Edmonton Catholic	<b>A Divisional Lens on Collaborative Response: Holy Spirit Catholic Schools' Story</b> Presented by		<b>Unpacking Instructional Leadership - Four</b>	

<p>Alike – Choose from one of two working groups.</p> <p>Opportunity to choose one of two themes.</p> <p><b>3. Identify core/foundational instructional practices that endure to support optimal student learning.</b></p> <p><b>4. Literacy and Numeracy</b></p> <p><b>Outcome:</b> As a result of attending this series of sessions, an opportunity to contribute to the creation of leading learning/thinking guide resources that will support system education leaders in their role supporting getting ready for implementation of the new curriculum and supporting quality school leadership and quality teaching</p>	<p>In a panel presentation, we will outline a 4-year research study now underway with Alberta, British Columbia and Ontario school principals about their data literacy. The presentation will focus on assumptions made about school leaders in the French and English language, on describing the goals and objectives of the study, and about the methods used in interviews with school principals. Preliminary observations will be made about how school leaders interpret basic statistical concepts and apply them when reading student achievement, survey, and course registration data. The session will not instruct participants in statistical theory or mathematical</p>	<p><b>Schools; Nicole Lafreniere - Director, Learning Services (Edmonton Catholic Schools)</b></p> <p>With the shift to Assurance, Edmonton Catholic Schools began a journey of building an assessment road map including ongoing formative and summative assessments to ensure school teams know where their students are at, and then are able to respond and adjust programming as needed to ensure optimal student growth. Building this road map included elementary, junior high and senior high principal groups with follow up by teacher working groups to create common assessments that have been facilitated by curriculum consultants.</p>	<p><b>Carmen Larsen, Crystal Lothian, Aaron Skretting, Kurtis Hewson</b></p> <p>Join members of the Senior Administration at Holy Spirit Catholic Schools as they share part of their journey in making Collaborative Response a reality for their school division. This session will focus on how they approached building indicators for successful achievement of board priorities and goals, generated and aligned guiding questions for school meetings, and engaged with school-based administrators in shifting practice from a divisional level.</p> <p><b>Outcome:</b> As a result of attending this session you will have the opportunity to learn about the Holy Spirit experience in</p>	<p><b>Newman (Foothills School Division), Timothy Carlson and Sarah Hoag, (Calgary Academy)</b></p> <p>This session will address how Foothills School Division and Calgary Academy system leaders apply Student Orientation to School Questionnaire (SOS-Q) data in the context of their visionary leadership roles to support the learning community and enhanced student-teacher relationships while considering both the pros and cons of individualized student engagement data.</p> <p><b>Outcome:</b> As a result of attending this session you will have the opportunity to see how school authorities are using individualized surveys like the SOS-Q to support</p>	<p><b>Leadership Practices That Are Impacting Leaders, Teachers and Students</b></p> <p><b>Presented by Kathleen Finnigan, Ryan Sawula, Ryan Ledene, Jodi Smith (Red Deer Catholic Regional Division)</b></p> <p>Red Deer Catholic embarked on a journey to unpackage the massive concept of instructional leadership into four specific areas: setting the direction, instructional walk throughs, leading learning, and collective leadership. Through research and action these four instructional leadership practices are impacting leadership, quality of teaching, student learning and well being in our school division.</p> <p><b>Outcome:</b> As a result of attending this session you will</p>	<p>and dialogue about current Human resources topics such as:</p> <ul style="list-style-type: none"> <li>• Investigations,</li> <li>• COVID-19 Legal Considerations and Updates,</li> <li>• Negotiations and Labour Relations</li> </ul> <p><b>Outcome:</b> As a result of attending this session you will have the opportunity to network with role alike colleagues, share stories of practice and gather ideas and approaches, based on legal counsel and school authority practice, to support your own context.</p>
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<p>resulting in optimum learning for all students in the school authority.</p>	<p>symbols and techniques, but rather focus on the practice of reading and interpreting numeric evidence from a school administrator’s point of view.</p> <p><b>Outcome:</b> As a result of attending this session you will have the opportunity to learn that numeric information can be helpful in prompting questions, clarifying goals, informing both decision-making/problem-solving across all competencies.</p>	<p><b>Outcome:</b> As a result of attending this session you will have the opportunity to learn the process ECSD used to create our Assessment Learning Plan. Participants will be able to transfer ideas and strategies to their own contexts.</p>	<p>visioning and implementing collaborative response at the school and divisional level, participants will consider how senior leadership can model commitment to professional learning and lead the learning of school-based administrators. Participants will also be able to examine the processes and strategies employed to consider how to achieve key board priorities and goals through alignment of theory and practice.</p>	<p>student wellness and engagement as a function of visionary and relational leadership, and to consider the merits of a Cloud-based SOS-Q that could be available on a minimal cost recovery basis.</p>	<p>have the opportunity to: understand how a school division focused, planned and implemented the four leadership practices within the past two years. - Witness how we engaged in a change process to support leaders and teachers with the ultimate goal of supporting student learning and well being.</p>	
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<p>11:15- 11:30</p>	<p><b>Grab &amp; Go Lunch, Prize Draws</b></p>					
<p>11:30 -12:30</p>	<p><b>Lunch and Learn Networking and Collaboration</b></p>					

<p>Time for school authority teams to gather and share conference learning and identify next steps for school authority’s continuous improvements. (If you would like to book a space to meet on site, please contact <a href="mailto:claudine.cortes@cass.ab.ca">claudine.cortes@cass.ab.ca</a>)</p>	<p><b>Inclusive Education Community of Practice: Collaborative Planning for Student Supports</b>          In anticipation of future inclusive education needs, division leads of Inclusive Education are welcome to join this community of practice meeting. Facilitated breakout groups and full group conversations will allow for CASS members to share their best practices and engage in collaborative problem solving as we consider our planning for the next school year.</p>	<p><b>Human Resources and People Services Role Alike</b>          Continued conversation with colleagues addressing timely topic to be identified once the group gathers.</p>
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## SPEAKER BIOGRAPHIES

*(Alphabetically arranged by last name.)*

**Gina Almquist** is currently the Manager of Mental Health and Psychology and prior to this position was a School Principal in Edmonton Catholic Schools. Corine Gannon is currently the Superintendent of Edmonton Catholic Schools.

**Glenn Borthistle** is a University of Alberta doctoral student and former Superintendent of North Okanagan-Shuswap SD; his research involves the many conceptions of uncertainty held by central office officials when engaged in decision-making processes.

**Dr. John Burger** is a Director of Practical Data Solutions. With over 46 years of experience in Alberta basic education he focuses on research of factors that affect individual student engagement with school, based on the Student Orientation to School Questionnaire (SOS-Q) that he co-developed.

**Timothy Carlson** has been a principal for the past six years at a Calgary private school that works to support all learners, especially those who find challenges learning within a more traditional setting. Timothy has 25 years of experience within the public and private systems and has held several roles from teaching to administration. Timothy is in the second year of his doctorate studies in educational leadership at the University of Calgary and is interested in how leadership can be more adaptive, agile and shared.

**Anna Cuglietta** is a Human Resources executive leader with over 20 years of experience in industries including construction, transportation and insurance services. She has experience building engaging, high-performance cultures and supporting leaders in their path to growth and success. She currently serves as the Vice Chair of the Telus World of Science and sits on the Board of Directors for Cematrix, a publicly traded construction materials organization. She is trained as a Performance Coach, a Certified Executive Coach as well as a Group and Team Coach from Royal Roads University. Anna is one of the first facilitators trained in Brene Brown's Dare to Lead™ program in Canada. She has experience training and coaching leaders and teams in public, private and not-for profit organizations. In 2020, after years listening and navigating the common challenges of women in leadership, Anna co-founded Women Leading, a development program for female leaders. She is also the President and Founder of Catalyst Leadership Coaching. She holds a Bachelor of Arts (BA) and a Masters of Business Administration (MBA) from the University of Alberta and has completed the Queen's Executive Development program (HR).

**Samira ElAtia** is Associate Dean, Faculte Saint-Jean. She has a deep background in statistics and language testing and is concerned with school management practices in the data-saturated environment of a pandemic.

**Komla Essiomle** is a University of Alberta doctoral student with a background in performance management. His research involves conceptions of probability and causation across the French and English languages.

**Kathleen Finnigan, Ryan Sawula, Ryan Ledene and Jodi Smith** work on the Red Deer Catholic Senior Admin Team. Although we visioned this change process, many people were involved to bring our ideas to the forefront of our school communities and classrooms within our school division.

**Christopher Fuzessy** has been the Superintendent at Foothills School Division since June of 2019.

**Corine Gannon** is currently the Superintendent of Learning Services in Edmonton Catholic Schools. Nicole Lafreniere is currently a Director of Learning Services and is responsible for Curriculum and Assessment in Edmonton Catholic Schools.

**Teresa Haykowsky** is a partner at McLennan Ross. She is a powerful and dedicated bilingual advocate for her clients. She provides practical advice and solid solutions based on her depth of knowledge in education law, labour and employment, constitutional, administrative, occupational health and safety, municipal, and privacy law.

Teresa has depth in the evolution and changes which have occurred in education law over the past twenty-five years. She is particularly well-versed in the School Act and the new Education Act. With her creativity and experience, she has the ability to look outside of purely theoretical or academic solutions.

Authentic and dedicated, Teresa's reputation for reliable and smart advice is well-earned. Her clients have relied on her keen advocacy for decades. Teresa has a unique understanding of education (K-12) industry, as well as the law. She strives to understand what will work for each individual client and knows sometimes the law is only one part of what they're looking for and other times it is the whole answer.

**Kurtis Hewson** is Lead Learner and Co-Founder of Jigsaw Learning.

**Sarah Hoag** B.A., BSc. Ed., MSc. Ed, has worked as a teacher, assistant principal and Dean of Student Affairs for a designated special education private school for 25 years, and works now as Director of Learning in their Junior School. She works with a team who provides wrap around services for students and coaching for teachers. Sarah's passion is to provide the best educational experience possible for students which includes positive relationships with staff and peers, school engagement and guiding students to develop the skills that will help them be successful.

**Darryl Hunter** is Associate Professor And Associate Chair, Educational Policy Studies at the University of Alberta. A former teacher, school administrator and civil servant with three provincial Ministries, he is concerned with the interpretation of statistics more so than their production.

**Carmen Larsen, Crystal Lothian, and Aaron Skretting** are Directors for Holy Spirit Catholic Schools.

**Theresa Letendre** is beginning her second term as a Trustee at Foothills School Division and first term as Board Chair. She was Vice Chair throughout her first term.

**Tracy Lockwood** is a K-12 Phys Ed specialist with a Bachelor of Education from the University of Alberta and a Master's Degree in Educational Leadership from the University of Portland. After 15 years in the classroom both locally and internationally, Tracy served for 10 years as a provincial consultant in PE, Health and Wellness with Schools Come Alive and Ever Active Schools. With her vast experience, expertise and unbridled passion for promoting healthy living, she has presented across Canada, in the United States, Hong Kong, Dubai and Macau. Today, she runs a successful business, PLAY Education, lives in Kelowna, BC and continues to support administrators, teachers, students and other organizations in the areas of physical literacy, health and wellness in Alberta, British Columbia and beyond.

**Valerie McDougall** is the Director of Education for the Tsuut'ina Nation. She serves the educational community for students K-12 attending; Chiila Elementary School, Chief Big Belly Middle School, Many Horses High School including Adult Education, consisting of Post-Secondary, Adult Upgrading, and Training and Development. In addition, Valerie works collaboratively with Provincial School Districts regarding Educational Service Agreements with the Calgary Board of Education, Calgary Catholic School District, and Rocky View Schools for Nation students attending provincial school districts. Valerie has been an educator for 17 years, working in the Provincial School System of Pincher Creek and Lethbridge, Alberta, before moving to her home community of Tsuut'ina, Nation, as a Grade 3/Vice-Principal, Principal and Director of Education. Developing programs of Culture, Language, history and traditions has been the priority to ensure students has a sense of belonging and identity and to able to walk in two worlds in society.

Revitalizing and retaining the Tsuut'ina Language and Culture is vital to the community of Tsuut'ina and implemented in all aspects of the educational programs of the Nation schools. Valerie has maintained consistent rapport with Elders and Knowledge Keepers to ensure the Language and Culture is the foundational knowledge of students K-12. Valerie is a member of the College of Alberta School Superintendents: First Nation Metis and Inuit Action Committee, Calgary Regional Consortium and is a guest instructor with the University of Calgary; Leadership Quality Standards and Superintendent Leadership Quality Standard course. "It is through our culture and language, land and stories from our Elders that will keep our students strong and build a foundation of success."

**Debbie Mineault** is a proud Cree educator with a BED and Master's Degree. She has years of teaching experience, administration and leadership for weaving of First Nations, Metis and Inuit perspectives and experiences into curriculum, resources, professional development and engagement with Elders and Knowledge Keepers. She knows that parents and communities are key partners for ensuring student learning environments reflect and recognize the importance of identity, ancestry, kinships and cultural protocols. She knows that traditional knowledge and culture are ingrained in first peoples' relationship with the land and their territories.

**Kevin Newman** is the Director of Inclusive Learning and Student Well-Being for Foothills School Division. His leadership experience includes over ten years as an Elementary School Principal in two different schools where he made fostering the development of Inclusive Learning Environments a priority. Kevin was involved in the initial pilot of SOS-Q in Foothills and has been working with the data as a Principal and Divisional Leader for the past seven years.

**Sharon Nichols** is beginning her second term as Trustee at Foothills School Division.

**Glenn Nowosad** is the Superintendent at East Central Catholic School Division. Glenn has a Bachelor of Education degree and a Master's Degree in Educational Technology and Design from the University of Saskatchewan. [See full bio here.](#)

**Dr. Nancy Spencer-Poitras** is the Superintendent for Northland School Division. She holds a Bachelor of Education degree and a Master of Education degree with a specialization in Administration and Leadership. She has completed her Doctor of Education in Educational Research from the University of Calgary. Nancy has also been recognized provincially for her work in education. She received the Distinguished Leadership Award in 2006 and won an Excellence in Teaching Award in 1997. Nancy is committed to moving Northland forward, continuing with its best practices in education and working collaboratively with students, staff, and parents to ensure the effectiveness and success of the Division.

**Doug Stevens** is the Director of Student Learning 7-12 and Assurance Data for Foothills School Division. Among his roles with the Division, Doug supports teachers and administrators to make sense of and create action around the many data sources available to them. With SOS-Q, this includes supporting the administration of the instrument as well as providing staff development opportunities and analysis. Doug built and maintains the "FSD Data Dashboard" using Power-BI as a one stop tool to visualize and analyze all of their data in one place.

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