

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 Ministerial Order #002/2020*

- ✓ 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



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

- ✓ Fostering Effective Relationships
- ✓ Modeling Commitment to Professional Learning
- ✓ Embodying Visionary Leadership
- ✓ Leading a Learning Community
- ✓ Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit
- ✓ Providing Instructional Leadership
- ✓ Developing Leadership Capacity
- ✓ Managing School Operations and Resources
- ✓ Understanding and Responding to the Larger Societal Context

CASS FALL Learning Conference – October 26-28, 2022 Deerfoot Inn and Conference Centre, Calgary

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

Wednesday, October 26	Thursday, October 27	Friday, October 28
Check in at 6:00 pm Program starts at 7:00 pm President’s Reception at 8:30 pm	Check in at 7:45 am Program Opens at 8:30 am Concurrent Sessions at 10:00 am – 3:00 pm Annual General Meeting at 3:15 pm Mentorship Mix and Mingle at 5:00 pm	Check in at 7:45 am Program Opens at 8:30 am Leading Us Forward – Members’ Dialogue at 9:00 am – 11:30 pm

Wednesday (evening), October 26, 2022

6:00 – 7:00 pm	Registration and Check In
7:00 – 8:30 pm	<p>Conference Opening, Acknowledgement of the Land and Elder Blessing by Elder Clarence Wolfleg</p> <p>Continuing Education Program (CEP) Engagement</p> <p>An opportunity to provide input to the CEP program outcomes and accreditation framework. Outcomes and the accreditation framework are based on members input to CASS Prospective, CASS Board of Directors and the Continuing Education Program Committee direction and applicable research. Your timely input and feedback will inform next steps towards your Continuing Education Program.</p>
8:30 pm	President's Reception

Thursday, October 27, 2022

7:45 – 8:30 am	Registration, Check in and Breakfast					
8:30 – 9:30 am	Welcome, Acknowledgement of the Land and Opening, and Gold Sponsor Acknowledgement <i>CASS Act</i> Updates and EdCan Workplace Wellness Resources					
9:30 – 10:00 am	Wellness, Networking and Transition Break					
<p>10 am – 12 pm</p> <p><i>Wellness Break incorporated during session</i></p>	Thematic Areas of Focus/ Alberta Stories of Practice					
	Governance	Human Resources	Workplace Wellness	Modelling Commitment to Professional Learning	Inclusion	Leading Learning Curriculum Implementation
	<p>Supporting Effective Governance – Continuing the Conversation</p> <p><i>Presented by Michelle Brennick, Michael Borgjord and Bevan Daverne</i></p>	<p>Key Tips and Proactive Strategies for Successfully Managing the Employee Life Cycle: From Recruitment and Retention to Conclusion of Employment and Everything in Between!</p> <p><i>Presented by Colin Fetter</i></p>	<p>Wellness, Mental Health and Diversity Data: How it is Being Used to Support and Enhance Quality Learning Environments in Northern Gateway Public Schools</p> <p><i>Presented by Leslee Jodry and Amber Hester</i></p>	<p>Calgary Catholic Leadership Academy: Developing School Leaders from Within</p> <p><i>Presented by Deana Helton, Deneen Nolan, Steve Petingola, Carrie Lodermeier, Daniel Danis</i></p>	<p>Implementing a Continuum of Supports and Services: A Resource Guide for School and School Authority Leaders</p> <p><i>Presented by Loriann Stienwand and Danica Martin</i></p>	<p>System Leaders' Role Supporting Curriculum Implementation</p> <p><i>Presented by Joanne Pitman</i></p>
<p>Participants in this summer's Supporting Effective Governance Learning Module</p>	<p>Schools, like many employers, are currently facing some very challenging</p>	<p>Quality Learning Environments (QLE) is a key focus in Northern Gateway Public Schools. The</p>	<p>Calgary Catholic School Division has created a Leadership Academy with the</p>	<p>Research demonstrates the essential role leaders hold in fostering an</p>	<p>This interactive session will be coherent with system leader development in the</p>	

	<p>(resources posted here) appreciated the opportunity to be with colleagues and discuss characteristics of effective governance and develop a deeper understanding of research-related to Board Governance and its implications for school authority teams. Delegates this summer requested follow up opportunities to discuss topics such as:</p> <ul style="list-style-type: none"> -Strategies and approaches on working with Boards on clarifying governance operations, Supporting the Board's knowledge and skills related to governance and teamwork with the Superintendent of Schools. <p>Join Chief Superintendents Brennick, Daverne and Borgfjord for a facilitated conversation on these topics related</p>	<p>circumstances in the labour market and workforce planning beyond their control. Labour shortages are already affecting you in various positions, while at the same time funding and budgeting pressures, leave you vulnerable to having to deal with layoffs and or terminations. This session will focus on key must knows, must dos, and creative proactive strategies for dealing with your employment issues. Key areas of focus include:</p> <ul style="list-style-type: none"> Recruitment and Retention, Employment Contracts, Performance Management, Investigation, Discipline and Termination. <p>Outcome: As a result of attending this session, you will have the opportunity to focus your HR Tools to</p>	<p>QLE clearly defines and supports teachers in understanding and actualizing the components of quality teaching and learning. Wellness is one of the key domains of the QLE and it is clear, that to have happy and healthy students, we need to have staff that are well. This year NGPS embarked on an intensive Wellness, Mental Health and Diversity data collection process with Blue Lantern Inc. This session will share the data collected and how it is being used to inform a Comprehensive Workplace Wellness Plan.</p> <p>Outcome: As a result of attending this session, you will have the opportunity to learn about wellness data and the process NGPS used to collect, analyze and apply data. This session will share</p>	<p>intent of developing leaders from within the school division. The academy is based on district leaders' input, feedback and needs. The foundation of the program is aligned with our district priorities, vision, mission and the Leadership Quality Standards. The Academy uses several sources of research to guide its practice. This session will provide an overview of the CCSD academy as well as allow time for dialogue about your school authority leadership development offerings.</p> <p>Outcome: As a result of attending this session, you will have the opportunity to learning about CCSD academy and address an overarching question "How can we build capacity amongst school</p>	<p>inclusive education system. Alberta Education has recently released Implementing A Continuum of Supports and Services: A Resource Guide for School and School Authority Leaders. The guide highlights the knowledge, skills and understandings educational leaders demonstrate in creating the conditions to support each learner's success and well-being. As educational leaders consider their own context, this resource supports building a shared understanding of principles and conditions in a continuum of supports and services, moving policy to practice and in turn practice to policy.</p> <p>Outcome: As a result of attending this session, you will have the</p>	<p>context of strategic leadership of implementation of new curriculum. Using guided reflection focused on categories of design, leadership, and collaboration, system leaders will have the opportunity to connect evidence of individual and collective success and opportunities to grow in the context of curriculum implementation. Balancing the offer of practical system examples and considering the future possibilities, attending this session will support you and your team in setting direction. Input collected from members at the Annual Conference will be accessed and is available in this CASS Learning Guide https://cass.a.ca/cass-library/learning-guide-getting-ready-for-new-curriculum/</p>
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	<p>to Supporting Effective Governance.</p> <p>Outcome: As a result of attending this session, you will have the opportunity to discuss and learn from role alike colleagues about supporting effective governance.</p>	<p>maximize the recruitment and retention of valuable employees and minimize the time and cost spent dealing with issues that arise.</p>	<p>how data was collected and is being used to inform planning and continuous improvement at all levels of the organization to ultimately impact student learning and wellbeing.</p>	<p>authority colleagues across the province as well as use current or emerging research and evidence to plan forward?"</p>	<p>opportunity to learn about this resource and determine how it can support your leadership growth.</p>	<p>Outcome: As a result of attending this session, you will have the opportunity to explore your own practice and identify indicators that support continuous improvement.</p>
12:00 – 1:00 pm	Lunch Break					



Thematic Areas of Focus/ Alberta Stories of Practice						
1:00 – 3:00 pm <i>Wellness Break incorporated during session</i>	Governance	Human Resources	Workplace Wellness	Modelling Commitment to Professional Learning	Inclusion	Leading Learning Curriculum Implementation Research
	<p>The Governance Relationship – Your Role</p> <p>Presented by Jordan Tinney</p>	<p>Language Teachers’ Recruitment, Retention and Training</p> <p>Presented by Martin Poirier</p>	<p>Implementing a District Therapeutic Framework - Supporting Student Mental Health Through a Trauma-informed Lens</p> <p>Presented by Leanne Timko and Greg Masterson</p>	<p>FMPSD Collaborative Professional Learning Cycle</p> <p>Presented by Annalee Nutter and Scott Barr</p>	<p>An Early Year’s Program to Support Diverse Learners</p> <p>Presented by Michelle MacKinnon and Noëlla Piquette</p>	<p>Building on the Big Rocks Through Collaborative Response</p> <p>Presented by Pamela Guilbault, Chantel Axani, Julie Chorney and Kurtis Hewson</p>
	<p>This learning opportunity will focus on strategies and structures that build trust and cohesion between a Board and senior staff. How do you form effective relationships while at the same time build a strong and cohesive governance team? An opportunity to discuss and explore a set of concrete tools that can be used in consideration for supporting governance in your context will be presented. This is an</p>	<p>The last two years of the pandemic have exacerbated the challenges that we were already facing in relation to teacher shortage and retention. This is particularly true in the case of Language teachers. At the Calgary Board of Education, we took on these challenges in accelerating three critical areas of practice: A through line for recruitment, robust onboarding practices, and rich professional learning. Outcome: As a result of attending</p>	<p>Student mental health has been a high priority for many years and even more so as we return to regular practice following the pandemic. Calgary Catholic has been working to implement a district wide therapeutic framework to support student need. During this session, we will explore the therapeutic framework that we are implementing, the role of educators and mental health professionals, and how this framework</p>	<p>Decades of research has identified teacher/staff quality as the strongest causal connection (most direct school-based influence) on improving student learning. Our professional learning (PL) planning is addressing this research as well as our knowledge of our local context and needs. Our board's priority for PL has also resulted in us developing an evaluation framework that measures the impact of PL, over</p>	<p>This research project explored the efficacy of full day Kindergarten (FDK) programming for students with diverse cultural and SES backgrounds. This research study examined three distinct capacities related to the programming of Full Day Kindergarten: an analysis of the impact of FDK on student knowledge and performance; how sustained Professional Development (PD) influenced teacher beliefs and knowledge; and the extent to which</p>	<p>We know that ensuring success for every child is an aspiration for all educational leaders and is a driving mission, or big rock for Lakeland Catholic Schools. Achieving such an aspiration requires a system-wide approach that includes: establishment of collaborative structures and processes, collection of division-wide data that is analyzed and leveraged, and ongoing development of</p>

	<p>opportunity to have guided conversations with colleagues about the tools and how they apply in your unique and diverse circumstances.</p> <p>Outcome: As a result of attending this session, you will have the opportunity to consider how the practices and tools that support effective governance can work in your context.</p>	<p>this session, you will have the opportunity to learn practical ideas, supported by research and proven results, that will support teacher’s recruitment and retention.</p>	<p>influences learning, discipline and success.</p> <p>Outcome: As a result of attending this session, you will have the opportunity to reflect on how your district is supporting student mental health and learn about one example of a therapeutic framework.</p>	<p>time. We use this data to assure our publics that PL time is having an impact on student learning.</p> <p>Outcome: As a result of attending this session, you will have the opportunity to learn about FMPSD Collaborative Learning Cycle and evaluation approach. Time for sharing amongst colleagues about school authority practices will be included.</p>	<p>parent focused information impacted parent/caregiver knowledge.</p> <p>Outcome: As a result of attending this session, you will have the opportunity to: describe and discuss the merits of a full day Kindergarten by examining our research.</p>	<p>school based continuums.</p> <p>Outcome: As a result of attending this session, you will have the opportunity to: reflect upon the system-wide structures and processes that support leaders in establishing effective conversations related to data and evidence aligned with key divisional priorities.</p>
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3:00 – 3:15 pm Wellness, Networking, and Transition Break

3:15 – 4:45 pm Annual General Meeting - The agenda package will be posted in the [CASS Member Portal](#). Important amendments to the membership handbook will need to be ratified by our members at this meeting. The *CASS Act* 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.

5:00 – 6:00 pm Mentorship Mix and Mingle
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”.

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Friday, October 28, 2022

7:45 – 8:30 am	Registration, Check in and Breakfast
8:30 – 9:00 am	Welcome, Acknowledgement of the Land, Gold Sponsor Acknowledgement and CASS Updates Remarks from Alberta Education
9:00- 11:30 am	Leading Us Forward with Jordan Tinney There is no question that the past few years have challenged us all in many ways. As we look toward the future, what topics and priorities are emerging on the horizon? What leadership will we need to move forward while we continue to keep our eyes on the prize of optimum learning for all children? An opportunity for dialogue with colleagues, based on an opening plenary, will provide thoughts, based on research and experiences, about the leadership required for our complex future as we explore how we all will address these challenges together.
11:30 am – 12:30 pm	Lunch and Prize Draws
12:30 – Onwards (Optional) 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 claudine.cortes@cass.ab.ca)	

SPEAKER BIOGRAPHIES *(Alphabetically arranged by last name.)*

Chantel Axani has served in the roles of Vice-principal, Principal and Deputy Superintendent at Lakeland Catholic School Division, Chantel has experienced the powerful impact that purposeful professional collaboration has on enhancing educator efficacy and in turn ensuring student success. Her experience with Collaborative Response at both the individual school and division-wide levels provides keen insight on multiple perspectives and considerations regarding implementation.

Scott Barr has been teaching in Fort McMurray Public Schools for 26 years now, 20 of which in administration. He graduated from University of Alberta with my BEd in 1995, and UPEI with his Master of Education in 2008. He has taught K-12 and been an administrator at all grade levels as well through those years. He was proud to open FMPSD's first new school in over 20 years, Ecole McTavish, as Principal in 2011-2021 and watch it grow from a grade 7-9 building of 600 students, to a 7-12 building of 1300 in those 10 years. Overseeing massive growth there, and a high school expansion, allowed for a wide range of experiences. In January of 2022, he moved to Division Office as Acting Director of Education and served in that role until July, when he moved to Director of Human Resources and Administration. He loves living in the beautiful city of Fort McMurray and is proud to call it home. His wife, a fellow teacher, enjoyed raising their children there and they look forward to continuing to be a part of this dynamic place they call home.

Michael Borgfjord is the superintendent of Pembina Hills School Division School Division. He has served in both rural and urban school divisions for the past sixteen years focusing on the development of innovative and transformational practices in education. The majority of Michael’s career has been in Manitoba where he was very active in provincial education serving as President of the Manitoba Association of School Superintendents in 2016 and has held numerous positions on the Provincial Executive. He has written numerous articles on literacy, community engagement and system improvement and is passionate in developing the appropriate levers for change and improvement working with numerous trustees to develop a culture of learning.

Michelle Brennick began her education career in 1983 as a graduate of St. Francis Xavier University, Nova Scotia. 22 years later, 2 additional degrees, 4 previous school division employers and several moves, both across the country and within Alberta, she was hired by Northern Gateway Public Schools where she had the honour of working as the Director of Learning Services, Assistant Superintendent, and in 2008, Deputy Superintendent. In her 15th year with NGPS, she retired. Michelle is currently the superintendent of Calgary Girls Charter School.

Julie Chorney serves Lakeland Catholic School Division in the role of Director of Teaching Quality and Staff Development. One of her key priorities and personal passions is supporting staff in experiencing the synergy that results when educators meaningfully and effectively collaborate with the aim of ensuring success for every student.

Daniel Danis is an Area Director for the SW sector of Calgary. He is in his 28th year with Calgary Catholic School District. During this time, he has been a chaplain, teacher, supervisor, vice-principal, principal and curriculum director. Daniel oversees 23 schools and works closely with the leadership teams to ensure quality education within the Calgary Catholic School District.

Bevan Daverne is the CEO/Superintendent of Schools for the Golden Hills School Division. In addition to numerous provincial committees, he has served previously for a number of years on the Board of Directors, as Vice President and as President for the College of Alberta School Superintendents. Bevan has been named Canadian Superintendent of the Year at the Canadian Association of School System Administrators (CASSA) Annual Conference in St. Andrews By The Sea, New Brunswick. Bevan received the EXL National Award at a ceremony held at the conference's awards luncheon on July 7, 2022. Bevan has a strong background in school and system leadership, technology and international education, and has led work through a number of change processes in the adoption and implementation of new approaches to professional development, collaboration, technology as well as the transformation of teaching and learning in the classroom, in schools and the school district. He is passionate about developing and supporting an organizational culture that embraces learning and is open to systemic, school and classroom change that brings a positive benefit for students. Bevan is married with two grown daughters and two grandchildren. He enjoys many active pursuits in his spare time.

Colin Fetter regularly advises and represents a wide variety of employers in all industries, ranging from large national companies through to small business and charitable community organizations. In particular, Colin 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. While Colin's practical focus is on assisting clients with proactive employee management, he is also a fierce litigation advocate when needed.

Kurtis Hewson is an award-winning former administrator and teacher, as well as teaching faculty at the post-secondary level. He is the co-founder of Jigsaw Learning, a co-author of the text Collaborative Response: Three Foundational Components That Transform How We Respond to the Needs of Learners (Corwin, 2022), and currently works with districts and schools nationally and internationally establishing Collaborative Response frameworks and interacting with thousands of educators annually.

Leslee Jodry currently holds the office of Deputy Superintendent with Northern Gateway Public Schools (NGPS). Leslee's leadership began as a school-based Alberta Initiative for School Improvement (AIS) lead teacher, and AIS Division Coordinator. Further experience as a leader in NGPS includes School Administrator and Learning Services Coordinator and as Assistant Superintendent. Prior to her Assistant Superintendent role with NGPS, she served as Assistant Superintendent with Grande Yellowhead Public School Division, during which she led the development of a focused learning plan and the school-linked team to support the plan. In her current role, alongside the senior leadership, Learning Services Team and school-based administrators, Leslee is dedicated to ensuring students are successful and students are supported.

Pamela Guilbault is the Superintendent of Lakeland Catholic School Division. Pamela passionately supports educational equity for all students. With over 20

years of educational experience as a teacher, consultant, principal and senior administrator, Pamela believes that Collaborative Response provides the framework and is the driver for system wide continuous improvement that ensures equity, and success for all stakeholders.

Deana Helton is an Area Director for Central Schools. She is in her 29th year with Calgary Catholic School District and taught in New Brunswick for 9 years prior to moving to Calgary. Deana has held positions of Teacher, Counsellor, Supervisor, Principal and now Area Director.

Amber Hester is the Co-founder of Blu Lantern Inc. She is a highly skilled leader and has held many school leadership roles from Principal to Assistant - Superintendent. Amber has been engaged in extensive work with district leaders in developing foundational statements, leadership coaching, and team building. She has a deep passion for wellness, inclusion and diversity. Strategic planning, data analysis and data informed practice is a key focus of her work with leaders.

Carrie Lodermeier is an Area Director, serving the NE section of the city with the Calgary Catholic School District. She has been with CCSD for 26 years. During this time, she has been a teacher, an administrator - including a principal for 8 years, before becoming an Area Director. She oversees 24 schools of all levels within Northeast Calgary, working closely with the leadership teams to ensure all operations of the schools, and quality education are primary. In addition to her work with the NE schools, her portfolio also includes leading Joint Principal's Council for K-12 principal's collaboration and professional learning, taking part in leading the CCSD Leadership Academy as well as various other initiatives, with a passion for serving marginalized students and families at the heart of the work she accomplishes.

Michelle MacKinnon is the Associate Superintendent & former Director of Support Service for Holy Spirit Catholic Schools. She is the co-researcher responsible for: supporting Parent Cafes and staff professional development, Knowledge mobilization, program development and implementation.

Danica Martin is an Assistant Superintendent - Education Services with Wolf Creek Public Schools. In her role, she is responsible for overseeing all aspects of teaching and learning from pre-Kindergarten through grade 12 and across the continuum of supports.

Greg Masterson is a Supervisor who has 2 separate portfolios. His role as an Area Supervisor ensures that he works closely with Principals in his area to support student learning in the areas of Teaching and Learning as well as Diverse Learning. He is also the Supervisor of CTS / CTF, Dual credit and Hockey Canada Skills Academy for the Calgary Catholic School District.

Deneen Nolan is an area director with Calgary Catholic School District (CCSD) in Calgary, Alberta. For more than 31 years, Deneen has held a wide-range of positions within CCSD from teacher to principal to diverse learning supervisor. Deneen is passionate about bringing student success to life by creating collaborative learning communities. Her experiences in education have enriched her both personally and professionally.

Annalee Nutter is the Superintendent for Fort McMurray Public Schools. Annalee was raised in Saskatchewan, post-secondary trained in Minot, North Dakota, and received her Masters of Education from University of Prince Edward Island. During her 30 years of teaching, Annalee has taught the majority of her time in Fort McMurray including roles as classroom teacher, Learning Assistance Teacher, Coach in Understanding By Design, Vice Principal, Principal, and then Assistant Superintendent prior to becoming superintendent. Annalee is an advocate for First Nations, Metis and Inuit students, ensuring they have what they need to be successful, including Land Based Learning Camp. She believes that professional learning communities are necessary to build staff capacity and essential for student improvement.

Steve Petingola is an Area Director for Northwest Calgary and Cochrane Schools for the Calgary Catholic School District in Calgary, Alberta. Prior to this role, Steve served as a principal for 11 years at all divisions in various parts of the city and rural communities. While working as an administrator in a variety of

schools, Mr. Petingola was able to hone his craft for innovative practice and sound leadership qualities. In 2019, Mr. Petingola was awarded the “Alberta Distinguished Leadership Award” through the Council for School Leadership for his creativity and tireless advocacy for improving the educational experience for all students and staff. Steve continues to promote faith practice as a Shepherd Leader to all those in his care.

Dr. Noëlla Piquette is the Associate Professor & Registered Psychologist for University of Lethbridge and Principal Investigator responsible for supporting school-based personnel recruitment, training and collaborates with research assistants. Also responsible for data collection, analysis, and synthesis and knowledge mobilization.

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

Martin Poirier Is Education Director for Languages at the Calgary Board of Education. He was a classroom teacher for 20 years in French Immersion Schools before moving into leadership. He is recipient of the Alberta Excellence in Teaching Award, the John Baty Award for contribution to debate in Alberta, the Alberta Social Studies Service Award and the Prix Claudette Tardif.

Loriann Stienwand is the Mental Health in Schools Specialist for Alberta Education. Loriann is currently on interchange from Foothills School Division where she was the Director of Inclusive Learning.

Leanne Timko is a Director of Learning Services with the Calgary Catholic School District. She has been with CCSD for 29 years. During this time, she has been a teacher, administrator, Learning Services Supervisor and Director. She now oversees the Diverse Learning portfolio at the Calgary Catholic School District.

Jordan Tinney is recently retired as Superintendent of one of Canada’s largest school districts in Surrey, BC. Serving previously on three other Boards, he knows places large and small, rural and urban. With a Ph. D. in curriculum, a Masters in Leadership, and a Certified Evidence-Based Executive Coach, Jordan now serves leadership and education as a strategic consultant. With a deep interest in leadership and ways to support effective governance, Jordan is currently working across Canada in numerous jurisdictions to support quality learning for all children. He recently led a two-year project to renew leadership competencies for system leaders in BC and is an external advisor on Manitoba’s rewriting of leadership standards for school leaders. He also recently worked to author a series of papers on global leadership competencies and these papers are intended to be presented to the UN in November. Jordan now lives in Kelowna with his wife and son who is in grade 12, he enjoys getting out on his dirt bike with his son and also trying to improve his golf swing.

