

CASS Fall Conference

November 7-9, 2018

Deerfoot Inn & Conference Centre, Calgary, Alberta

Alberta Stories of Practice: Building Personal and System Capacity



Superintendent Leadership Quality Standard Practice Profile

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



System Education Leader Practice Profile

Quality system education leadership occurs when the system education leader's ongoing analysis of the context, and their 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.

CASS August 2018

Competencies

- | | |
|--|--|
| <input checked="" type="checkbox"/> Building Effective Relationships | <input checked="" type="checkbox"/> Building Effective Relationships |
| <input checked="" type="checkbox"/> Modeling Commitment to Professional Learning | <input checked="" type="checkbox"/> Modeling Commitment to Professional Learning |
| <input checked="" type="checkbox"/> Visionary Leadership | <input checked="" type="checkbox"/> Visionary Leadership |
| <input checked="" type="checkbox"/> Leading Learning | <input checked="" type="checkbox"/> Leading Learning |
| <input checked="" type="checkbox"/> Ensuring First Nations, Métis and Inuit Education for All Students | <input checked="" type="checkbox"/> Supporting First Nations, Métis and Inuit Education for All Students |
| <input checked="" type="checkbox"/> School Authority Operations and Resources | <input checked="" type="checkbox"/> Sustaining Effective Instructional Leadership |
| <input checked="" type="checkbox"/> Supporting Effective Governance | <input checked="" type="checkbox"/> School Authority Operations and Resources |



Welcome to the CASS Fall Conference

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

The **learning goal for all 2018-19 CASS Conferences** is to focus on deepening the understanding and applying the learning to further a commitment to action and support implementation of the professional practice standard(s).

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



Kurt Sacher
CASS President 2018-2019



Barry Litun
CASS Executive Director

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

About the Hotel

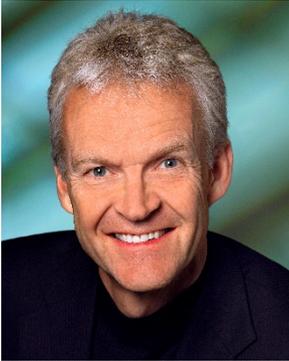
Deerfoot Inn & Casino – A South Calgary Hotel
1000, 11500 – 35 Street SE
Calgary, Alberta T2Z 3W4

Wifi is complimentary. No password required.



KEYNOTE SPEAKERS:

WEDNESDAY / NOVEMBER 7, 2018 (7:25 – 9:00 P.M.)



Authentic Leadership: It's About Presence, Not Position

David Irvine is a speaker, writer and advisor to leaders whose work has contributed to the building of accountable, dynamic and engaged organizations across North America. As one of Canada's most respected voices on leadership, organizational culture, and personal development, he has dedicated his life to creating workplaces, communities, and families that foster accountability, authenticity, and values alignment.

THURSDAY / NOVEMBER 8, 2018 (1:45 – 2:30 P.M.)



Creating a Culture of Wellbeing: What's the Evidence!

Douglas Gleddie is acting vice-dean and an associate professor in the Faculty of Education at the University of Alberta. He teaches undergraduate and graduate courses in health and physical education, reflective practice, physical literacy and research methods. Doug's research foci include: narratives of physical education; school sport; physical literacy praxis; meaningful physical education, and teacher education.

WEDNESDAY / NOVEMBER 7, 2018 PRE-CONFERENCE (1:00 – 4:00 P.M.)

Summer Learning Modules continue on November 7th with a focus on:

Executive Coaching

In this highly interactive, experiential based follow-up workshop, we will collaboratively review the core principles of the Coaching Model shared this summer and delve into the lessons learned when you took your added coaching skills back to work and life. We will also take time to explore the successes and challenges that participants have experienced while integrating non-directive coaching skills to deepen and expand our understanding of the Model. The core principles discussed in this workshop will be directly linked to the Alberta Professional Practice Standard in order to further enhance each participants' own capacity and development plan. Additionally, participants will be guided through an exploration of how other education organizations and school districts are effectively utilizing this methodology. There will also be a coaching demonstration, debrief and an opportunity to engage in real-life coaching skills sessions to practically apply your learning.

Professional Practice Competencies Learning Modules:

Building Effective Relationships, Ensuring First Nations Métis and Inuit Education for All Students, Leading Learning, Visionary Leadership, Supporting Effective Governance

In this session, all five competency learning modules will gather together to emphasize the interrelated and interdependent nature of the competencies, as well as provide an opportunity for your team to continue to learn about practices that enhance your own capacity and in turn support your district plans. Based on your input as well as the facilitators' design ideas the afternoon program will include:

- a Panel where summer facilitators will share how they have applied learning specific to the competency they focused on;
- Alberta stories of practice review: Contributions to the competency overview completed at the beginning of the summer learning included a multitude of Alberta practices. Time will be spent reviewing and updating the document given the learning this summer and the practices this fall. A process will be provided for reviewing, updating and visiting other districts that offered practices participants may be interested in: <https://docs.google.com/spreadsheets/d/1jS7lWlgDPFTqXE2BRJldOXJ9oKj7jjWSHcRit6Oh6XY/copy>; and
- sharing of emerging practices as requests for information about how school authorities are preparing to support implementation of the professional practice standards have been received. (If you are willing to share your plans, please be in touch!)

As a result of attending this session you will have an opportunity for your team to continue to learn about practices that enhance your own capacity and in turn support your district plans.

Participants who complete the Professional Learning Modules will receive official acknowledgement of doing so and the completion will be noted in the CASS Professional Learning Registry that has been developed.



WEDNESDAY / NOVEMBER 7, 2018 CONFERENCE (6:00 – 11:00 P.M.)

Evening 6:00 pm – 7:00 pm	Conference Registration	<i>Sundance Ballroom Corridor</i>
7:00 pm 7:05 pm 7:10 pm – 7:25 pm 7:25 pm – 9:00 pm	Welcome, Introductions, and Acknowledgement of Treaty 7 Land Opening Blessing and Prayer – Elder Randy Bottle Welcome – CASS Executive Director, Barry Litun Keynote – Authentic Leadership: It’s About Presence, Not Position – David Irvine	<i>Sundance Ballroom</i>
9:00 pm – 11:00 pm	President’s Reception	<i>Chrome Room</i>

KEYNOTE: Authentic Leadership: It’s About Presence, Not Position with David Irvine

In a world that seems to be working at tearing communities apart – rural vs urban, province vs province, country vs country, technology vs humanity – building communities at every level of our Districts is particularly important today. Thank goodness for our school communities! At times, it feels like it’s the only truly safe place, even safer than the home! School communities where students and staff collectively feel safe and have sufficient trust to learn and grow together starts with caring people, seeking out what’s good and doing what’s right for everyone’s benefit at every level.

This opening keynote address will inspire and uplift you with a reminder of the vital role of superintendents and system leaders to foster caring throughout your Districts through the strength of your authentic leadership presence. In support of your commitment toward the Professional Practice Standard, this keynote promises to assist your development of the following competencies: Visionary Leadership, Building Effective Relationship, and Leading Learning.

Be prepared to recognize how you can focus your leadership, amplify your impact, cultivate caring, and build aligned school communities throughout your District.

THURSDAY / NOVEMBER 8, 2018 CONFERENCE (7:00 – 9:30 A.M.)

7:00 am onward	Conference Registration	<i>Sundance Ballroom Corridor</i>
7:15 am – 8:00 am	Full Buffet Breakfast	<i>Sundance Ballroom</i>
8:00 am – 8:05 am 8:05 am – 9:05 am	Welcome, Introductions, Acknowledgement of the Treaty 7 Land, Introduction of Guests Learning Modules/Summer Learning Panel: System Leaders Share Lessons Learned	
9:05 am – 9:30 am	Wellness Break	

Learning Modules PANEL: System Leaders will highlight the learning from the inaugural CASS learning module opportunity. They will respond to the questions: What did I learn this summer? How did I apply my learning?

THURSDAY / NOVEMBER 8, 2018 / BREAKOUT SESSIONS (9:30 – 10:45 A.M.)

9:30 am – 10:45 am Alberta Stories of Practice/ Innovation and Initiative Topics	Visionary Leadership - Learning Module Overview	Making Learning Success Visible and Amplifying “Next” Practices	Developing a Leadership Development Program for System Leaders	Building Trusting Relationships for Academic Improvement
	Accountable Leadership (Part 1)	Occupational Health & Safety Regulation Update	Principal Academy	Supporting Implementation of the Professional Practice Standards

2-PART SESSION (9:30 A.M. – 12:15 P.M.)

Accountable Leadership: Putting the Inspiration to Work - David Irvine

While David Irvine’s opening keynote address inspired, provoked, and revealed some processes and tools for building strong communities through your authentic leadership, this concurrent session will focus on putting the philosophy to work. Come prepared for another reflective presentation along with a stimulating, thought provoking, and practical dialogue with your colleagues. This session will focus on the entire intent of the professional practice standard for superintendents and system leaders.

- What does accountability – the power of assurance and the ability to be counted on – really mean in the world of superintendents and system leaders? The accountability/assurance conversation would relate to meeting the standard and developing a practice profile.
- What’s the difference between accountability in the private sector and accountability in education? Who, precisely, are you accountable to? What, exactly, are you accountable for?
- How can you create your own leadership measurable for the coming year? What is your highest priority? What will you hold yourself accountable for? How will you ensure support? What will be your plan? How will your administrators be accountable to support you?
- Leave with a clear accountability agreement with yourself and your leadership team, and a practical process for adapting what you learn here to your administrators throughout your District.

THURSDAY / NOVEMBER 8, 2018 / BREAKOUT SESSIONS (9:30 – 10:45 A.M.)

 **Leading Learning**

Developing a Leadership Development Program for System Leaders

This session will assist system leaders with a process to design district leadership development programs and learning opportunities that build and enhance leadership capacity. Leveraging the identified best practices from three 2018 CASS research reports, you will be introduced to a newly created Learning Guide to support your work in developing a Leadership Development Program for emerging System Leaders.

Joanne Bergos is currently on contract as a leadership consultant and coach in Edmonton Public Schools and has her own coaching and consulting practice. Her passion is mentoring and coaching school leaders to lead learning communities in support of student success. She recently retired from EPS, having previously been the supervisor of leadership development, principal, curriculum consultant, curriculum coordinator and elementary teacher.

As a result of attending this session, you will gain an understanding of critical elements identified in recent CASS research reports for effective leadership development and take away a process and supplementary tools that can be customized within your context. CASS research projects: <https://cassalberta.ca/resources/research-and-position-papers/>

✓ Visionary Leadership

Visionary Leadership - Learning Module Overview

In this session, Gary will provide research and school district practice highlights from the inaugural summer learning module provided in August 2018. Delegates that participated this summer shared that they valued the blend of research and practice and facilitator stories based on lessons learned. This session will introduce information about the value of organizational statements such as visions, missions and community engagement strategies.

As a result of attending this session, you will hear research and school district practice highlights from the inaugural summer learning module provided in August 2018 and will learn more about the value of organizational statements such as visions, missions and community engagement strategies.

Gary Strother has been the chief superintendent of the Calgary Catholic School District since 2012. He leads the largest Catholic school district in Alberta, serving more than 56,000 students in 115 schools in Calgary, Airdrie, Cochrane, Chestermere and Rocky View County. Gary moved from Montreal to Calgary in 1983 when he began working with the district as a teacher, then served as a vice-principal, principal and area superintendent. Gary is committed to academic success and doing what is best for students. He believes in supporting each and every employee in the district to inspire excellence in students, which has helped make the district one of the top performers in the province. He has built a culture of shared responsibility, transparency and collaboration. Gary sits on various local and provincial boards, including the board of directors for the Sheldon Kennedy Child Advocacy Centre, where he recently helped unveil a toolkit to better equip teachers to identify and report child abuse.

✓ Leading Learning

Principal Academy

In this session, the speakers will describe how, in response to supporting school-based leaders' growth in relation to the new Alberta Education Leadership Quality Standard, Battle River School Division implemented a professional learning collaborative entitled "Principal Academy". Academy sessions provide time for principals to collaborate on the instructional leadership aspects of their work to create vibrant learning communities. The focus has been on instructional leadership, school culture, relationships, teacher supervision and meaningful feedback, and analysis of school data to advance student learning. They know, and this academy supports, that current research recognizes the pivotal role principals play in transforming our public education system.

As a result of attending this session, you will hear first-hand from principals how "Principal Academy" has supported their growth and development in relation to the new LQS.

Tracy Beattie is currently division principal for Battle River School Division.

Stephen Hoyland has just transitioned from being principal in a rural K to 12 school to principal of our city middle school, which includes grades 6 to 8.

Maria Schade has just transitioned from being principal of our city middle school to principal of a rural 7 to 12 feeder school.

Adam Madsen is currently principal of a rural K to 12 school.

Occupational Health & Safety Regulation Update

This session will focus on Bill 30, which is the new Alberta OHS legislation changes. This Bill modernizes the Alberta OHS Act to promote and maintain the physical, psychological and social well-being of workers and came into force June 1, 2018.

Information on the following will be provided:

- Responsibilities of Work Site Parties
- Joint Work Site Health & Safety Committees/HS Representatives
- Health & Safety Program
- Reporting Requirements
- Workers protected from Discriminatory Action
- Harassment and Violence
- Acceptances and Approvals
- Directors authorities
- Legislation review timelines
- Information collection and exchange

Darcy Brown is currently an Occupational Health and Safety Officer with the Government of Alberta based out of Red Deer. His work experience includes ten years' service within the Alberta Public Service, another ten years in the private sector managing HSE programs throughout Western Canada & the United States as well as 3 years within the RCMP. He holds a Master's degree in Occupational Safety & Health, a Bachelor's degree in Criminal Justice, and his CRSP designation.

✓ Modeling Commitment to Professional Learning

Making Learning Success Visible and Amplifying "Next" Practices

In this session, you will learn how school and district leaders worked together to create "coherence" (Fullan & Quinn, 2016) in school improvement through a focus on deep learning in their work with literacy, numeracy, and pedagogy leaders in classrooms. The journey began at the start of last year (2017-2018) when school and district leaders co-constructed a district-wide pedagogical vision to make student success visible. By examining examples of classroom practices that enacted deep learning during our August leadership meeting, six principles of practices were co-constructed with school and district leaders. These six principles reflected foundational research in formative assessment (Wiliam, 2017) - students know and understand learning intentions, identify criteria to achieve learning success, use criteria-based feedback to move learning forward, leverage technologies to enhance learning, collaborate and work together, and teach others about their learning which reflects their ownership of their learning.

By sharing video examples of teacher leaders' explorations of one or more of the six principles of practice with Santiago Rincón-Gallardo, a change researcher who is part of the National Pedagogies for Deep Learning, they learned the importance of articulating what change looks like from phases of initiating, developing, and mastering change.

"Stretching" their vision from single principles of practice into "practice progressions" of what change looks like and sounds like while unfolding in classrooms, they realized the importance of "amplifying" teachers' explorations of such a vision, of privileging teachers' sharing of their refinements of practices or taking on new or "next" (Stoll, 2006) practices that pushed their students' learning forward.

As a result of attending this session you will learn:

- how a shared school improvement planning approach involved leaders from school and district teams in determining school improvement priorities;
- how co-constructing district-wide practice progressions assisted all leaders (teacher, principal, vice principal, district) to focus on students' evidence of learning as the driver of "next" practices for school improvement;
- how consultation with a lead change researcher supported them to refine and push their system thinking forward in tangible ways and how to continue this dialogue with this and other researchers; and
- what the value of this change journey has been for district and school leaders and their questions for reflection with participants in this session.

David Keohane has been a superintendent, principal, vice principal, consultant, and teacher for over 30 years in Alberta. He has focused on instructional leadership and school improvement throughout his nine years in Greater St. Albert Catholic Schools. This presentation will illuminate aspects of this journey with a focus on present iterations of amplifying teacher leaders' practices to move district strategies and outcomes forward. David will co-present with **Rhonda Nixon**, Assistant Superintendent, **Danielle Karaki**, Principal, **Christin MacKinnon**, Principal and **Karla Holt**, Education Technologies Consultant.



Supporting Implementation of the Professional Practice Standards

Successful implementation is complex work. Planning requires an understanding of the characteristics of successful implementation, coherence among plans and priorities, and the intentional effort to plan for impact based on your outcome. <https://cassalberta.ca/planning-for-implementation/>

In this session, one district will share how it has adapted CASS's plan to support implementation to support the Leadership Quality Standard and Teacher Quality Standard implementation. Fort McMurray Public (as well as other districts) have adapted the CASS Practice Profile as one tool to support a growth focus with the new standards. Fort McMurray Public has also adapted the Comprehensive Professional Learning Plan for their school leaders to be intentional about the design and delivery of professional learning for teachers. Implementation supports includes both awareness and understanding for the new standards as well as a focused and refreshed plan for professional learning.

As a result of attending this session, you will have an opportunity to share your ideas and plans for supporting implementation of the practice standards and contribute to the provincial team drive Fort McMurray Public Schools has created to share school authorities' tools, plans and resources.

Val Olekshy has had the pleasure of working for and with Alberta educators through her roles as teacher, school leader, consultant, Alberta Education manager, University of Alberta Instructor, ERLC Executive Director and now as a private consultant. Her roles have included opportunities teaching and leading at the junior high level, physical education curriculum development and consulting, staff well-being, new teacher development and professional learning design and delivery. Her masters work focused on curriculum implementation and she is passionate about effective professional learning design and supporting implementation. She values the new learning opportunities working as a Director of Leadership Learning with CASS as well with various school districts. Cycling, Golfing, travelling and time with family and friends is also an important life focus!

Shannon Noble has lived in Fort McMurray for 30 years where she raised her three children and called Fort McMurray her home. She has been in the education field for over 30 years with most of her work focusing on supporting inclusive practices. Her previous position was Director of Student Services for Fort McMurray Public Schools and she presently holds the portfolio of Assistant Superintendent of Inclusive Learning. Shannon provides direction and leadership over Early Learning, Inclusive Education, First Nations, Métis and Inuit Education and Mental Health where she co-chairs RCSD and lead the school district through recovery post 2016 wildfire.

Shannon has a passion for continued professional growth and sees the Professional Practice Standards as an opportunity for Superintendents, Administrators and classroom teachers to enhance capacity.

Merrie-Rae Mitsopoulos has been an educator for twenty years, as a Teacher (grades 4 - sr high), Vice Principal (elementary and jr/sr high schools), Education Consultant to Aspen View School Division, Fort McMurray Public School District Coordinator of Instruction, and Principal of Dr K.A. Clark School. She is currently the Director of Education for Fort McMurray Public School District. Her areas of specialty are in math and science education and instructional practices.

She is passionate about school improvement - building teacher capacity, developing leadership, and finding ways to improve instructional practice.

✓ Building Effective Relationships

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

Building Trusting Relationships for Academic Improvement

In this session, the speakers will describe their three-year journey during which they worked together to build effective relationships. This journey has opened the doors at the administrative, teacher, student and community levels.

As a result of attending this session, you will learn how they have worked together to build relationships between their two school authorities that have resulted in:

- effective learning opportunities for students;
- enhanced professional development opportunities for staff;
- increased access to technology and programming; and
- building of cultural understanding and knowledge.

Violet Parsons-Pack is the deputy superintendent with Canadian Rockies Public Schools. **Bill Shade** is the superintendent of the Stoney Education Authority. **Tanja Nicol** is the grant/project manager for Stoney Education Authority.

THURSDAY / NOVEMBER 8, 2018 / BREAKOUT SESSIONS (11:00 A.M. – 12:15 P.M.)

11:00 am – 12:15 pm Alberta Stories of Practice/ Innovation and Initiative Topics	Accountable Leadership (Part 2 continued)	Leaders Conceptions of Risk in the Areas of Parents and Classroom Assessment	Leading Learning - Learning Module Overview	Inspiring the Weave: Supporting System and School Leaders...
	Modeling Your Commitment to Professional Learning	Supporting Effective Governance - Learning Module Overview	Program Unit Funding in the 21 st Century	

✓ Modeling Commitment to Professional Learning

Modeling your Commitment to Professional Learning

In this session, the speakers will describe how no matter how competent a person is they will not have sustained any lasting success unless they are able to effectively lead themselves, influence, engage and collaborate with others, and continually improve and renew their capabilities. These elements are at the heart of personal, team, and organizational effectiveness. Learn how the 7 Habits of Highly Effective People® develops leadership effectiveness at three levels:

1. INDIVIDUAL
 - a. Develop increased maturity, greater productivity, and the ability to manage one's self.
 - b. Execute on critical priorities with laser-like focus and careful planning.
2. TEAM
 - a. Increase team engagement, morale, and collaboration.

Having spoken, facilitated and taught at educational events and Professional Development days for 35 years, **David George** is one of Western Canada's most sought-after educational speakers.

In 2005, while Principal at Crestwood School in Medicine Hat, David introduced the school community to the vision of becoming a "7 Habits Leadership School". Providing leadership, support and guidance in making that vision a reality, David and his staff created a unique school environment embedding the leadership principles and practices of The 7 Habits of Highly Effective People into the school to the point at which it defined its culture and operations, while permeating instructional practice and curriculum. This work culminated in Crestwood School being profiled in both editions of Stephen Covey's book, "The Leader in Me."

- b. Improve communication skills and strengthen relationships.
- 3. ORGANIZATIONAL
 - a. Create a framework for identifying core values and intentionally creating a highly effective culture.
 - b. Develop current and high-potential leaders that model both character and competence.

As a result of attending this session, you will leave the day with leadership tools you can apply tomorrow. This session supports system-based and school-based leaders in developing the following Professional Practice Standard competencies: Visionary Leadership; Building Effective Relationships; Leading Learning; and Modeling Commitment to Professional Learning.

Since his retirement, he has been serving as a part-time Consultant and Coach for FranklinCovey Education working with schools across Canada to help them unleash their potential. In addition to his role with FranklinCovey Education, David also provides consulting services to Medicine Hat Public School Division, other school jurisdictions, working with their boards to build leadership capacity. David also works as a consultant with the University of Lethbridge supporting teacher interns in their application of the TQS in their teaching practice.

Darryl Seguin is the Superintendent of Schools and **Richard Feller** is the Director of Learning (Support Services) with Livingstone Range School Division. Darryl and Richard will acknowledge their experiences and outcomes as a result of working with the 7 Habits of Highly Effective People® in schools and at system level.

✓ School Authority Operations and Resources

Program Unit Funding in the 21st Century

In this session, the presenters will guide participants through the legislation, policy and regulations that frame the PUF eligibility process and the Early Childhood Services PUF grant. They will respond to the questions and concerns raised by CASS members in winter 2018. Specifically, emphasis will be placed on the identification and eligibility requirements for children diagnosed with a severe disability or delay involving language.

As a result of attending this session, you will understand the legislation, policy and regulations surrounding the PUF eligibility process and the ECS PUF grant. You will also learn more about the identification and eligibility requirements for children diagnosed with a severe disability or delay involving language.

This session will be presented by **Dr. Joyce Clayton and Denise Matthews**, Alberta Education.

✓ Building Effective Relationships

Leaders Conceptions of Risk in the Areas of Parents and Classroom Assessment

In this session, you will participate in a computer-based simulation that will require you to think about how you prioritize requests from parents and other stakeholders, and how you rank the importance of the communications you receive. What factors enter into decisions you make as an educational leader when working in the areas of parent relations and student assessment? How do you balance demands in these areas with other competing demands? What does risk mean to you? Which correspondence will you respond to first or ignore completely? A facilitated group discussion following the computer simulation will give you a chance to share perspectives and tensions regarding the scenarios you ranked. This involves data collection for a study on educational leaders' conceptions of risk conducted by Drs. Darryl Hunter

As a result of attending this session, you will have an opportunity to explore and reflect on the assumptions that drive your decision-making, and the factors that impact your prioritizing. Group discussion will create an opportunity for learning about effective problem solving, best practice for managing the multiple demands of the role and enhancing networks for future planning.

Darryl Hunter and Bonnie Stelmach are faculty in the Department of Educational Policy Studies at the University of Alberta. Prior to joining the faculty, Darryl was a teacher, school administrator and civil servant in three Canadian provinces, specializing in various kinds of educational assessment and evaluation. Bonnie has taught secondary

and Bonnie Stelmach (UofA Ethics ID Pro 00078737). A personal device is required to complete the in-box simulation.

school in rural and northern Alberta and internationally and has fond memories of being a district coordinator for AISI in Cycle One.



Ensuring First Nations, Métis and Inuit Education for All Students

Inspiring the Weave: Supports for Leaders and Educators to Embrace Indigenous Knowledge Systems in Leadership and Learning

In this session, Krystal and Corrie will highlight the critical role that system and school leaders play in supporting district and school staff in accessing the necessary professional learning and capacity-building supports and resources needed to meet the learning needs of First Nations, Métis, Inuit and all other students. They will share stories of how system and school leaders have created district and school plans related to building Indigenous foundational knowledge, how they have accessed the high-quality resources and supports offered through ARPDC, and how leaders can learn from each other to best support their staff in applying and implementing Indigenous knowledge systems in their schools and classrooms. The new Weaving Ways resource will be highlighted and will provide support to both system and school leaders to inspire school staff to weave Indigenous knowledge systems into their current practice for the benefit of all students.

As a result of attending this session, you will experience a process for creating a common understanding of what this work “looks like”, and will have the opportunity to begin to explore what ‘evidence’ might be collected with respect to Competency Five in the SLQS and LQS, including:

- supporting staff in accessing the professional learning and capacity building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;
- aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement; and

- enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts for First Nations, Métis and Inuit peoples.

Krystal Abrahamowicz is a designer of professional learning with the Calgary Regional Consortium. In this role, 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 section in the government of Alberta resource, Working Together to Support Mental Health in Alberta Schools. Previous to this, she spent over ten years as a teacher, student services specialist, and then student services coordinator at Westmount Charter School. With extensive background and training in gifted education, and many years of experience in designing support plans for diverse learners, Krystal is a passionate believer that every student can experience success at school.

Corrie Ziegler has been an educator for over 39 years. Prior to joining the Edmonton Regional Learning Consortium, Corrie served as a teacher, principal, supervisor and director with Edmonton Public Schools, where she led numerous district-wide projects, managed complex teams, and facilitated professional learning sessions on a broad spectrum of topics related to teaching and learning. Corrie has her Master’s degree from the University of Alberta, and was a finalist in Alberta’s Excellence in Teaching awards program. Corrie believes in the power of collaboration and has coached numerous learning communities in working together to achieve high levels of engagement and learning for all students.



Supporting Effective Governance

Supporting Effective Governance - Learning Module Overview

In this session, you will be provided with research and school district practice highlights from the inaugural summer learning module provided in August 2018. Delegates that participated this summer shared that they valued the blend

As a result of attending this session, you will increase your understanding of research, collaboration and school district practices related to the role of governance.

of research, practice and facilitator stories based on lessons learned. This session will share highlights from the module, such as information about the dual role of superintendents, politics of governance and the value of fostering collaboration.

Roger Nippard has served as the superintendent/CEO of two Alberta school jurisdictions over the past 11 years. In 2014 he moved to Calgary taking on that role with Foundations for the Future Charter Academy, Alberta's largest public charter school. Originally from Newfoundland and Labrador, his initial experience at the governance table came through being appointed as an ex-officio member of the school board representing staff and administration. His governance perspective also includes his work in both provinces in positions such as district partnerships facilitator, assistant superintendent – programs, area assistant superintendent, assistant superintendent – human resources, and deputy superintendent.

Roger holds BA and BEd degrees from Memorial University and his MEd in educational counselling from the University of Ottawa. He is currently pursuing his PhD in human resource development at Burapha University. He has served as president of both CASS and CASSA and has presented at numerous national and international conferences. A graduate of the National Staff Development Council Academy he has also worked for Royal Roads University as an Associate Professor in the Master of Administration and Leadership training program.

Leading Learning

Leading Learning - Learning Module Overview

In this session, research and school district practice highlights from the inaugural summer learning module provided in August 2018 will be provided. Delegates that participated this summer shared that they valued the blend of research and practice and facilitator stories based on lessons learned. This session will introduce information about establishing and sustaining a learning culture and creating a collaborative and coherent learning organization.

As a result of attending this session, you will learn the research and school district practice highlights from the inaugural summer learning module in August 2018 and will be introduced to information about establishing and sustaining a learning culture and creating a collaborative and coherent learning organization.

Chris Smeaton is entering his 10th year as superintendent of schools for Holy Spirit Catholic School Division and his 16th with the division. During his 17 years of central office administration, Chris' diverse educational background has included portfolios related to human resources, curriculum and instruction, and he also served as an AISI lead. Through his many experiences and working with exceptional colleagues he has developed an innovative leadership style that encourages staff to take risks in order to rethink and improve the current education system. He continues to nurture his own professional growth and the growth of others by enriching his personal learning network on Twitter, as well as teaching courses in the Gonzaga University Master's in Educational Leadership program.

Lorelie Lenaour serves as the director of learning for Holy Spirit Catholic Schools. In this role, she provides leadership in curriculum, assessment, educational technology, and professional learning. As a lead learner, Lorelie plans for and provides professional learning opportunities for all staff through a variety of activities throughout the school year. With the philosophy that adults need to experience learning in new ways in order to build efficacy to teach differently, she aims to provide meaningful experiences that deeply engage learners in new ways of thinking and doing. Lorelie was a classroom teacher for 25 years and has also served as a school-based associate principal and division principal for curriculum and AISI. She has a Master of Education and Bachelor of Education from the University of Lethbridge. Lorelie has recently become a certified presenter and trainer for Concept-Based Curriculum and Instruction by H. Lynn Erickson.

12:15 pm – 12:45 pm	Lunch
12:45 pm – 1:30 pm	CASS Special General Meeting
1:30 pm – 1:45	Break
1:45 pm – 2:30 pm	Wellness Keynote: Creating a Culture of Wellbeing: What’s the Evidence? – Doug Gleddie

KEYNOTE: Creating a Culture of Wellbeing: What’s the Evidence! with Dr. Doug Gleddie

In this keynote, wellbeing will be examined as a concept that has been gaining credence and momentum in the education sector and beyond. But is this trend merely another educational fad that will surely fade with time? The evidence suggests that health and wellness are integral and even critical to the success of schools – and societies. Come and join us as we discuss research supporting scholastic wellbeing, examine possibilities and maybe even have a little fun!

2:30 pm – 2:45 pm	Break			
2:45 pm – 3:45 pm Wellness Initiatives	Comprehensive School Health - A Shared Vision for Healthy School Communities	Continuing the Conversation: Creating a Culture of Wellbeing	A Rurban Approach to Mental Health: Grasslands Public Schools Journey...	Physical Activity and Wellbeing Mentorship in Alberta School Communities
	Building a Culture of Connections: Positive Mental Health Initiatives	Investigating Wellness – Healthy Hearts Alberta	Wellness Starts with You	Leading Health and Wellness in the Workplace

THURSDAY / NOVEMBER 8, 2018 / BREAKOUT SESSIONS (2:45 – 3:45 P.M.)



Continuing the Conversation: Creating a Culture of Wellbeing

Presented by: Doug Gleddie

In this session, the discussion will pick up from where the keynote left off. We will extend the conversation about evidence, provide an opportunity for questions and share ideas about creating a culture of wellbeing in school authorities.

As a result of attending this session, you will learn about research evidence for wellbeing in schools and find out what school communities and authorities can do and are doing to support wellbeing.



Leading Health and Wellness in the Workplace

In this session, the Resilience in Leadership (RIL) project will be highlighted. This project is an innovative collaboration between the College of Alberta School Superintendents (CASS) and the Alberta School Employee Benefit Plan (ASEBP). The project explores resilience, wellbeing and leadership among education sector leaders and the connection to a sustainable school system. The RIL project recognizes that system leaders are uniquely positioned to positively influence their own wellbeing and, at the same time, enable colleagues and workplaces to do the same. Project learnings continue to inform evidence-based resources to support system leaders in fostering wellness and creating healthy workplaces.

As a result of attending this session, you will stock your leadership toolkit. You will hear how ASEBP's Health Promotion Services team is supporting school jurisdictions across the province to promote workplace wellness, discover useful resources developed through the RIL project, and discuss next steps for promoting and sustaining health - all with an eye toward benefitting your jurisdiction and the Alberta education sector as a whole.

Presented by: Patricia Tallon and Leanne Keyko

Patricia Tallon is an ASEBP workplace wellness liaison with over 10 years of professional experience spanning a broad range of health settings. A registered dietitian with a Bachelor of Science in Nutrition and Food Science, Patricia has provided nutrition counselling for chronic disease management and led a variety of health promotion programs. She's passionate about exploring and educating people on every dimension of wellness—from physical to social wellness and beyond—and its impact on health. In her role at ASEBP, Patricia draws on her strategic thinking and relationship building skills to assess, plan, develop, implement and evaluate successful workplace wellness initiatives.

Leanne Keyko delivers a breadth of experience in the health and wellness field to her role as ASEBP's health strategies liaison. Since earning her Bachelor of Kinesiology and Bachelor of Science in Nursing (with Distinction) from the University of Alberta, Leanne has held leadership roles in program development, quality improvement and strategic partnership initiatives in hospital, community and education settings. In her role at ASEBP, Leanne works collaboratively to support partnerships and strategic initiatives with key stakeholders to positively impact the health and well-being of the education sector.



A Rurban Approach to Mental Health: Grasslands Public Schools Journey Toward Student Mental Wellness

In this session, Sean will outline the steps Grasslands Public Schools has taken to address student mental health and wellness. The session will examine the challenges and opportunities faced by Grasslands Public Schools in relation to student mental health. He will discuss how fostering effective relationships, understanding a larger societal context, and embodying visionary leadership contributed to the development of their mental health and wellness plan.

As a result of attending this session, you will understand how Grasslands Public Schools is developing a comprehensive approach to student mental health and wellness through preventive education, tiered supports, community partnerships and nutrition.

Presented by: Sean Beaton, an educator with over 20 years of classroom, in school and central office administration experience. As assistant superintendent of support services, Sean oversees a number of areas including programs and initiatives related to student mental health.



Investigating Wellness - Healthy Hearts Alberta

In this session, Dr. Paul Wozny will share his lived experience as school administrator and researcher developing a collaborative wellness-focused research project with multiple stakeholders including the University of Alberta, Alberta Education, and multiple public school partners. This research project, Healthy Hearts Alberta, continues to generate international research publication in both education and medicine in support of evidence-based practice dedicated to the improvement of youth cardiovascular health and wellness.

As a result of this session you will:

- build knowledge, skills and competencies in accessing relevant and timely research to better inform policy and practice; and
- learn the importance of engagement with university partners to support and nurture school authority research initiatives.

Presented by: Dr. Paul Wozny, the deputy superintendent of Aurora Academic Public Charter Schools, Aurora School Ltd. Paul is currently co-researcher in a collaborative funded research project addressing social connectedness in public schools with researchers Dr. Malcolm Steinberg, MD, MSc, Simon Fraser University, Faculty of Health Sciences, Dr. Paul Veugelers PhD, University of Alberta, Faculty of Public Health, and Dr. Owen Livermore, PhD, Edmonton Public Schools.



Wellness Starts with You

In this session, the life of an education sector leader is compared to running a marathon - but at a sprinter's pace! We know it can be hectic at times and that's why we will talk about how showing yourself some compassion can make a difference not only in your own life, but in your school community as well.

As a result of attending this session, you will learn how to set up a self-care plan that will help you amp up the opportunities to refuel and recharge your life! Whether you leave the session with helpful strategies to support your own wellness or are better able to support a friend or colleague, there's something here for everyone.

Presented by: Kylie McLean, an ASEBP workplace wellness liaison with a wealth of experience helping people manage chronic illness through nutrition. As a registered dietitian with a Bachelor of Science in Nutrition and Food Science, Kylie is invested in public health and health promotion. At ASEBP, Kylie works with school jurisdictions across Alberta providing health and wellness workshops to education staff and leadership groups and develops resources to improve staff wellness. She is passionate about promoting wellness beyond diet and exercise and believes in the importance of strong social connections, emotional resiliency and mental well-being.



Physical Activity and Wellbeing Mentorship in Alberta School Communities

In this session, Chris will describe how Ever Active Schools has been providing mentorship in over 100 school communities targeting students and families of low income over the last two school years. Using a comprehensive school health approach, the initiative builds teacher and school administration capacity in the areas of physical activity to initiate a culture change within school communities that values, understands and implements broader health and wellness. A key component of the initiative is to work alongside school jurisdictions and First Nations School Authorities to build regional capacity to sustain ongoing professional learning.

As a result of attending this session, you will:

- develop an understanding of the Ever Active Schools mentoring initiative related to wellness and how to get involved;
- gain an awareness of resources to build regional capacity in physical activity and broader health and wellness goals, including positive mental health;
- hear about examples of successful comprehensive school health mentorship projects detailing healthy school policy, teaching and learning, healthy social and physical environments and community partners; and
- build your knowledge of system change efforts to address wellness in Alberta school communities.

Presented by:

Chris Fenlon-MacDonald is the Provincial Education Coordinator with Ever Active Schools and leads coordination of professional learning opportunities to support individual schools and school districts. Chris also oversees the Healthy Active School Symposia for Ever Active Schools - fifteen student-centered events in Alberta that promote healthy school communities through student leadership and uses comprehensive school health as a framework. Chris has also filled various education roles in a variety of settings with the Calgary Board of Education. Chris earned an HBOR/Parks and Tourism and a BA in Geography from Lakehead University, as well as a GradDip in Education from the University of Wollongong, New South Wales Australia.

Scott Bailey joined Ever Active Schools in 2017 after four years teaching grade 5/6 at Banded Peak School in Bragg Creek, Alberta. He is excited to visit schools across the province and to work with teachers and administrators who are also passionate about making schools more active and healthy places to learn. In addition to his school-teaching experience, Scott has worked in the ski industry for over a decade. He has coached ski racing athletes aged 6 - 16 in Alberta, Australia and Europe and he continues to work with up and coming ski instructors as a course conductor with the Canadian Ski Instructors' Alliance.



Building a Culture of Connections: Positive Mental Health Initiatives

In this session, the presenters will describe how Elk Island Catholic Schools, Prairie Rose School Division and Wild Rose School Division have launched positive health initiatives in each of their school divisions. The focus on connections is to build culture of connection and to help staff and students build resiliency through meaningful relationships with others.

As a result of attending this session, you will learn about the three dimensions to the Connections project: Positive Mental Health, Capacity Building, and Interventions.

Presented by:

Darlene Ferris is the Director of Wellness and Human Services at Wild Rose School Division. She is a Registered Provisional Psychologist who has been a teacher at the Kindergarten to grade 12 level for over 15 years. Further, she was as an Instructor at Red Deer College for 10 years.

Dr. Reagan Weeks is the Assistant Superintendent of Prairie Rose School Division. She has served as a school principal, vice-principal and classroom teacher. She believes in a strength-based approach to system change and feels fortunate to be collaborating with Jody, Darlene and Paul to design exceptional learning cultures for students.

Paul Corrigan is an Assistant Superintendent with Elk Island Catholic Schools. He has worked as a Principal, Assistant Principal, School Chaplain and classroom teacher. He is particularly passionate about his portfolio of Faith formation and Wellness.

For the last 15 years, **Dr. Jody Carrington** has assessed, treated, educated and empowered some of our most vulnerable and precious souls on the planet. She is a child psychologist by trade, but Jody rarely treats kids. The answer lies, she believes, in the people who hold them. Especially when kids have experienced trauma, that's when they need big people the most. Some of her favourites include educators, parents, first responders, and foster parents. Jody has shifted the way they think and feel about the holy work that they do. Before Jody started her own practice and speaking across the country, she worked at the Alberta Children's Hospital on the inpatient and day treatment units where she held families with some of the difficult stories. They taught her the most important lesson: we are wired to do hard things. We can handle those hard things so much easier when we remember this: we are wired for connection.



Comprehensive School Health - A Shared Vision for Healthy School Communities

This session will provide an overview of Comprehensive School Health in Alberta, how it has been successfully used to support wellness in Alberta's school communities for almost 20 years, and the shared vision for continuing to support improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way.

As a result of attending this session, superintendents/system leaders will have a deeper understanding of the internationally recognized Comprehensive School Health Framework and how it has been used effectively in Alberta to build sustainable school community wellness.

Presented by:

Patricia Martz, MSc. Health Policy Research, Alberta School Health and Wellness Manager, Alberta Health & Alberta Education

Ray Harrison MHS, RSW, Manager, Healthy Children and Youth Healthy Living Population, Public and Aboriginal Health
Alberta Health Services

Colleen Wright, Project Coordinator, Alberta Healthy Schools Community Wellness Fund, Centre of Health Promotion
University of Alberta

Chris Fenlon-MacDonald, Provincial Education Coordinator, Ever Active Schools

THURSDAY / NOVEMBER 8, 2018 (4:00 – 5:15 P.M.)

4:00 – 5:15 pm	New Members Academy/Mentorship session
----------------	---

FRIDAY / NOVEMBER 9, 2018 (7:00 – 8:30 A.M.)

7:00 am onward	Conference Registration	<i>Sundance Ballroom Corridor</i>
7:15 am – 8:00 am	Full Buffet Breakfast	<i>Sundance Ballroom</i>
8:00 am – 8:30 am	Greetings from Alberta Education – Dr. Curtis Clarke, Deputy Minister	

FRIDAY / NOVEMBER 9, 2018 / MEETING OF CASS MEMBERS (8:40 – 9:40 A.M.)

- ✓ Chief Superintendents
- ✓ Curriculum & Assessment
- ✓ Human Resources
- ✓ Technology
- ✓ Inclusive Education
- ✓ First Nations, Métis and Inuit Education
- ✓ CASS Life Members

FRIDAY / NOVEMBER 9, 2018 / MEETING OF CASS MEMBERS WITH ALBERTA EDUCATION REPRESENTATIVES (9:45 – 10:45 A.M.)

- ✓ **Chief Superintendents** with Deputy Minister, **Dr. Curtis Clarke**
- ✓ **Curriculum & Assessment** with **Kim Brockhoff**, Executive Director of Curriculum Coordination and Implementation and **Dr. Carla Johnson**, Director, Implementation and Resources

With the development of new provincial curriculum for K-12 currently underway, Alberta Education is in discussions with key stakeholders on the development of a provincial curriculum implementation plan.

Alberta Education is targeting Ministerial sign-off of new K-4 provincial curriculum, including the implementation plan, in December 2018.

Join Kim Brockhoff and Dr. Carla Johnson for a session that will provide an overview of the draft implementation plan and offer attendees the opportunity to provide insight, from their perspectives, that will help to refine the draft implementation plan.

- ✓ **Human Resources** with Representatives from the System Excellence Division, **Michael Hauptman, Lila Borhot, Scott McCormack, Karsten Koch**
- ✓ **Technology**
Dr. Charmaine Brooks will share a snapshot of implementation evidence relative to the Learning and Technology Policy Framework and provide updates on key related initiatives. We will also engage in a open conversation to share effective practices, explore potential collaborations and identify evidence of progress.
- ✓ **Inclusive Education**
Leah Dushenski, Senior Manager, Program and System Supports Sector will provide an opportunity to identify, examine and unpack myths that are barriers to advancing inclusive education. There will be an opportunity to discuss ways we can dispel the myths in Alberta's education system.
- ✓ **First Nations, Métis and Inuit Education - Performance Measures for First Nations Métis and Inuit Student Success – Opportunities for Improvement**
Ashley Bodnar, Executive Director of the First Nations, Métis and Inuit Education Directorate will review Alberta Education's Accountability Pillar and existing performance measures and highlight emerging challenges and opportunities to collaborate with the First Nations, Métis and Inuit communities and education partners to develop an approach to strengthen and enhance measurement of First Nations, Métis and Inuit students' educational success and outcomes. There will be an opportunity to discuss why an enhanced approach is desired and how this aligns with Alberta Educations' continued commitment to support the success of First Nations, Métis and Inuit students in a meaningful and relevant manner.
- ✓ **Infrastructure Round Table**
Infrastructure Minister, **Honourable Sandra Jansen** will open the dialogue focused on the opportunities for encouraging and supporting our youth to explore apprenticeship programming and a career in trades.
Tracy Allen, Assistant Deputy Minister of Capital Projects Delivery Division, Alberta Infrastructure, will be the facilitator.

FRIDAY / NOVEMBER 9, 2018 / AREAS OF GROWTH: CREATIVE BRAINSTORMING / WORLD CAFÉ (11:15 A.M. – 12:25 P.M.)

(Topics to be determined)

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

Dr. Bryan Szumlas, Director – Instructional Services in Calgary Catholic School District will facilitate this process with the support of table facilitators.

12:25 – 12:55 pm	Coherence Making: Facilitators of networking meeting share overview of dialogue <i>Sundance Ballroom</i>
1:00 – 1:30 pm	Lunch & Door Prizes <i>Sundance Ballroom</i>

The College of Alberta School Superintendents would like to thank our conference supporters:

GOLD SPONSORS



SILVER SPONSORS





- ✓ 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

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