

# Leaders & Learners



**CASSA-ACGCS**  
Promoting Quality Education for Our Students

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**THANK YOU TO ALL  
OF OUR SPONSORS  
AND EXHIBITORS.  
WE HOPE TO SEE  
YOU ALL AGAIN  
NEXT YEAR.**

## The 2016 CASSA Annual Conference: Hearts and Minds in Winnipeg

THE CITY OF Winnipeg offered a number of wonderful learning opportunities and a beautiful setting in which to host this year's CASSA conference.

A moving highlight for many was the tour of the new Canadian Museum for Human Rights.

This year's gathering saw 155 people in attendance. We also had 19

companies exhibiting their products and services at the conference.

Special thanks to all 16 of our sponsoring partners and to the 2016 conference's host regional affiliate, the Manitoba Association of School Superintendents, who helped to make this national gathering such a success.

See you in Halifax in 2017!



Fireworks explode in the night sky behind the newest jewel in the prairie city of Winnipeg, the award-winning Canadian Museum for Human Rights.

## OUR PURPOSE

CASSA is the Canadian organization of school system leaders that promotes and supports quality education for the success of all students.

## OUR MISSION

CASSA strengthens the capacity of school system leaders and influences the directions that impact education and student learning.

### Scenes from Winnipeg: Reflecting on Human Rights



*Left, top:* Dr. Izzeldin Abuelaish, known as “the Gaza Doctor,” delivers his keynote address to the delegates of the 2016 CASSA conference.

*Left, bottom:* A nighttime Winnipeg cityscape with the Canadian Museum for Human Rights lit up on the left.

*Below:* A poignant quote, appropriate for this year’s theme, found on a wall at the Museum for Human Rights.



## Speakers and Sessions: Three Days of Hearts and Minds



- Clockwise from top left:*
1. Outgoing CASSA President Cindy Finn and incoming President Anne O'Brien.
  2. Ken Klassen, MASS Executive Director, welcomes 2016 conference delegates and sponsors to the host city of Winnipeg.
  3. Nathan Tidridge from Hamilton-Wentworth presents a session as Director of Education Manny Figueiredo listens in.
  4. CASSA board members and AASA reps Barry Wowk and Simone Oliver join CASSA Executive Director Ken Bain and AASA President Alton Frailey.
  5. Ken Bain welcomes the delegates.



## Speakers and Sessions: Three Days of Hearts and Minds, continued



CASSA was honoured to welcome to this year's gathering four top-calibre keynote speakers and many excellent session leaders to address our theme of Hearts & Minds: Creating a Culture of Caring.

Counter-clockwise from top right:

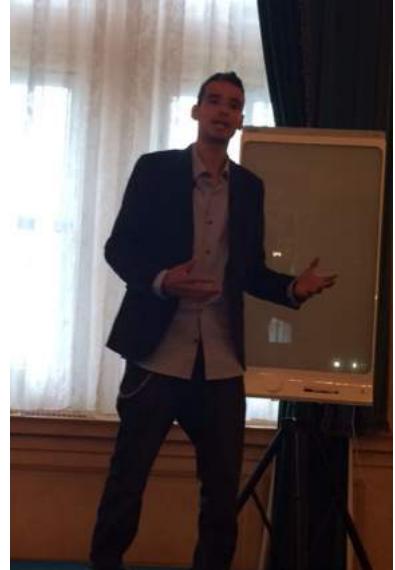
1. Dr. Izzeldin Abuelaish delivered his keynote address on Friday, July 8.
2. A Canadian flag hangs in the foreground as Dr. Abuelaish shares his presentation with a full house. Dr. Abuelaish has dedicated his life to the pursuit of peace.
3. Dr. Abuelaish.
4. Deb Brown, Carolyn Craven and Krista Broderson following their presentation on Holocaust education.
5. CASSA President Cindy Finn thanks Dr. Abuelaish on behalf of CASSA and the Canadian School Boards Association.



## Speakers and Sessions: Three Days of Hearts and Minds, continued



Left: Ray Este of Trillium Lakelands District School Board presents a breakout session.

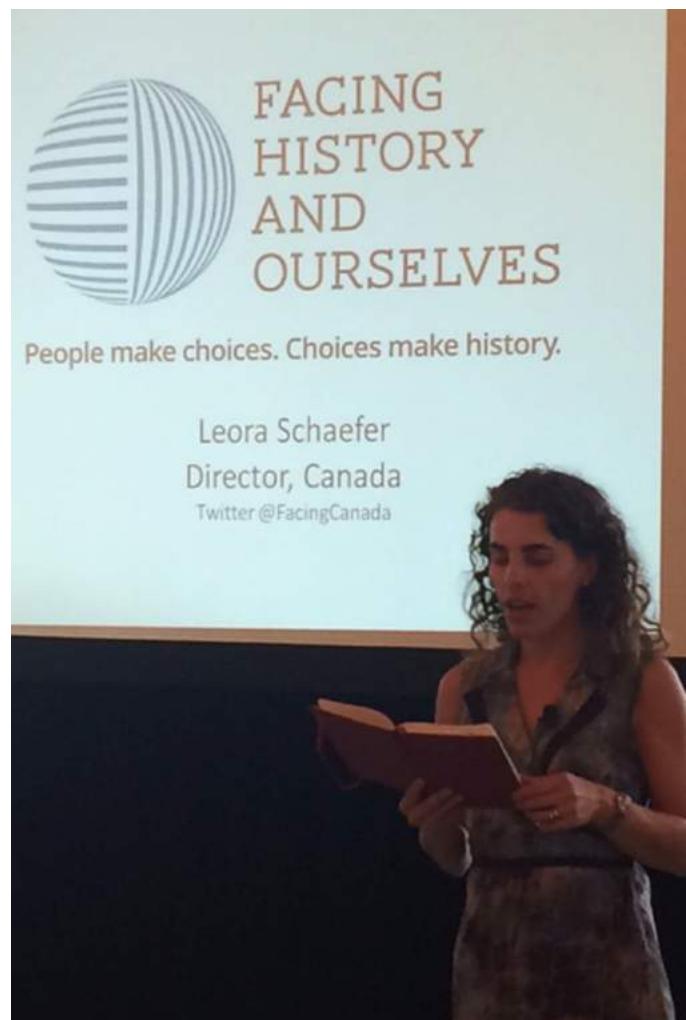


Right: Michael Redhead Champagne presented his keynote address on Thursday, July 7. Michael's many inspiring achievements include an anti-violence rally that takes place every Friday in Winnipeg.



Left: Dr. Catherine Taylor, a professor in the Faculty of Education at the University of Winnipeg, delivered her keynote address on Saturday, July 9.

Right: Leora Schaefer, the Director of Facing History and Ourselves Canada, also presented her keynote address on Saturday, July 9.



## 2016 EXL Award: Exceptional Leadership in Canadian Education



The four 2016 EXL Award nominees, Denise McDonald (Beaufort Delta Divisional Educational Council), Joan Carr (Edmonton Catholic School Board), John Stadnyk (Huron-Superior Catholic District School Board) and Gail Somerville (Riverside School Board), along with CASSA Executive Director Ken Bain (far left) and Barrett Coates of Xerox Canada (far right).

IT IS WITH great pleasure that *Leaders & Learners* announces the 2016 Canadian Superintendent of the Year is **Joan Carr**. Joan is the recipient of this year's Xerox Excellence in Educational Leadership Award, also known as the EXL Award.

Four superintendents were nominated for this year's award:

- **Joan Carr**, Superintendent of the Edmonton Catholic School Board
- **John Stadnyk**, Director of Education for the Huron-Superior Catholic District School Board
- **Gail Somerville**, Senior Administrator with the Riverside School Board on the south shore of Montreal

- **Denise McDonald**, Superintendent and Chief Executive Officer for the Beaufort Delta Divisional Educational Council

**Barrett Coates** of Xerox Canada was on hand to present the awards at a ceremony on July 7 in Winnipeg. CASSA is extremely grateful to the entire Xerox team for their longtime support of the award.

The EXL Award is presented at each national conference to the CASSA member who has exhibited exemplary leadership ability and who has enhanced the profession of school administration throughout their career.

The EXL award has been presented since 2002. Recipients also receive honorary life memberships to CASSA.

## 2016 EXL Award: Exceptional Leadership in Canadian Education, continued



Above: CASSA Executive Director Ken Bain introduces Joan Carr as Barrett Coates of Xerox looks on.

Right: CASSA's 2016 EXL nominees, true leaders in education.

The Canadian Superintendent of the Year is also recognized at the annual American Association of School Administrators (AASA) conference, where the American Superintendent of the Year is selected. The 2017 AASA conference will take place in New Orleans, Louisiana, from March 2 to 4. Each EXL national recipient is invited to attend this important leadership gathering.

"The EXL Award, sponsored jointly by Xerox Canada and CASSA, provides the opportunity for celebration in a school jurisdiction," said Joan Carr reflecting on the award in remarks made by email. "I was so humbled to be the recipient of the award amidst so many great leaders and colleagues from across Canada. This was not about personal achievement but about

recognizing the high level of leadership in our schools and jurisdictions across our country. This award is an opportunity to recognize staff for all the work they do with our students each and every day. It was so gratifying to see the sense of pride and excitement that staff shared in our district. When I visited one of our year-round schools in early August, one of the teachers introduced me to the students by saying, 'She is the person who received an award for all of us.'"

Joan Carr has been the Superintendent for Edmonton Catholic Schools since 2006, and has been a member of the College of Alberta School Superintendents (CASS) for 16 years. She is a past chair of the Catholic Social Services Sign of Hope Campaign and has served on the Board of Directors for CASS, Junior Achievement and Racism Free Edmonton.

Joan was commended for being passionate about providing students with a broad spectrum

## 2016 EXL Award: Exceptional Leadership in Canadian Education, continued

of programming to choose from to reach their fullest potential. Her commitment to establishing wraparound services for children and families, First Nations, Métis and Inuit students, and students new to Canada, and establishing partnerships with Edmonton Public Libraries, Junior Achievement, Edmonton Symphony Orchestra, Boys & Girls Clubs, Big Brothers & Big Sisters Edmonton, business and industry, and the City of Edmonton, were noted in the nomination form.

“Joan Carr is an inspirational professional, who is well known for her leadership, innovation and creativity,” said **Marilyn Bergstra**, Board Chair of Edmonton Catholic Schools. “Joan has proven to be an exceptional leader in finding solutions to challenges while achieving high-quality learning outcomes. All this is done through a lens of faith, with compassion and care for students, families and staff.”

Joan joins several of her CASS colleagues in receiving this honour, including past EXL Award recipients **Kim Jenkins** (2013), **Ed Wittchen** (2004) and **John Darroch** (2002).

**Top:** The 2016 EXL Award recipient Joan Carr with CASS Executive Director Barry Litun.

**Far right:** Joan accepts her award from Barrett Coates of Xerox Canada.

**Right:** Joan addresses the conference delegates and her peers to express her appreciation.



## **Facing History and Ourselves Canada: A Conversation with Director Leora Schaefer**

*On Saturday, July 9, CASSA conference attendants had the opportunity to hear Leora Schaefer deliver her keynote address. In this issue of Leaders & Learners, we are pleased to present an in-depth interview with Leora on her work with Facing History and Ourselves Canada. To learn more about the organization and its important mission, please visit [www.facinghistory.org](http://www.facinghistory.org).*

*For our readers who may be unfamiliar with your organization, what is Facing History and Ourselves Canada?*

We are the Canadian branch of a global organization that is committed to creating future generations of engaged, informed, and responsible decision makers who, when faced with injustice, misinformation, and bigotry, will pave the way to justice, truth, and equality.

Using the lessons of history—and history in the making—Facing History equips teachers to encourage students to confront anti-semitism and racism, empowering them to become adults who change the world for better.

*How did you become involved with the organization, both before and after it opened its Toronto offices and included Canadian history?*

In 2002, I spent a year as an intern at Facing History's headquarters in Boston, Massachusetts, as part of a graduate school program at Brandeis University. I was thrilled when I was hired full time the following year. Several years later, when I moved home to Canada, I had the opportunity to telecommute, working with teachers across North America.

The day that I was moving my boxes from my office in Boston to my moving truck ready to drive back to Toronto, I was introduced to two incredible educators from Canada who were in Boston for a gathering of international educational leaders. They had been connected to Facing History since the early 1980s, and I quickly learned that they had been informally building a Facing History Network in Ontario for 20 years.

I guess they say “the rest is history.” Building on the existing network of educators in Ontario, we were able to open an office in 2008. We now work with a network of over 3,000 teachers in Canada who reach over 160,000 students annually.

*Facing History and Ourselves was founded in 1976 and began working with teachers in Canada in 1981. When was Facing History and Ourselves Canada started? Why was it important to have a specifically Canadian office and a specifically Canadian focus for this organization?*

We officially opened an office in Toronto in 2008 when it became clear that there were

## **Facing History and Ourselves Canada: A Conversation with Director Leora Schaefer, continued**

opportunities for us to have a significant impact on education in Ontario. In 2008, we partnered with the Toronto District School Board on the development of the grade 11 elective, Genocide and Crimes Against Humanity. This course is approved by the Ontario Ministry of Education and is now being offered in school boards across the province. With this course and a growing presence in Ontario, we knew that there were specific curricular needs of educators here that would be best served by a Canadian office.

In 2010, we received federal funding through the Multiculturalism Program that made it possible for us to begin working outside of Ontario and develop a presence in Manitoba. Today we are reaching teachers across Canada with the launch of our new resource, *Stolen Lives*.

*What are the key issues in Canada's history that Facing History and Ourselves presents to educators and students?*

We recently began offering professional development to educators who are teaching the Ontario grade 10 history course. The course covers World War I to present day, and can be a very difficult course to teach given all of the content that must be covered. Our Canadian History summer seminar covers topics such as the complexity of Canadian identity, Canada's Universe of Obligation, a Facing History lesson

strategy that examines how different groups over time have been considered as being within or outside of society, the eugenics movement in Canada, the Christie Pit Riots in Toronto, and the events surrounding the *SS St. Louis*. The last day of the seminar is dedicated to using our new resource, *Stolen Lives*. We learn about the Indian residential schools, the legacies of this history, the apologies, the TRC, and how students can become involved in meaningful reconciliation in this country. This summer we spent our last day with elder **Shirley John** from Chippewas of Saugeen. Shirley is a residential school survivor and shared her story with the participants.

The work we do related to Canadian history is focused on providing professional development and classroom resources that support educators as they bring a more nuanced complicated narrative of Canada's past into the classroom.

*Winnipeg is your former hometown and you graduated from the University of Winnipeg. What was it like for you personally to present at a national conference for leaders in public education in Winnipeg this summer?*

It was an honour to present the closing keynote at the CASSA conference this summer. Winnipeg is still a very important place for me, and will always feel like home. I think that it was wonderful that leaders in education from across

## **Facing History and Ourselves Canada: A Conversation with Director Leora Schaefer, continued**

the country were not only able to see the sights in Winnipeg, especially the Canadian Museum for Human Rights, but that they were also able to hear from **Michael Redhead Champagne** and **Dr. Catherine Taylor**, two Winnipeggers who are leaders and change agents in the work that they do.

The honour of being a presenter was heightened because the theme of the conference, Hearts and Minds: Creating a Culture of Caring, resonates so strongly with the mission of Facing History and Ourselves. Helping teachers create safe spaces for difficult conversations is fundamental to encouraging students to practice empathy and critical thinking.

Personally it was lovely to bring my youngest son with me to Winnipeg from Toronto and stay at my family cottage in Winnipeg Beach, driving in each day for the conference.

*What is the organization's connection to the Canadian Museum for Human Rights?*

We have co-presented several programs for educators with the Museum. Two years ago we worked with Manitoba Education as well as the Museum to offer a three-day seminar for educators. This was a unique opportunity for Facing History and Ourselves Canada as well as the participants who were able to explore the galleries and connect the themes from the exhibits to the content that we were examining in

the classroom. It was a rich experience for all those involved.

*For those not yet familiar with Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools, can you summarize this important and timely resource? Can you explain for whom it is intended and how it can be incorporated into classrooms?*

It is a resource that provides educators with an examination of the Indian residential schools and their long-lasting effects on Canada's Indigenous peoples.

Through primary source material, first-person accounts, and questions that encourage rich classroom conversations, students learn about this tragic history and can analyze the devastating effects that the residential schools have on former students, their families, and entire indigenous communities.

Our unique approach empowers educators to connect this history to today's conversations about the apologies given by the government and churches, the work of the Canadian Truth and Reconciliation Commission, and the ongoing discussion in our country about the colonial policies these schools embodied and the question of genocide.

Students come to understand that history is the collective result of every individual's actions. They not only learn the history but they also

## **Facing History and Ourselves Canada: A Conversation with Director Leora Schaefer, continued**

develop the critical thinking skills required to make moral choices for their communities today.

*The Truth and Reconciliation Commission report's recommendations talked about the need for this exact kind of education and curriculum resources. What steps can our readers, who are system leaders in school boards across Canada, take to make sure their teachers and their students can access these powerful resources you've helped to create?*

I would suggest that those who are interested visit our website and download a free PDF or purchase a copy of *Stolen Lives*; the website is at [www.facinghistory.org/stolen-lives](http://www.facinghistory.org/stolen-lives). In addition to reading the book and sharing it with others at their boards, I welcome those who'd like more information to contact me by email at [leora\\_schaefer@facing.org](mailto:leora_schaefer@facing.org) or by phone at 416-901-3831. Facing History and Ourselves is an organization that not only develops and distributes classroom resources but we also provide professional development for educators. Educators in this country who are going to be teaching about the Indian residential schools require not only quality content but strategies to support them as they teach about this very difficult topic.

*Canadians recently heard The Tragically Hip's Gord Downie make a passionate call for*

*this country's citizens to hold Prime Minister Justin Trudeau to task when it comes to righting the wrongs of the past toward Indigenous peoples and northern communities in Canada. How might Facing History and Ourselves Canada tap into that passion to educate the future leaders sitting in our classrooms this fall?*

In a CBC article about The Tragically Hip, **Andrea Warner** wrote, “By holding Canada accountable, they have modeled how best to love a country: by demanding that country be better.”

We want our students, the future leaders of this country, to understand how important it is to become active engaged citizens and to demand that our country be better. Facing History has a very powerful tagline: “People make choices and choices make history.” We want our students to understand that their choices matter. It is not enough to simply learn about history, we must learn the lessons of history. It is important for our students to learn about the Indian residential schools not only because they must know that such crimes happened in our country, or that the legacies of these crimes are still experienced by Indigenous peoples in this country, but our students must take this learning and be motivated to act.

Facing History students understand that change requires active citizenship; they must become engaged in reconciliation, whether it is raising awareness about murdered and missing

## Facing History and Ourselves Canada: A Conversation with Director Leora Schaefer, continued

Indigenous women, fighting for clean water on reserves or becoming active in movements to prevent future genocides.

*What has it meant to you to be involved in this work so far?*

The relationships that I have built through the process of developing the resource is something that I am so grateful for. **Theodore Fontaine**, who is a member and former chief of the Sagkeeng Ojibway First Nation in Manitoba and who now lives in Winnipeg, was a critical member of the writing team for *Stolen Lives*. Theodore is the author of a very powerful memoir, *Broken Circle: The Dark Legacy of the Indian Residential Schools*. I have learned so much from Theodore and his kind approach to

providing feedback on early drafts of the resource. He patiently supported us as we worked to get the content, tone and perspective correct in the resource's narrative. Theodore and his wife **Morgan** have become like family and are two of many relationships that have come out of my work with *Stolen Lives*.

The work that I do with *Stolen Lives* feels very important because I know that Facing History and Ourselves is contributing in a meaningful way to reconciliation in this country. For me, that is both professionally and personally very rewarding.

*Thank you, Leora, for sharing your knowledge and your experiences with our readers.*

SCENES FROM WINNIPEG: Gail Somerville, Cindy Finn, Della Graham and Michael Chechile, all from Quebec, out exploring the city.



## The Canadian Museum for Human Rights: An Educational and Inspirational Experience



*Left:* Ken Klassen, Executive Director for the Manitoba Association of School Superintendents, at the Museum.

*Right:* Visitors try out the interactive floor exhibit in the Canadian Journeys section.



*Left:* The tour included a visit to the What are Human Rights gallery, which incorporated a multimedia presentation.



*Right:* Reg Klassen, Chief Superintendent for the Frontier School Division in Winnipeg, on the Museum tour.



CASSA Executive Director Ken Bain and President Cindy Finn at the Museum.



Incoming CASSA President Anne O'Brien, board member Simone Oliver and Executive Director Ken Bain.

## The Canadian Museum for Human Rights: An Educational and Inspirational Experience, continued



Above: Conference delegates and sponsors take in the Indigenous Perspectives exhibit.  
Right: CASSA President Cindy Finn and longtime CASSA sponsor and support Phil Geiger of PowerSchool Group, take a moment to reflect in one of the many beautiful spaces within the museum.



Left: This new cultural institution is indeed a bright spot for the city of Winnipeg and for all of Canada as well.

Right: Alton Frailey, President of AASA, The School Superintendents Association, and Barry Wowk, CASSA board member and AASA rep, join others on the museum tour.





Pearson

# The Importance of Mental Health

Pearson Canada is dedicated to supporting and drawing attention to the importance of Mental Health promotion and well-being with educators, students, school communities, and clinical practitioners. Pearson has developed research-based tools and school resources that foster opportunities to learn more about mental health behaviours and encourage a climate of resiliency, compassion and understanding for ALL within the educational landscape.

## Canadian Mental Health Association

Please visit the site as Pearson is a proud supporter of CMHA. CMHA School Toolkit is also available  
<http://mentalhealthweek.cmha.ca>

## Review360: Behaviour Matters

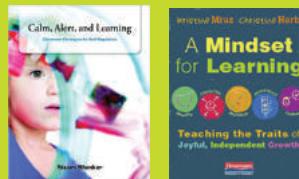
Educators would agree that students' ***social, emotional and behavioural needs*** greatly influence their academic success. When these needs are addressed in the classroom, students are better prepared to learn and show measurable academic gains impacting both their overall success and the school climate. Review360 a ***web-based behaviour improvement system*** is a comprehensive solution that helps educators accomplish this goal by providing:



- Best practices for administrators and teachers to drive systematic, consistent and effective programming for students' social, emotional and behavioural needs
- Multi-tiered professional development, real-time data collection, and research driven strategies and interventions to facilitate school-wide, classroom and individual supports
- Configurable technology that aligns to school districts' established practices and supports system-wide implementation by initiating a data-driven decision making process

For more information, please visit [www.PearsonClinical.ca](http://www.PearsonClinical.ca) or contact our customer service at 1-866-335-8418.

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For more information: [PearsonCanadaSchool.ca](http://PearsonCanadaSchool.ca)

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For more information: [PearsonClinical.ca](http://PearsonClinical.ca)

## Well Aware: Developing Resilient, Active, and Flourishing Students

Mental health concerns, particularly those relating to children and youth, are increasing in number and complexity. In the face of this serious issue, how can we as educators help our students flourish and become self aware —mentally, physically, and emotionally?



- In the classroom, we can teach students a wide range of healthy behaviours and provide them with opportunities and encouragement for practising them
- School and mental health professionals commonly conduct small-group sessions that teach skills for self-regulation, such as simple breathing exercises, mental imagery, and positive self-talk
- Teachers and other school staff work with mental health professionals to provide a system of wraparound support, accommodation, and welcome for students as they practise their self-regulation and other coping skills in the school environment

For more information, please visit [www.pearsoncanadaschool.ca](http://pearsoncanadaschool.ca) or contact our customer service at 1-800-361-6128.

## **Hearts and Minds in Winnipeg: Final Thoughts on the 2016 Conference**

“The CASSA 2016 conference was excellent and the theme ‘Creating a Culture of Caring’ was very relevant to my role and the needs of schools across Canada. The keynotes were inspiring and reminded participants of the importance of inclusive and supportive learning environments for our students.

I really enjoyed the breakout sessions related to student mental health and well-being, as they included engaging discussions and useful tools and strategies to support our students and staff members. I was so impressed with the quality of this conference’s keynotes and sessions, and I enjoyed making connections with others from school divisions across Canada.

Kudos to the organizers of this wonderful learning opportunity!”

~ **Tracy Huckell**  
 Superintendent of Education  
 Good Spirit School Division

“The CASSA conference was once again a success. I always welcome the opportunity to converse with colleagues from across Canada on topics and issues that impact education. All are focused on student achievement and well-being.

The tour [of the Canadian Museum for Human Rights] was time limited but certainly worth the visit. The Museum architecture and programming capture the journey of human rights, with times of darkness and times of enlightenment.

There was a good variety of topics [in the breakout sessions]. Maintaining a number of sessions per time slot allows for variety of speakers.”

~ **Simone Rose-Oliver**  
 Superintendent and Early Years Lead  
 Ottawa Catholic School Board  
 AASA Eastern Representative, CASSA Executive

## **CONTACT CASSA**

1123 Glenashton Drive  
 Oakville, ON  
 L6H 5M1  
 Canada

T: (905) 845-2345  
 F: (905) 845-2044

[ken\\_bain@cassa-acgcs.ca](mailto:ken_bain@cassa-acgcs.ca)

[www.cassa-acgcs.ca](http://www.cassa-acgcs.ca)

**NEWSLETTER  
EDITOR**  
 Tara Lee Wittchen  
[tarawittchen@eastlink.ca](mailto:tarawittchen@eastlink.ca)

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