



LEADERS & LEARNERS

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Upcoming CASA Events

- Join us at this year's Summer Leadership Academy. It takes place at the Delta St. John's in St. John's, Newfoundland, from July 14 to 16, 2005.
- We are holding the CASA Annual Conference at the Delta Quebec City in October 2005.

Details on CASA events will be posted at www.casa-acas.ca.

Message From The President: Educating our students' hearts and minds

Welcome to 2005! We are proud to see CASA

start the new year with many accomplishments behind us.

We have a new vehicle for communicating with each other. Our national newsletter *Leaders & Learners* lets us shine the spotlight on the great programs and achievements of our members and their school boards. CASA is also pleased to welcome to our organization our newest member, the Yukon Territory. Their presence will offer an invaluable perspective to our national discussion. By sharing our expertise, challenges and solutions, we will improve the quality of education for all Canadian students.

At our national conference in Niagara Falls, we had the opportunity to showcase exemplary programs from across Canada and to listen to outstanding pres-



Ruth Mattingley
CASA president

entations from our colleagues. **Dr. Avis Glaze** spoke to conference delegates about "Character Education and Citizenship Development: The Ontario Experience." **John Peters, Kenneth Klassen** and **Ken Friesen** shared their experiences in the Hanover School Division with "Building a Culture of Social Responsibility in a Rural Manitoba School Division." In both of these presentations, the same message resonated with all of us: it is critical to educate the hearts as well as the minds of our students.

I thought back to that message as I witnessed the response across Canada to the devastating tsunami tragedy in Asia. Canadian schools and school districts responded with heart, as one caring community concerned for people halfway around the world. This demonstrates the effects of building a culture of social responsibility. While the responses varied, the message from students was the same: we care!

Programs like the ones shared at our national conference have had an impact on students developing empathy for one another. By continuing to share successful programs and district initiatives, we can create learning environments that develop caring citizens for tomorrow. It is important that we build on the response we have seen to the tsunami crisis to help our students understand the importance of helping one another not just in times of crisis, but every day.

Message From The Executive Director: Sharing Examples of Good Programs and Good Leadership



Frank Kelly
CASA executive director

As we start a new year, our members are energizing their learning plans and starting new initiatives to improve learning.

Across Canada, supervisory officers are concentrating on improving literacy, enhancing programs to retain students and improve the chances of success for those at risk, and developing better ways of using learning data to improve achievement.

Many school districts are setting up anti-bullying programs and developing broad programs of school improvement. Others are focusing on recognizing diversity and improving instruction for students with special needs. Our schools and our school districts are filled with positive examples of programs in these and other areas.

We need to share these successes so that more and more students can benefit. *Leaders & Learners* is one way of communicating the many good things that are happening. We need members to send us outlines of good programs and good leadership. CASA can make these connections helpful to members across the country. I look forward to receiving your comments and news items in the very near future.

Having a “Time” in Newfoundland at Summer Academy

By Ed Wittchen
CASA PD Director

Join us in St. John's and have a “Time” at the CASA Summer Leadership Academy. Come to the oldest city in North America, where you'll see the earliest sunrises on the continent. Be delighted by the warmth and wit of Newfoundlanders and Labradorians. Enjoy your “scoff” (taste some cod tongues or bakeapple) and then dance off the calories with a “suff.”

Our colleagues in the Newfoundland and Labrador Association of Directors of Education have had a difficult time the last few years with massive restructuring efforts in the province. We want to show them our support. One of two key panels at the conference will feature NLADE



spouses and children. At the welcoming reception, you'll experience the unique “Screech In” ceremony: kiss the cod and drink the Screech or a suitable non-alcoholic alternative, and become an honorary Newfoundlander. The evening will also feature traditional Newfoundland entertainment.

Registration information is available through PD PROs at (403) 386-3860 or holmes3@telusplanet.net. You can also find it on our website at www.casa-acas.ca.

members telling us their story. The second will have expatriate NLADE members talking about life “away.” We'll have other sessions on best practices from colleagues across Canada.

Your registration fee includes what will undoubtedly be the highlight of your conference experience: a choice of either a whale-watching cruise or a sea kayak experience. There will be additional tickets for

The Academy will be held at the Delta St. John's Hotel and Conference Centre. A limited number of rooms are available for \$165 per night (plus taxes). Reservations can be made by contacting the in-house reservations department directly at (709) 739-6404. Be sure to mention PD PROs and request room block # GDPD50 to make sure you receive the special conference rate.

See you on The Rock!

**We may have all
come on different
ships, but we're in
the same boat now.**

**—Dr. Martin Luther
King, Jr.**

Dr. Michael Fullan's Tri-Level Solution: Improving Literacy and Numeracy Levels in Ontario

By Janet Olsen
Communications Officer
Northern Lights School Division

Nearly a year ago, Ontario Premier **Dalton McGuinty** told Ontarians his government's priority was to give students a high level of literacy and numeracy skills by the age of 12. A three-prong attack was launched to meet this goal.

When McGuinty went looking for experts to help him realize this goal, he found one just down the street. Ontario resident and noted international change expert **Dr. Michael Fullan** has agreed to serve as a special consultant to the government on this initiative. Fullan's "tri-level solution," which McGuinty saw in action in England, will be carried out in Ontario. Fullan says that this solution, which sees schools, districts and the government working together to create a new level of synergy, will reap results in a three to four year time period—or roughly the amount of time between government elections.

While that sounds ambitious, Fullan says it is very achievable. "In fact, there are already improvements," Fullan says. Just naming the problem has focused some attention on the matter. Impressively, this has already led to a slight increase in the number of students achieving the desired levels of literacy and numeracy before the age of 12.

"I think we'll see results this June; next June we'll see more," he says.

The Ontario government has bought into the tri-level solution, but Fullan recognizes it is sometimes difficult to stay with a strategy and work it through over the length of time change requires. "It requires the public to endorse putting a disproportionate investment into education," he explains. "If the results are not going upward, there is a limit to how long the public will put up with providing this disproportionate funding."

But the tri-level solution can work, he notes. The results from his work to improve the system in England prove it can be done. In 1997, 62 per cent of 11-year-olds were at proficiency levels in literacy and 61 per cent were at proficiency levels in numeracy. In 2002, those numbers increased to 75 per cent and 73 per cent respectively. "The confidence is there that if you do 'x' you will get 'y' result. The results we saw in England are repeatable."

The fanfare from the initial announcement has died down. Now the hard work begins. Fullan has been meeting with McGuinty and Ontario Education Minister **Gerard Kennedy** every six



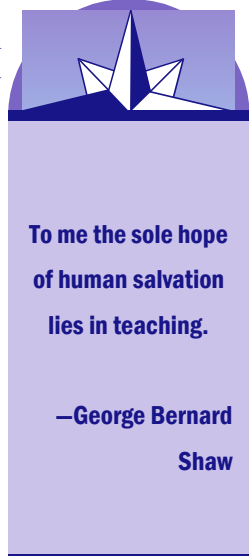
Michael Fullan (second from left) spoke to Northern Lights School Division staff in Cold Lake, Alberta. Here he visits with **Greig Christian** (left), **Kathy McKale** and **John Orr**.

weeks to focus on the results and the questions that arise from the data collected. The Secretariat is ready to begin its work in Ontario school divisions and schools. Soon the Secretariat will set targets with district schools boards, then make sure that core leadership teams are identified within the schools. These teams, likely consisting of a key literacy teacher, a key numeracy teacher and the principal, will be key contributors in building capacity.

Fullan is passionate about this work; this was evident as he presented a "Leading in a Culture of Change" two-day seminar hosted by Northern Lights School Division in Cold Lake, Alberta, at the end of January.

"A strong public school is vital for social cohesion," he says. Putting positive pressure on Ontario's public system itself could help meet Fullan's stated long-term goal to "develop a public system that can compete with any private system in the province."

"It's a kind of quest. This may be one of our last chances to do this," he says.



**To me the sole hope
of human salvation
lies in teaching.**

**—George Bernard
Shaw**

Manitoba's Hanover School Division: Building A Socially Responsible Learning Community

At CASA's Annual Conference in Niagara Falls last October, Hanover School Division superintendent **John Peters** and assistant superintendent **Ken Klassen** shared details of the division's successful philanthropy program. They were joined by **Ken Friesen** of the Loewen Foundation, which provides funds for students within the division to distribute to worthwhile community causes through the Philanthropy 101 program.

Building a socially responsible learning community from the ground up requires a multi-year action plan and a high level of commitment from all partners in the school community. Instead of focusing only on behaviour intervention, there was a shift at Hanover schools to recognize and reward positive behaviours. Staff then helped students move towards inde-

pendence so they wouldn't rely so heavily on direct teaching, school-wide programs and reward systems.

At last the Hanover learning community was ready to move towards social responsibility. It was important at this stage to place value on students' voices, ownership, leadership and direct participation, and then move from vision to action.

Socially responsible action needs to be modelled from the top down. The superintendent and central office staff had to be visibly involved in the community. This example was followed up by teachers and principals, who became involved themselves and actively sought ways of getting students involved beyond the classroom. The culture of social responsibility had a real chance of materializing. When support staff joined in, it became ob-

vious it was permeating the division.

Peters wrote about Hanover's experiences in a recent issue of *Learning Matters*, a newsletter by the Hanover School Division's superintendents.



Hanover School Division has 17 schools in 9 communities, with more than 6,700 students. The **Steinbach Regional Secondary School** Mass Choir is one of many ways in which students participate in school life.

"When we can help children learn that the world is part of them and they are part of the world—when they can learn to extend their hands and resources to those in need—they have learned something invaluable and precious."

Whether it's running in the Relay for Life, constructing a home for Habitat For Humanity, making cuddle quilts for the local children's hospital or jumping rope at a Heart and Stroke Foundation benefit, Hanover School Division is showing it cares.

"The children of Hanover School Division have shown
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Modelling: Students must see socially responsible behaviour modelled from the top down. Superintendents and central office staff need to show their commitment to their communities. Here Superintendent **John Peters** pitches in, apron and all, on a McHappy Day fundraising event.



Philanthropy 101: Students are a part of the decision-making process at **Landmark Collegiate** when decisions are made about which organizations will receive grant money and the size of each grant.



The Results: Real people in real communities are directly affected by the actions taken by the Hanover learning community. For example, **Green Valley School** senior students collected food during a Christmas hamper drive.



The creation of a
thousand forests is
in one acorn.

—Ralph Waldo
Emerson

CASA PEOPLE: Faces In The Crowd



Alex Dingwall
New Brunswick

Alex is the superintendent of **School District 18 (Fredricton)** in New Brunswick. In the past, Alex has served as superintendent of School District 17 (Oromocto) and 36 (Dalhousie). He has also served as the director of education in Saint John and director of student services with the New Brunswick Department of Education.

He was educated at the University of New Brunswick, where he received both his Bachelor and Master degrees in Education.

He has worked with many committees on subjects as varied as special education statistics and indicators, teacher licensing and certification, and teachers' working conditions.

Alex is also the current president of the New Brunswick School Superintendents' Association.



Karen Branscombe
New Brunswick

Karen is the superintendent of **School District 2 (Moncton)**, New Brunswick's largest. She's also worked with multiple portfolios at the office as an Education Supervisor.

Prior to her appointment as superintendent in 2003, Karen taught English, Math, Science, Social Studies and Home Economics to grades 5 to 11 students in six of the district's 38 schools. She was vice principal at Beaverbrook, Sunny Brae and Queen Elizabeth schools, and principal at Lewisville Middle School where she received a national leadership award for the school's "Respect and Accept" program. Karen has also taught school administration courses at the Université de Moncton for the past five years.

Karen is married to Gary and has two daughters, Sandra and Elizabeth.



Lee Lucente
Alberta

Lee worked as an educator for 35 years, as a classroom teacher, vice principal and principal. He began his first central office position as deputy superintendent for **North Central Alberta Catholic Schools (St. Albert)** in 1978. Three years later, Lee became chief superintendent.

In 2001, Lee retired (or so he thought) and accepted what was supposed to be a part-time job as executive director of the College of Alberta School Superintendents. He is now in his fourth year with CASS and enjoys the job immensely.

Lee served on the executive of the St. Albert Minor Baseball Association and has been a member of the St. Albert Breakfast Lions Club for 25 years.

He is married to Noreen and has two daughters and one son.

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Our Mission:

CASA will advance quality public education and excellence in system level leadership through advocacy and national collaboration.



Our Beliefs:

CASA believes that:

- Cultural diversity is a unique strength that enriches our nation.
- Communication and collaboration with parents and other partners is integral to successful student learning.
- Quality public education provides the best opportunity for a nation to enhance the lives of all its citizens.
- Effective system, provincial and national level leadership enables and supports excellence in teaching and learning.
- A comprehensive education, equitable and accessible to all, is the key to meeting the diverse needs and securing a successful future for our youth.

Specific strategies to advance the mission:

- Establish position papers on specific topics as they relate to the beliefs and interests of the association.
- Recruit new people.
- Establish a national representation.
- Establish a three-tier public relations and publications strategy.
- Establish a funding team to create an operating budget.

Hanover School Division: Learning To Give and Giving To Learn

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again, through their actions, deeds and ideas, how much they have learned about social responsibility. At the same time they are teaching us how much more we adults can learn.”

Building a socially responsible culture means valuing every member of the organization and their potential contributions. Superintendents, principals and trustees share what they’ve learned at educational conferences, courses and summer institutes. Teachers share their community in-

volvement and thus support the divisional themes of socially responsible engagement and inclusion for all. Students share their voice and offer a perspective that is invaluable for educators, if they hope to involve students in shared ownership and responsibility for their schools, themselves and the broader community. Community members share perspectives from different sectors to make sure that the partners in education beyond the school are included.

It’s about removing as

many barriers as possible to an unconstrained conversation in an atmosphere of trust and hope, where individual members bring their wisdom to help create a greater wisdom than existed before.

Finally, social responsibility is about learning to give and giving to learn. That is where Philanthropy 101 and the Loewen Foundation came in. Students learned about and made direct contact with charitable organizations in their community. Their research ultimately determined which organizations received grants from the foundation. Everyone—division staff, foundation staff, students and community members—came out a little bit wiser and a lot more connected to one another.

For more information, please visit the CASA website and review the excellent Powerpoint presentation “Building a Culture of Social Responsibility in a Rural Manitoba School Division” at www.casa-acas.ca/Pages/leadershiparticles.html.