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LEADERS & LEARNERS

THE VOICE OF THE CANADIAN ASSOCIATION OF SCHOOL ADMINISTRATORS / L'ASSOCIATION CANADIENNE DES ADMINISTRATEURS ET DES ADMINISTRATRICES SCOLAIRES

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Upcoming CASA Events

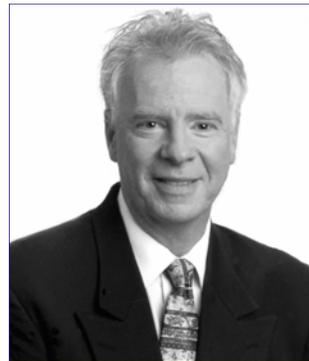
- Summer Leadership Academy, July 2006, Toronto
 - Annual Conference, October 2006, Winnipeg
- Details on CASA events will be posted at www.casa-acas.ca.

Message From The President: The Women In Leadership Edition

We are all aware of the "glass ceiling" that gained attention in business and industry in the 1970s and '80s, a ceiling that, in a formal sense, existed in our field of education. Our profession showed overwhelming numbers of women in the classroom, led by a very excessive number of men in educational leadership positions in public, private and university education.

In this issue of *Leaders & Learners*, I have been asked to reflect on the current role of women in our profession.

This led me to do a quick verification of those in head office administrative positions in English boards here in Quebec. Data shows a breakdown of 57 percent male and 43 percent female for this current year. There is little doubt in my mind that these numbers are indicative of the



Bob Mills
CASA president

dismantling of the glass ceiling, and more rapid progress toward its disintegration.

I know that our educational systems will be stronger as gender diminishes in importance. Theorists and scholars have written reams about differing leadership styles of men and women, and I believe are correct in their varied analyses.

My commentary remains quite subjective but deeply ingrained in my beliefs. Educational systems re-

quire balance at all levels: from the kindergarten classroom to the university lecture hall, from the vice-principal's office to that of the faculty dean, from the role of team leader in the school to that of graduate chair at the university.

I would go so far as to state that conventional wisdom argues strongly that women bring to the workplace a style that is gentler and more respectful, and that this style engenders and encourages participatory leadership. These qualities provide the balance so essential to the leadership function in today's organizations.

Thus, within each of our respective organizations, I trust that we will continue to take every opportunity to encourage and support the involvement of women in senior leadership positions.

Enjoy reading about the women leaders from CASA in these pages.

Message From The Executive Director: Women Leaders In Canadian Education

The number of women assuming the roles of senior administrators in Canadian school districts has grown significantly in the past few years. This has been a welcome change and a widening of the leadership perspective.

As a young vice-principal in a large public school system in the 1960s, I remember the buzz when the first female vice-principal was appointed in a secondary school in that urban system. She was outnumbered—41 to 1. Her voice was heard and her work recognized. And the next year, three more females were appointed.

Over the next few years, women flourished in school administration roles and in system leadership. Ten years ago, about 20 percent of the superintendents and directors in Ontario were female. Today, the OPSOA members are 51 percent male and 49 percent female.

The change in composition of leadership teams has brought some noticeable direction to decision making and operation of districts. There is a greater emphasis on listening to parents, students, communities and staff. Fewer mandates come straight from the centre; input and collaboration have taken on positive meaning. There is more concern with research and understanding the process of learning. Keeping students

in school and meeting their diverse needs for success has become a significant role for leadership. Overall, today's education leaders are more involving and more aware of student needs.

One of the most important contributions of women to education leadership has been their understanding and acceptance of change.

In my experience as an instructor of training programs for school and system leaders, women have understood the dominant changes in society and the impacts of those changes on learning. They have embraced the demands of new directions and worked to make adjustments to learning.

The increase in numbers of women has modified education leadership in a very positive direction across Canada. In every province, their contribution has been significant in shaping good and effective leadership.



Frank Kelly
CASA executive director

Women In Leadership: Have You Heard This One Before?

Hello.

I am sorry, I am looking for the principal, not the secretary....

Most women in leadership roles with whom I have spoken share a similar story.

All too often it is assumed that we are not the principal, we are not the director, we are not the superin-



By Karen Branscombe
Superintendent
School District 2
Moncton, New Brunswick

tendent, we are not the CEO. The visitor is looking for a man to greet him or her!

Over time, women have taken on more roles in educational leadership and with this must be a commitment to personal values and beliefs.

It is important

to lead with your own skills and to work with the same integrity and responsibility that got you the job in the first place.

Being true to yourself is critical. Women all too often try to lead as a man would lead. This is not necessary and will often set you back in your role.

Lead with the instincts, the heart and the compassion for people that you are known for. At the same time you will delegate, multi-task, organize and make decisions that are truly effective to your organization.

**You grow up the day
you have your first
real laugh—at
yourself.**
—Ethel Barrymore

Women In Leadership: Kath Rhyason, Our Featured Profile

Kath Rhyason is the superintendent of schools for the Fort McMurray Public School District. She's had this job for the last six years, and is the district's first woman superintendent. She was previously the district's associate superintendent of education and administration.

Fort McMurray Public has 4,800 students and 450 staff. It's an urban board, located entirely within the city of Fort McMurray, the largest urban centre next to the oil sands mining sites. "Fort Mac" is 430 km northeast of Edmonton and part of the Regional Municipality of Wood Buffalo, which covers 66,000 acres of northeastern Alberta.

What was your first job?

Babysitting.

What was your first job with the education system?

Teaching for Fairview School Division at Fairview Junior High.

Your career highlights?

Opening a new school in 1991. I had the privilege of working for six months ahead of opening to set up the school.

Working with Native Education (today's Aboriginal Services) of Alberta Education to further Aboriginal education across the province. It was during my tenure that the Aboriginal Education Program Review started that led eventually to the FNMI policy framework of today.

My appointment as superintendent of Fort McMurray Public School District.

What are the biggest challenges in your current job?

Staff recruitment and retention.

What are some of the unique characteristics of your district and your town?

Fort McMurray is proud to be a public school district that serves the needs of all students. We accept all children.



Our special education students are well served in many programs that are included in the regular schools. We have an Islamic Alternate School. The local private Christian school is in discussions to join us as another alternate program in the near future. We have early childhood development programs.

Fort McMurray is unique in the partnerships that are made across sectors and between organizations. An example is the partnering between local school districts, our district and the private sector, a partnership with Christ the King Lutheran Church and so on.

What are some of the unique rewards of working in this district and community?

A sense of adventure (we have the pioneering spirit in Fort McMurray), entrepreneurship in the community, the opportunity to grow within our profession, leading in education, excellent support of schools by the community.

What are some of the unique challenges?

Funding is a challenge as we do not have the right to tax but have unique community needs that cannot be addressed by centralized funding alone.

Staff recruitment and retention, the cost of doing business in Fort McMurray, the cost of living for staff, the difficulty for our student athletes and performers to travel to competitions in the southern communities, and the cost of further education for our students who must change residences to go to university and have to pay extra to do so.

How has the district changed since you first began working there?

Growth in the city has affected school enrollments and attendance areas. Staff turnover is very high as beginning teachers are challenged by the cost of living. There is a stronger community expectation of participation in community endeavours.

What has remained constant?

Student achievement has always been excellent. Our community supports the work of its schools and is interested in our efforts. Special students are well served.

What would you like to see

(Continued on page 4)

Remember, Ginger Rogers did everything Fred Astaire did, but she did it backwards and in high heels.
—Faith Whittlesey

Women In Leadership: Kath Rhyason

(Continued from page 3)

change?

I would like to see the provincial government set up a way to meet the unique challenges of this community. It should cover all sectors and allow preplanning to meet the nine percent per year growth of Fort McMurray. The development of the oil sands industry over the next 10 to 15 years is \$60 billion and growing. Our city is predicted to double again by 2015.

How has working in Fort McMurray helped you to continue to develop your leadership skills?

I am blessed with a board of trustees that supports the efforts of our administration team to do what is best for students and staff. I am encouraged to be a servant leader.

I have learned an incredible amount about local municipal government and politics since I came here.

I have seen in action my belief that you can make a difference for students by hiring the best school administrators and staff you can and working collaboratively with them for the good of children.

I have found solutions and formed partnerships that are unique and this has made me confident that we can do almost anything if we are willing to be creative. In FMPSD I have seen ideas become reality.

Has working there hindered

your development?

I would like to continue post-grad work towards a PhD but the work load and distance prohibit that venture.

What opportunities might you have missed out on had you not worked there?

I would not have learned the power of partnerships. I may not have believed you can do anything you put your mind to, plan for and collaborate on. I wouldn't have learned about both "Politics" and "politics."

How do you define leadership?

Leadership is helping others to visualize where we want to go and using the resources you have to help them on their journey. Sometimes it is stepping out in front and running, other times it is pushing the group on from the sidelines. It is providing everyone in the organization opportunity for some form of success if they choose to take it.

Who are the women leadership mentors or role models in your life? What inspiring qualities do they have that you have adopted?

There are many others whom I have learned from. Many are not those we would call "women leaders" but are women who model, lead, enable, show such integrity that they are role models for me.

Two women from my early administration career stand out. **Dr. Jean Wardian**, dean of off-campus education from



Kath Rhyason hiking in the fog at Cape Spear National Historic Site in Newfoundland.

Gonzaga University, encouraged me as a young administrator. She saw abilities I didn't know I had. Like her, I have tried to be an encourager and counsellor to others. I admired **Ruth LeBlanc**, retired superintendent of St. Albert Protestant School District whom I got to know early in my career. She made me see that leadership was not just for men.

What steps have you taken throughout your career toward developing your leadership abilities?

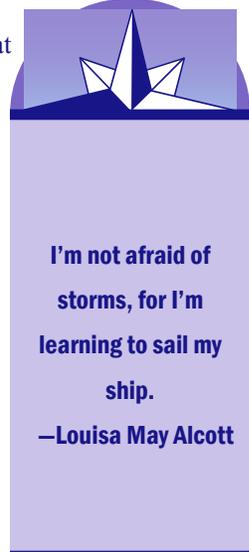
Post-graduate education; reading; courses, seminars, leading opportunities; and conversations with others. Although this seems simple, it is our deep, meaningful, trusting conversations with others that teach us the most. It is being bold enough to keep asking questions until we understand and then thoughtful contemplation of what is happening in our leadership path.

What leadership strategies do you now use to encourage your staff to strive for excellence?

Resources, opportunities, encouragement, the right to take risks and make mistakes, belief in their abilities, support, encouragement. Did I say encouragement? ☺

You are a public figure in your

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I'm not afraid of storms, for I'm learning to sail my ship.

—Louisa May Alcott

Women In Leadership: Kath Rhyason



Kath and friend **Marion Holmes** of PD Pros at Cape Spear, during the 2005 Summer Leadership Academy.

(Continued from page 4)

community. How does a successful leader deal with criticism, and occasionally personal attacks, from the public or the media?

This is a difficult situation and one we unfortunately deal with in our careers. I make sure I have done the best research I have time for before a decision is made. I do lots of preplanning to make sure I have tried to look at all sides before I act. Then if there is criticism I know I

have done the best I can.

I am not afraid to say I have made a mistake.

If or when the criticism becomes personal, I rely on the support and reasoning of those around me to help put it into perspective.

Educators are nurturing people and personal attacks are hurtful, no doubt. If this happens I try to look at the bigger picture and step around it.

Astronaut Eileen Collins once said, “I think that sometimes women more than men try to do everything...Men are more willing to assign tasks and direct people, and say ‘Do this and report back to me.’ Women who want to do it all themselves sometimes get burned out.” Are there different styles of leadership between men and women? What differences have you observed?

Women look at the emotional health of the organization and are sensitive to this in their daily work. I cannot speak for all men leaders, but those I have worked with tend to stick to the black and white of their work and not notice the personal interactions that are affecting performance. Women seem more aware of staff wellness.

I think women have always had to work hard to show that it isn't a mistake to appoint a woman to leadership. Women leaders are careful that their actions/decisions are not labelled as those made because they are a woman instead of as the leaders of their organization. I think this adds another tension to women in leadership.

How do you define your personal leadership style?

Servant leader, involved and aware, supportive.

Finally, is there anything I did not ask you about that you'd like to add?

I know that I could not do the work expected as superintendent of schools in Fort McMurray Public School District if I had children at home to parent. My children are grown and live elsewhere, so I do not have daily familial expectations.

In the past three years, I have cared for ailing parents and have added bimonthly and emergent travel to my plate. This is difficult both emotionally and logistically.

I admire other school jurisdiction CEOs who have spouses and young families that they are able to support while doing this job. I think it would be very difficult to balance family needs and career expectations.

Thanks, Kath.

**Become the change
you want to see—
those are words I
live by.
—Oprah Winfrey**

Women In Leadership: Winnipeg School Division In Focus

The Winnipeg School Division has a student population of over 33,000 and 4,500 employees. The division is led by a chief superintendent, and is organized based on four districts: Inner City, Central, North and South. Each of the districts has a superintendent who is accountable to the chief superintendent. Four of these five positions are currently filled by women.

In this feature, we talk with chief superintendent **Janet Schubert** and superintendent of schools (North District) **Donna Wilson** about their roles as leaders in this large, diverse, urban school division. Janet has been chief superintendent for the last four years; previously she spent 22 years as assistant superintendent. She is the first woman chief superintendent for the division. She studied at the University of Manitoba. Donna has been superintendent for the North District for more than five years. She has been a teacher of many subjects and a principal at all levels of the school system. She earned her PhD from the University of Manitoba.

What was your first job?

Janet: Safeway Cashier.

Donna: Teaching music; I had private music students in my parents' home.

What was your first job with the education system?

Janet: Grade 1 teacher.

Donna: A high school teacher at Sisler High School. I taught a number of things, I had quite an eclectic background.

Your career highlights?

Janet: Development and implementation of a division-wide student assessment program at the Nursery-grade 6 level that respects both the professional and the student and encompasses both the assessment of and for learning.

Donna: Each different aspect of my job had highlights, aspects of it that are just so much fun. Like little munchkins in elementary and watching the junior highs mature through to grade 9 and move on, and then the young adults at high school. Probably the biggest highlight was returning as the superintendent of Sisler High School. It's now under my direction and that's where I started my teaching career.

Favourite motivational quote or quote on leadership?

Janet: "The trouble is, if you don't risk anything, you risk even more."—Erica Jong.

How do you define leadership?

Janet: The promotion of a culture of learning through modeling, encouragement and support.

Donna: Showing the way through example. I don't think there's any job that the leader shouldn't be prepared to do. By getting in there with your two hands and two feet, you're part of the team.

Who are the women leadership mentors or role models in your life? What inspiring qualities do they have that you have adopted?

Janet: **Ethel Arnott**, a former principal in the Winnipeg

School Division. The caring and compassion for all students.

Donna: The current chief superintendent is probably my mentor—**Jan Schubert**. She was the superintendent of the high school when I was principal, and when I was a junior high principal she was also the superintendent in charge of that. She encouraged both my academic growth at university and supported educational leaves for me to go to the university.

She's very supportive and encouraging in terms of personal growth and development, and also teaching skills that are necessary. I know that when I came into this job she wasn't the chief superintendent, she was the superintendent of the Central District, and she spent hours teaching me some of the processes that...you know a lot of them from being in the school but there are others that you're not familiar with at all. She was very patient and gracious in showing me those different processes.

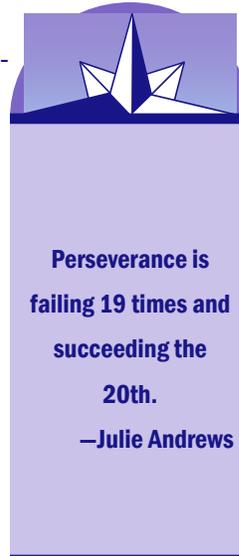
What steps have you taken toward developing your leadership abilities?

Janet: Professional readings and learning from others, especially teachers, students and parents.

Donna: I'm an avid reader. I like to try action research in our schools; if all the basic research and trials point to something working really well for a particular group of students then I like to try some real research in the classroom. That's one of the things that keeps ideas fresh and people motivated, is to be moving forward rather than standing still and marching.

What leadership strategies do you

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Women In Leadership: Winnipeg School Division In Focus

(Continued from page 6)

now use to encourage your staff to strive for excellence?

Janet: Shared decision-making, creative problem-solving, respect and encouragement of diversity.

Donna: It really goes back to the whole example you set. It's as basic as a phone call. If an administrator calls me, I try to get back to them at my first possible convenience. That sets the tone for dealing with parent issues. I always say, "You know how if you have a concern I get back to you right away? I would hope that you would do that for your parents or for that child that comes to ask you a question or the teacher who needs your guidance." My experience from being an administrator has tempered a lot of what I do as superintendent.

You are a public figure in your community. How does a successful leader deal with criticism from the public or media?

Janet: Respond with positive factual information.

Donna: I try and learn something from it. I think if there's a concern, whether it's perception or whether it's real, I think there's a lesson for me to learn and maybe there are some changes we need to be making. I never take criticism as an insult or personally, but as OK, how can we start to do better?

I welcome debate, I welcome questioning, I welcome my administrators saying, "Have you ever thought of doing things this way or that way, or would this work better?" I think the organization is much healthier if people feel secure enough to question and to ask the whys and work together. One person doesn't have the corner on all the ideas but collectively we're much stronger and we make better decisions.

Astronaut Eileen Collins once said, "I think that sometimes women more than men try to do everything...Men are more willing to assign tasks and direct people, and say, 'Do this and report back to me.' Women who want to do it all themselves sometimes get burned out." Are there different styles of leadership between men and women? If so, what differences have you observed?

Janet: Over time the leadership styles of men and women have melded, taking the best from both.

Donna: My doctoral thesis addresses some of this, it's called *Creating Waves: A Study of Changing Patterns of Gender Representation Within the Administrative Staff at the Winnipeg School Division*. It's 1973 to 1998, it was a 25-year longitudinal study and it combined qualitative and quantitative data.

I think years ago there was a male style that was a little more dictatorial and autocratic, but there has been an evolution to

a more collaborative, more involving method that in the past was seen as being a more female style of leadership. Shared decision making and students at the heart of the organization—although you might think of that as a kind of maternal way of thinking about students, I see more men, even high school principals, who embrace those kinds of things now, where perhaps in the past they didn't.

One of the things that did come out in my research is often the male is supported by a female, a wife, who does the laundry, takes the lead with the kids, does housework, has the meals ready, that sort of thing, whereas the female would often have child care issues. Sometimes that was the reason why they didn't go into administration as early as men did because they didn't have the same level of support.

I hear comments when women are thinking about applying for large secondary schools with tons of responsibility, they are saying things like, "If my children were a little older," so again, even that plays a part in terms of career advancement and taking on higher levels of responsibility. And we don't have particularly good child care for women who work the kinds of extended hours that you would in administration.

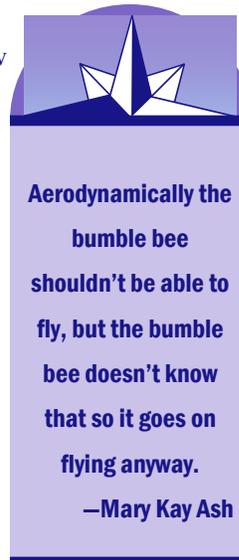
Society plays a big role in that too. If you're not doing your job and cooking cheesecakes and doing the laundry, there's something wrong with you. Meanwhile, the husband goes off to work and comes home.

How do you define your personal leadership style?

Janet: Consultative, collaborative.

Donna: I encourage transformational leadership so that people engage others to raise their level of motivation. What I'm hoping is that people will try new things, new strategies, new action research and take those risks to find out what really works. I encourage lifelong learning and whatever form that takes, whether it's reading, university, action research in the classroom, trying a new subject area, trying a new level in that subject area, trying a new age group.

I guess the big thing for me is that students have to be at the heart of my actions. If I have to make a difficult decision I try to go back to what would be best for this particular child.



Toronto's The Place To Be: 2006 Summer Leadership Academy

This summer, make it a Toronto experience. Join your CASA colleagues for four days of enlightening sessions, engaging conversations and entertaining outings (bring your family along for those!). The 2006 Summer Leadership Academy takes place from July 13 to 16. All sessions are at the Hotel InterContinental in Toronto.

Our theme at this year's academy is "Recognizing Diversity." Participants will attend dynamic sessions led by educators, parents and experts ready to share stories of their challenges and the strategies they use.

As at previous Summer Leadership Academies, the gathering will open with a once-in-a-lifetime experience. Thursday night, delegates will be joined at the Hockey Hall of Fame by two very special guests: best-selling author **David Bouchard** and the legendary NHL goalie **Johnny Bower**. CASA PD director **Ed Wittchen** will guide this sure-to-be memorable conversation with these two "champions."

Bouchard is the author of *The Gift of Reading*, *For the Love of Reading* and beloved children's book *If You're Not From the Prairie*. He is a former teacher and principal who has dedicated himself to promoting literacy.



Bower is a Hockey Hall of Fame inductee and former Toronto Maple Leafs goalie. He grew up poor in Saskatchewan and made do playing with homemade hockey gear—including "road apple" hockey pucks—as a child. He retired in 1970 as the oldest goalie ever to play in the NHL.

Afterwards, there will be a number of exclusive events for CASA delegates and their guests, including an autograph session and Hockey Hall of Fame tours.

Sessions get underway on Friday and continue through to Sunday. Some of the many topics to be presented include "Negotiating the Maze" (a parent and district officer share reflections on their experiences in the special education lab-



rinth); "Success for All: Supporting Students at Risk"; "Reaching the Unreachables" (finding success for kids who are considered beyond "at-risk"); "Community Begins Here: Seven Oaks School Division as an Inclusive Community"; "Best Practices Across Canada"; "Special Education: What It Looks Like" (a cross-country look); "Communications for Special Needs"; "Improving Student Achievement for Students With Special Education Needs"; and "There is a Way Out of the Maze: Reducing Special Education Numbers." We'll have some large group presentations, some large group sessions (where delegates meet at their own table for 20 minutes and then move on to another table) and smaller breakout sessions.

Friday night, don't miss your chance to experience some Toronto nightlife. Your registration fees include a ticket to your choice of a Toronto Blue Jays game (they're playing the Seattle Mariners that night) or one of several theatre productions: Souleppper Theatre's *The Real Thing* or *The Importance of Being Earnest*, or *The Second City: Reloaded*. Please note, the theatre tickets must be ordered before June 15, so make your selection early. Extra tickets for family and friends must be ordered and paid for in advance when registering.

For all the information you need, including important notices on accommodations and fees, please visit the CASA website at www.casa-acas.ca. Early bird rates are in effect for those who register by June 15.

Toronto the Good awaits you!



**Never apologize.
Never explain. Just
get the thing done,
and let them howl.**

—Agnes MacPhail

CASA PEOPLE: Faces In The Crowd



Sue LeBel
Nova Scotia

Susan has been an educator for 30 years, teaching primarily at the middle and high school levels. She's currently the coordinator of programs (P-12) for the Annapolis Valley Regional School Board, and works extensively on provincial and regional curriculum initiatives.

She has also been a coordinator for middle level education and a supervisor of secondary curriculum and instruction in the former Hants West District School Board. In the mid-1990s, Sue worked for the Nova Scotia Department of Education as the provincial social studies consultant. She then returned to the AVRSB as a programs consultant for P-12 literacy education. From 2000 to 2002, Sue taught in the Bachelor of Education program at Acadia University. In 2003, she co-authored *Canada's History: Voices and Visions*, the provincial grade 11 history textbook.



Diane Jeudy-Hugo
Ontario

Diane is the coordinating superintendent with the Ottawa-Carleton District School Board. She's been with this board since its amalgamation in 1999; she's also been a superintendent of schools and facilities. Diane has also served as a secondary principal, teacher and consultant in the former Carleton Board of Education. She has been involved in leadership initiatives with OPSOA, NASSP and The Learning Partnership.

Working in the Ottawa area combines the best of both worlds—bustling urban schools close to Parliament, and nature trails of an outdoor education centre attached to the local country school. Providing instructional leadership to the diverse population of Ottawa is a privilege.

Diane enjoys tracking the travels of her two grown sons, and sitting in fine gardens with a book in summer.



Barbara Gammon
Alberta

Barbara serves student needs in the Palliser Regional Division as an associate superintendent. She is also the current president of the College of Alberta School Superintendents. Although Barbara began her professional career as a speech language pathologist, she quickly developed a passion for the education profession and for students with special needs when she began working for a rural Alberta school jurisdiction in 1982.

Her interest in special education and the student services has dominated much of her career. She has served on both the provincial Special Education Review and the recent Review of Speech-Language Services for Children & Youth in Alberta.

Although she is currently enjoying an empty nest, Barbara balanced her career with family life as she raised three children in a blended family.

CASA PEOPLE: More Faces In The Crowd



Leaders in learning: CASA events such as the Summer Leadership Academy and the Annual Conference offer ample opportunities for educational leaders from across Canada to share with and learn from one another.

Pictured above at CASA gatherings from recent years are, left to right, **Bernie Kowalczyk**, **Pat Dorney** and **Mary Lynne Campbell**. Bernie is the superintendent of student services for Waterloo Catholic District School Board in Waterloo, Ontario. Pat is the superintendent of educational services (Area B schools) for the Calgary Catholic School District in Calgary, Alberta. Mary Lynne is superintendent for the Parkland School Division, which serves the western edge of Edmonton and the area surrounding and including the city of Spruce Grove, the town of Stony Plain and Parkland County.

“People often remark how happy I seem to be in my current role as an educational leader. I always respond with a resounding ‘Yes!’ It’s invigorating to work in an environment with staff and educational partners who are committed to working together to nurture our youth and to improve student achievement.

The role of the educational leader has changed over the last few decades. The few female leaders I knew were Ministry personnel and not attached to school boards. I remember in the early ’70s my mother spending extra hours at school and trying on several dresses before she found the perfect outfit to wear for the school inspector’s visit. She spent hours the next day talking about the visit, and even though it had been a positive experience she was relieved that the big event was over.



I believe that women in educational leadership have bridged the gap between senior administration and schools. We are ‘partners’ in the educational community, and our greatest strength is the perception that we haven’t forgotten the legacy of our classroom experiences. Women leaders are fortunate to be able to laugh and cry, and share joyous and sorrowful moments with teachers, principals and parents.”

—*Zandra Zubac, director of education for the Sudbury Catholic District School Board.*

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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.

Xerox EXL Award: Time To Make Nominations

It's time once again for CASA members to send in their nominations for the annual Xerox EXL Award.

The EXL Award recognizes the outstanding leadership of superintendents across Canada. It is sponsored jointly by Xerox Canada and CASA. Provincial awards and one national award are presented annually at our fall conference. This year's conference is in Winnipeg.

CASA members who have shown exemplary leadership ability and who have enhanced school administration are eligible for this award, which includes an honorary life membership in CASA.

What kind of qualities should an EXL Award nominee have?

They'll have brought honour to themselves, their colleagues and their profession. They have given exemplary service to their provincial or national professional association. They have made significant contributions to the field of education through their service, writings or other activities.

These are individuals who are recognized as role models and teachers to those around them.

Please submit nominations to your CASA affiliate office no later than June 30, 2006. The nomination forms can be found on the CASA website.

Previous national award recipients include **Edie Wilde** (2005, Seven Oaks School Division, Manitoba), **Ed Wittchen** (2004, Northern Lights School Division, Alberta), **Roy Seidler** (2003, Seine River School Division, Manitoba) and **John Darroch** (2002, Palliser School Division, Alberta).

Good luck, everyone!

