

# Summer 2021 Leaders & Learners

The official magazine of the Canadian  
Association of School System Administrators

Association canadienne des gestionnaires  
de commissions scolaires

## Equity and Inclusion for Student Well-Being

### Part 4



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

Paying attention to lead filtration, even when you're not.

That's **ELKAY**



©2021 ELKAY MANUFACTURING COMPANY

## Hands-free Hydration With ezH2O® Bottle Filling Stations

Reducing contaminants to ensure cleaner drinking  
water for students.

[Elkay.com/education](https://Elkay.com/education)

**DOBBIN** SALES  
LIMITED





| Summer 2021 |

# Contents

## MESSAGES

- 5 A Message from the CASSA/ACGCS President
- 7 A Message from the CASSA/ACGCS Executive Director

## THEME: EQUITY AND INCLUSION FOR STUDENT WELL-BEING

- 10 Building Back Better, Together
- 12 Diversity Hiring to Support Student Well-Being
- 14 Northern Resiliency Within Equity

- 17 Positive Learning Relationships for High-Risk Youth

- 19 Learning and Reflecting: A Book Study with District School Leaders

## LEADERSHIP LEARNING

- 21 Leading in Complex Times: Finding the Way Forward

## 22 INDEX TO ADVERTISERS

**Summer 2021  
PUBLISHED FOR:**  
**Canadian Association of  
School System Administrators /  
Association canadienne  
des gestionnaires de  
commissions scolaires**  
1123 Glenashton Drive  
Oakville, Ontario L6H 5M1  
Tel: 905-845-4254  
www.cassa-acgcs.ca

**PUBLISHED BY:**  
**Matrix Group Publishing Inc.**  
Return all undeliverable  
addresses to:  
309 Youville Street  
Winnipeg, Manitoba R2H 2S9  
Toll-Free: (866) 999-1299  
Toll-Free Fax: (866) 244-2544  
www.matrixgroupinc.net  
Canada Post Mail Publications  
Agreement Number: 40609661

**President & CEO:**  
Jack Andress  
**Operations Manager:**  
Shoshana Weinberg  
sweinberg@matrixgroupinc.net

**Publishers:**  
Jessica Potter, Julie Welsh  
publishing@matrixgroupinc.net

**Editor-in-Chief:**  
Shannon Savory  
ssavory@matrixgroupinc.net

**Senior Editor:**  
Alexandra Kozub  
akozub@matrixgroupinc.net

**Editor:**  
Jenna Collignon

**Finance/Administration:**  
Lloyd Weinberg, Nathan Redekop  
accounting@matrixgroupinc.net

**Director of Circulation &  
Distribution:**  
Lloyd Weinberg  
distribution@matrixgroupinc.net

**Sales Manager – Winnipeg:**  
Neil Gottfred

**Sales Manager – Hamilton:**  
Jeff Cash

**Sales Team Leader:**  
Colleen Bell

**Matrix Group Publishing Inc.  
Account Executives:**  
Albert Brydges, Andrew Lee, Brian  
MacIntyre, Cheryl Klassen, Frank  
Kenyeres, Jim Hamilton, Rob  
Gibson, Sandra Kirby, Tanina Di  
Piazza, Tenisha Mike

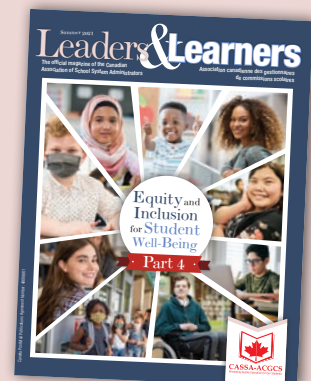
**Advertising Design:**  
James Robinson

**Layout & Design:**  
Cody Chomiak

©2021 Matrix Group Publishing Inc. All rights reserved. Contents may not be reproduced by any means, in whole or in part, without the prior written permission of the publisher. The opinions expressed in this publication are not necessarily those of Matrix Group Publishing Inc. Printed in Canada.

## Advertise in Leaders & Learners

Leaders & Learners is mailed to decision makers in the education industry all across Canada. To learn more about pricing, shape and sizes options, and special event distribution, email sales@matrixgroupinc.net or call (866) 999-1299.





Grants Available



# Solutions for Remote, Hybrid, and In-Person Learning

## We Can Help Ensure You're Ready - Both Now and in the Future

Extron has the technology that helps educators deal with teaching challenges, both immediate and long term. With government grants available through multiple programs, there's never been a better time to acquire or upgrade the AV teaching tools you need to reach students wherever they are. In addition, Extron offers grants that let you start using these tools quickly at no cost while you apply for government grants.

### AV Products that Help Educators Teach Under all Circumstances

- Recording and Streaming solutions for remote and hybrid learning - Our SMP Streaming Media Processors connect students to live or on-demand lesson content anytime, anywhere, on any device.
- Voice reinforcement for in-person teaching, with or without a mask - Our Voicelift® Pro microphone system offers an economical amplification solution that preserves vocal health while distributing the instructor's voice to students in the classroom and attending remotely.
- Wireless connectivity for no-touch in-person collaboration - Our Sharelink® Pro wired and wireless presentation systems enable anyone in the room to present content on the classroom AV display from BYOD devices.

# Extron

800.633.9876 • [extron.com/hybridlearning](http://extron.com/hybridlearning)



# Equity and Inclusion for Student Well-Being

**T**he shifting of our culture toward greater equity and inclusion is promising. The *Missing and Murdered Indigenous Women and Girls, Me Too*, and *Black Lives Matter* movements, the discovery of the remains of 215 Indigenous children at a residential school, and the *Truth and Reconciliation Commission of Canada's (TRC) Calls to Action*, as well as the *United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)*—and the *pandemic* which has accentuated inequities that already existed for disadvantaged students—are all bringing greater awareness of brutal facts that are inciting the need for action.

In a recent conference session put on by our partner, the American Superintendents' Association (AASA, Feb 2021), Linda Darling Hammond stressed the importance of not just labelling it 'diversity, equity and inclusion' so that its comfortable, but to get more explicit and comfortable with the language, recognizing that our systems have been racist and that our nation's history has been whitewashed. She encourages us to talk about white privilege, white fragility, systemic racism, and unconscious bias, and to work through how and where we are each contributing to the removal of ongoing barriers to equity and inclusion.

A review of the history of Indigenous, Black, and Asian people in Canada shows that this is not just an issue south of the border, but that there has and continues to be bias and discrimination against these groups and others as well, be that due to age, size, shape, strength, looks, race, religion, disability, sex, sexual orientation, gender identity, socio-economic factors... and so on. So, what is the school system leader's role? Justice Murray Sinclair advises that leaders need to create a sense of urgency when it comes to truth, reconciliation, and combatting years of colonialism and white privilege. This need for urgency also applies

to addressing other forms of bias, discrimination, and bullying as well. As leaders we are asked to be, not just allies but, co-conspirators, active in this work of disrupting inequality, rather than passively standing by.

**Leaders create a sense of urgency by putting it on the agenda and personally engaging in the sensitive conversations with and advocating for marginalized persons** (not just assigning it to a staff member). We need to look back to move forward, learning about the history of Black, Indigenous, and Persons of Colour (BIPOC) groups to understand racism. The stories of others help to change hearts and minds. We also have opportunity to lean our teams into the TRC's Calls to Action and UNDRIP and not be afraid to show our own uncertainty and personal desire to learn, understand and improve. We can promote and engage our systems and schools in 'equity audits' to identify and work on ways to disrupt inequities. The more that we all become comfortable talking about systemic racism and unconscious bias, the more likely we'll recognize and effectively address inequities moving forward, the more likely our kids will be better at these difficult conversations than us, and the less likely the equity movements of the present will be needed in the future.

Recently I've heard and seen more **leaders openly sharing their identity and privileged upbringing**. For example, I acknowledge that I'm a cisgender man (meaning that I identify as a male, as was assigned to me at birth), and straight, which has brought me a measure of social acceptance. And as a white male, born and raised in Canada, I have very directly benefited from historical systems of white privilege. I understand that I am therefore unconsciously biased and complicit in systemic racism, and probably other forms of bias and discrimination as well, despite numerous friendships and conscious efforts otherwise. When leaders recognize and admit systemic racism and unconscious bias we create some safety for others to talk.



Curtis Brown  
CASSA/ACGCS President

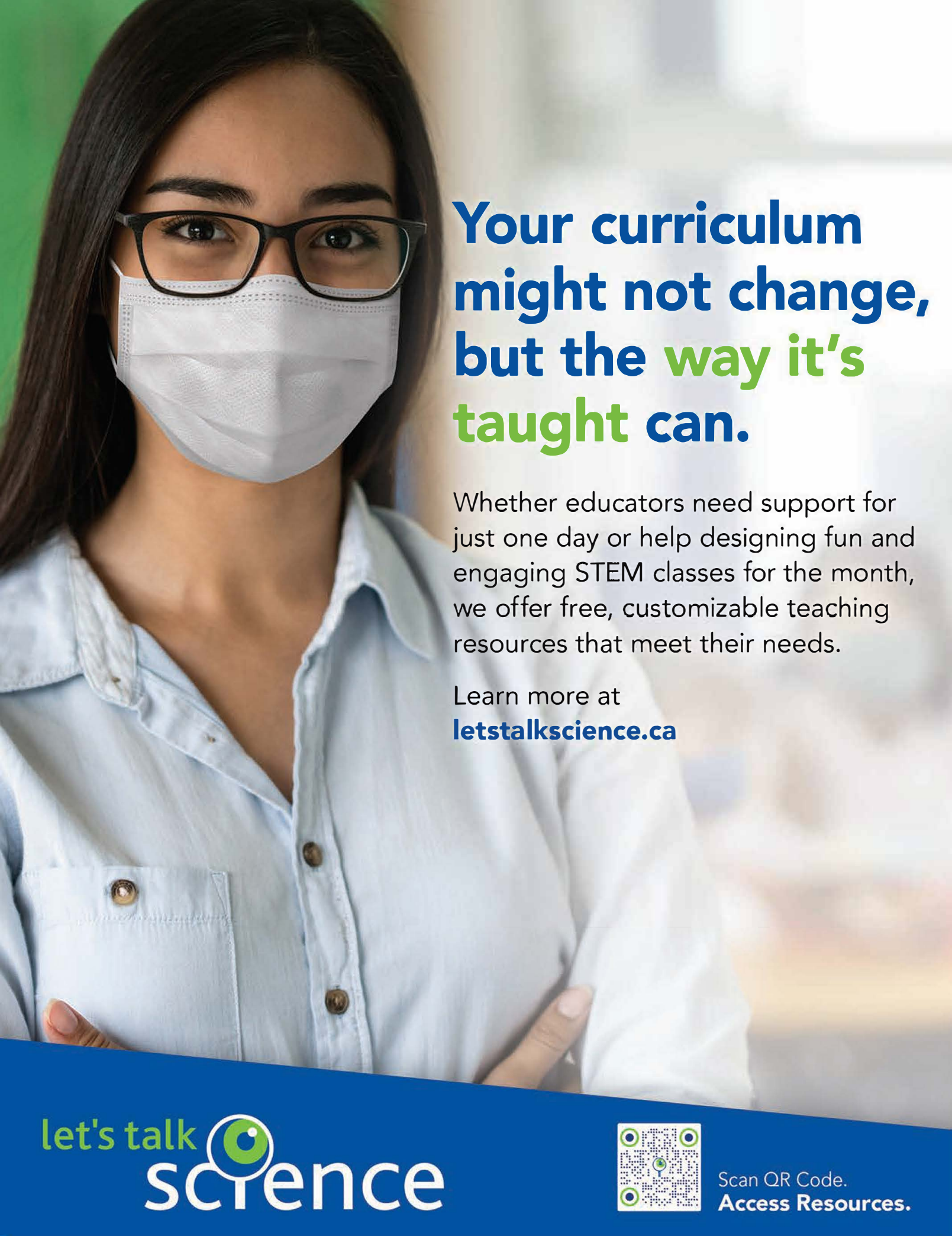
---

**"If you see it, name it.  
If you hear it, expose it.  
If you experience it, tell  
us. We will listen. We  
will learn. We will act."**

---

Finally, **society needs bold declarations from leaders that racism and any other acts of hate and bullying have no place in our schools**. I was on a webinar panel recently with Elwin LeRoux, Executive Director for the Halifax Regional Centre for Education. We were asked to share our thoughts on equity and inclusion, and Elwin shared a brilliant strategy that he used in his organization. He declared to staff and students, *If you see it, name it. If you hear it, expose it. If you experience it, tell us. We will listen. We will learn. We will act.* I am impressed by the simplicity of the articulation of expectation and action, nestled in a growth mindset! This is powerfully emotive and evocative and I think can help to address all forms of discrimination and bullying.

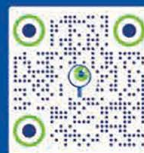
Each and every child needs to feel safe and cared for if we are to hope for a more just Canada. Clearly, our schools have a significant role to play. As Justice Sinclair said in reference to the legacy of residential schools, "Education is what got us here, and education is what will get us out."



## Your curriculum might not change, but the way it's taught can.

Whether educators need support for just one day or help designing fun and engaging STEM classes for the month, we offer free, customizable teaching resources that meet their needs.

Learn more at  
[letstalkscience.ca](https://letstalkscience.ca)



I hope this edition of *Leaders & Learners* finds you, your family, and your community staying safe and healthy. Our members have supported students and families through an incredibly difficult and challenging school year. You must be commended for your incredible dedication and commitment to publicly funded education throughout Canada.

The theme for CASSA's journals over the last two years has been "Equity and Inclusion for Student Well-Being." The Ministry of Education for the Province of Ontario defines equity as "a condition or state of fair inclusive and respectful treatment of all people." Equity does not mean treating people the same without regard for individual differences, it is about embracing these differences. Inclusive education is "education that is based on the principles of acceptance and inclusion of all students where students see themselves reflected in the curriculum their physical surroundings and the broader environment in which diverse city is honored and all individuals are respected" (*Ontario's Equity and Inclusive Education Strategy*, 2009).

The Government of New Brunswick Ministry of Education resource includes a

vision of inclusive education "where all children reach their full learning potential and decisions are based on the individual needs of the student and founded upon evidence" (Government of New Brunswick, Ministry of Education 2009). These resources are among the many throughout Canada that ensure that our school systems and schools are inclusive and equitable.

This issue of *Leaders & Learners* includes a number of wonderful examples of how individual schools and districts are ensuring equity and inclusion for our students.

"Building Back Better, Together" highlights the work of Karen Shannon, a former superintendent with Algonquin and Lakeshore Catholic District School Board. Karen is working on a qualitative study which involves superintendents from 15 district school boards in Ontario and directors from 14 children's treatment centers on how these leaders are partnering to support children with special needs throughout the pandemic and into the future.

There is an article on hiring for diversity by Janet Stewart, and one from the Northwest Territories on how online speech language and occupational therapy services have provided equitable access to services in remote communities. Other articles include one from



**Ken Bain**

CASSA/ACGCS Executive Director

Boyle Street Education Center in Edmonton, Alberta, and another from Martine Lewis, who is a Superintendent of Education in Ontario's Peel District school board.

In the Leadership Learning section we have an article from Catherine McCullough of CMC Leadership. She provides an update on her three-part learning series designed for senior educational leaders. CASSA is pleased to partner with Catherine in support of the learning needs of our members.

My thanks to all our leaders for their efforts to support equity and inclusion in our schools.

## CASSA Board of Directors

### President

Curtis Brown

### Past President

Reg Klassen

### President Elect

Kevin Kaardal

### CASS (Alberta)

David Keohane and Wilco Tymensen

### LEADS (Saskatchewan)

Ben Grebinski and  
Quintin Robertson

### MASS (Manitoba)

Barb Isaak and Pauline Clarke

### OPSOA (Ontario)

Joy Badder and Timothy Graves

### OCSOA (Ontario)

John Kostoff and Lori Naar

### NWTSA (Northwest Territories)

Yvonne Careen and Simone Gessler

### ADGESBQ (Quebec)

Mike Helm

### AAESQ (Quebec)

Pelagia Nickoletopoulos and Jan Langelier

### RNDGÉ

Valérie Morand

### NBSSA (New Brunswick)

Zoë Watson

### BCSSA (British Columbia)

Claire Guy and Teresa Downs

### NLASSA (Newfoundland and Labrador)

Gerald Buffett and Andrew Hickey

### AASA Eastern Rep

Cindy Finn

### AASA Western Rep

Mike Borgford

### Directors At Large

Bill Cooper (Nunavut),  
Paul McFadyen (Yukon) and Anne  
Bernard-Bourgeois (PEI)

### Executive Director

Ken Bain



# smartwheels

***Virtual. Interactive. Age-appropriate.***

MADD Canada's *SmartWheels* program educates students in Grades 4-6 about the risks of alcohol, drugs and driving.

Available in Ontario and Saskatchewan.

Contact Carolyn Tegelaar:  
1-800-665-6233, ext. 225 or  
[ctegelaar@madd.ca](mailto:ctegelaar@madd.ca)



## BOOK NOW for the 2021-22 School Year!

In-Person OR Virtual Presentations For Your Students

**madd**<sup>+</sup>  
No alcohol. No drugs. No victims.



Call 1-800-665-6233 and choose the representative for your Region.

- Eastern, South and Central Ontario: Charlene Goodwin, ext. 232 or email [cgoodwin@madd.ca](mailto:cgoodwin@madd.ca)
- Northern Ontario, Quebec & Manitoba: Annie LeBel ext. 234, or email [alebel@madd.ca](mailto:alebel@madd.ca)
- Atlantic provinces: Gisèle Franck, ext 244, or email [gfranck@madd.ca](mailto:gfranck@madd.ca)
- Western Canada (BC, AB, SK): Laura Hull, ext 233, or email [lhull@madd.ca](mailto:lhull@madd.ca)

## ***School Program***

***Dynamic. Empowering. Motivational.***

MADD Canada's *School Program* delivers high-energy drug and alcohol impaired driving awareness and risk reduction messaging to students in Grades 7-12.

**Call to see if your school can receive a FREE presentation.**

***Visit [maddyouth.ca](http://maddyouth.ca) for more information and previews.***



**YOU TEACH TO MAKE A DIFFERENCE. SO DO WE.**

## Ontario

### ONLINE ADDITIONAL QUALIFICATION COURSES INCLUDE

- ABQ Primary
- ABQ Junior
- ABQ Intermediate
- ABQ Senior
- Honour Specialist
- One-Session AQ
- Three-Session AQ
- Technological Education ABQ

### POST-GRADUATE CERTIFICATES \*

- First Nations, Metis and Inuit Studies
- Principal's Qualification Program
- Reading and Literacy
- Special Education
- Teacher Leadership
- Teaching English Language Learners
- Teaching Mathematics
- Technology in Teaching

## British Columbia

### ONLINE COURSES INCLUDE

- Special Education
- BC First Nations, Metis and Inuit Peoples
- Mathematic Strategies for At-Risk Students
- Reading & Literacy in the Primary Grades
- Social Emotional Learning
- Teaching & Learning in an Intercultural Setting
- Teaching STEM in Grades 11 & 12
- Teaching Through Inquiry

### TQS-APPROVED POST-GRADUATE CERTIFICATES \*

- Early Childhood Education
- English Language Learners
- Mathematics in Education
- Special Education
- Teacher Librarian
- Teaching Science Grades 11 & 12

\* Candidates who complete Post-Graduate Certificates will have credits applied to the Graduate Diploma in Education and Professional Master of Education through the Specialized Applied Graduate Experience (SAGE) program.

**COMING SOON!**

**Certificates for teachers in Alberta  
and Saskatchewan.**



For more information, visit  
**COURSESFORTEACHERS.CA**





**I**n many ways, the pandemic crystalized the critical importance and interdependence of education and health leadership in promoting and safeguarding the health and well-being of children and families in Ontario. Education and health leaders have pivotal roles in setting the conditions for effective collaboration of educators and therapists co-serving children and families in schools, yet there is very little research on how they collaborate. Doctoral research on how education and health leaders envision effective collaboration in school-based rehabilitation services has brought education and health leaders together in virtual focus groups. Their insights on their growing relationships are shared here.

The 72 district school boards (DSBs) in Ontario work in partnership with numerous health service providers including public health units, Children's Mental Health, Ontario Autism Program, Local Health Integrated Networks (LHINs), and 21 Children's Treatment Centres (CTCs). The collaboration between DSBs and CTCs has historically focused on support of children with complex

needs and their families to maximize their participation in all aspects of life at school.

CTCs utilize a multi-disciplinary team model providing developmental pediatric programs and services including occupational therapy (OT), speech and language therapy, physical therapy (PT), autism services, mental health, psychiatry, and other services based on the needs of their respective communities.<sup>1</sup> In 2019, the provincial government shifted responsibility for the school-based rehabilitation services program (SBRS) from the LHINs to CTCs, further reinforcing the necessity of strong collaborative relationships between DSBs and CTCs.

Lengthy waitlists for services and confusion over interpretation of the purpose and mandate of the SBRS have frustrated parents, therapists, and educators for over 20 years and persist to this day.<sup>2,3</sup> As the pandemic took hold, concern for the well-being of children with complex needs necessitated collaboration, problem solving, and resource sharing across DSBs and CTCs in ways never before experienced.

Superintendents indicated that these experiences of collaboration ultimately strengthened their relationships, as described

by Superintendent A: *Last spring when we moved from in-person learning to distance learning, we had a high number of students with health and safety equipment that they were using to access education. [CTC] was exceptional at co-planning with us what equipment needed to move home and then [CTC] partnered with us not only in the process of engaging families in that conversation, but also as we looked at how to physically move equipment from our school locations into homes while meeting COVID-19 protocols. [CTC] offered us their van and a driver and their OT, PTs went out and did some equipment checks for us so that we knew the equipment was in good working order to be transferred to home. They ended up sharing in the responsibility of deliveries with us which kept kids tracking in service and connected to their educational planning too, which was imperative. [Superintendent; south region]*

Strengthening of relationships between CTCs and DSBs leaders was referenced by numerous superintendents and directors of CTCs. Superintendent B shared similar experiences: *When we moved from in-person learning to remote learning (...) they immediately responded to the school board's requirement for support for families at home and set up virtual learning environments as well as continuing the connection with families alongside the school board. Our relationships have continued to*

# Building Back Better, Together





grow, and our student support has been there. It opened up pathways for our students and our families that we didn't even know could exist in a virtual environment prior to that and the fact that [CTC] responded so quickly just shows the level of support that has been always provided to our families that we may not have seen as much as we did during this time. [Superintendent; north region]

Superintendents and directors of CTCs recognized an important opportunity unfolding to leverage practices that emerged during remote service provision that could expand options for children and families, therapists, and educators well into the future.

Unexpected benefits such as improved parent engagement with services provided virtually were welcomed discoveries as noted by this CTC Director: *Through the provision of our SBRS services virtually into homes, we've had a dramatic increase in family engagement with this service. That has been to everyone's benefit, but most notably to the children's benefit.* [Director; central region]

Building on the positive outcomes of virtual services, including strengthened communication, engagement with families, and growth in relationships as service partners,

is critical for the important work ahead. Empowered Kids Ontario, the association for the publicly funded child development and rehabilitation sector, indicates that by 2022, over 100,000 children and youth will be on waitlists for pediatric rehabilitation services in Ontario.<sup>4</sup>

Children and families in Ontario rely on leaders in health and education to problem solve together to improve access to therapy services in schools. Superintendents and Directors of CTCs recognize the urgent need to co-design, with parents, a shared vision for rehabilitation therapy services. As one CTC director commented, *"if we've learned nothing else through this last six months, it's how do we build back better? Can we move forward with a different set of assumptions than we've been living with for the last 20 years?"* Much has changed since March 2020, and the strengthened collaborative relationships described by DSB and CTC leaders may well be the foundation on which a brighter future for therapy services in schools is built. ○

*Karen Shannon is a retired Superintendent of Schools, Beata Batorowicz and Heidi Cramm*

*are faculty at the School of Rehabilitation Therapy, Queen's University, and Alison McDonnell is a Superintendent of Schools. The study involved superintendents from 15 DSBs and directors from 14 CTCs in Ontario.*<sup>3</sup>


## References:

1. Who we are. (2020). Retrieved March 05, 2021, from <https://empoweredkidsontario.ca/en/about>.
2. Deloitte & Touche (2010). Review of school health support services: Final report. Retrieved from Ontario Ministry of Health and Long-term Care website: [www.health.gov.on.ca/en/public/contract/ccac/docs/deloitte\\_shss\\_review\\_report.pdf](http://www.health.gov.on.ca/en/public/contract/ccac/docs/deloitte_shss_review_report.pdf).
3. Shannon, K., Cramm, H., McDonnell, A., Batorowicz, B. (2021). Leaders visions of rehabilitation services in Ontario's schools: what's in a name? Manuscript submitted for publication (May, 2021)
4. EKO Budget Consultation Presentation [PDF]. (2020, September). Toronto: Empowered Kids Ontario.

20 YEARS OF EXPERIENCE IN GAS SAFETY SYSTEMS


# LABORATORY GAS SAFETY AS EASY AS...

**1 MERLIN 1000S**




- Unique Gas Safety features
- Built in connectivity for BMS & F.A.C.P.

**2 MERLIN 1000S+**



- Adjustable design features
- Control Gas, Water & Electrical services

**3 MERLIN 1000SW+**




- Adaptable wiring & installation
- Panic, alarm, or gas detection shut down

**MODERN, COST EFFECTIVE, DIGITAL SOLUTIONS FOR EDUCATIONAL LABORATORY SHUT-OFF**  
**UNIQUE SAFE START UP TECHNOLOGY INCORPORATING GAS PRESSURE PROVING.**

**IF YOU USE GAS - USE CANADIANGASSAFETY.COM**

For more information: [canadiangassafety.com](http://canadiangassafety.com) / [info@canadiangassafety.com](mailto:info@canadiangassafety.com) / 647-577-1500  
 Or our Canadian Representatives: Morris/Lee Ltd - [www.morrisleecan.com](http://www.morrisleecan.com) - (844) 574-0909





# Diversity Hiring to Support Student Well-Being

*Diverse environments promote strong social-emotional outcomes for students and result in positive social impacts for society.*

By Janet Stewart,  
EduSelect Services

**T**he work related to equity and diversity to enhance student well-being is inspiring and necessary. Building and sustaining these efforts requires attention not only to our programs and policies, but also our workforce. If we are serious about equity and diversity to benefit students, we must also build and sustain a diverse and inclusive workforce where all employees feel they belong.

In the context of our sector, having an inclusive workplace culture and a workforce that accurately reflects the demographics of the student body and wider community has immeasurable value. Students who are surrounded by role models with whom they identify are more likely to have positive school experiences and develop to their potential. Diverse environments promote strong social-emotional outcomes for students and result in positive social impacts

for society. As well, employees who feel a strong sense of belonging are active contributors to workplace success and enhance workplace culture.

*Diversity* and *inclusion* are terms that frequently appear in organizational development literature. Within this context, diversity refers to employee characteristics that are protected under human rights legislation, including race, age, gender identity and expression, sexual orientation, disabilities, and other characteristics. Diversity also includes qualities beyond those protected by human rights such as education, values, knowledge, and socioeconomic status. Each of these characteristics influence individual views and perspectives of the world, and the combination of these perspectives impacts the way employees interact with each other in the workplace.

Where diversity is about the make up of your workforce, inclusion is about culture and belonging. Inclusion, as it applies to the workplace is, in essence, the way an organization's culture "shows up." It includes the tangible and intangible workplace culture, environmental factors, and rituals that impact how comfortable employees are in being their genuine and authentic selves at

work. Are multiple voices and perspectives invited to the table to take part in discussions and decision-making processes? Can many differing viewpoints and opinions safely arrive in conversations and be appreciated by others? Educators strive to achieve this in their classrooms, and school systems should foster this in their workforces so they can best serve their students.

Knowing this, we must consider how our efforts can be most impactful. It is impossible to enhance diversity and inclusion of our workforce without clearly considering how we hire. This critical step in an employment relationship—the entryway to the future generation of workers—must be part of the solution. To do so requires an examination of our selection practices and the use of targeted diversity hiring strategies. If done well, we can reduce employment barriers facing underrepresented groups and provide increased opportunities for inclusive workplaces to blossom.

The first and most critical step in diversity hiring is to acknowledge that bias, both conscious and unconscious, plays a very real role in the selection process. Research has identified that bias is an inescapable part of



being human.<sup>1</sup> These mental shortcuts help the brain conserve energy in decision-making. However, when this instinctual tactic is left unchecked in a selection process, the unintended outcome is that we are more likely to hire because of “gut instincts” and “first impressions,” neither of which are predictive of job performance. Rather, these decisions often result in bringing on new employees who are like those already employed in the organization, thereby increasing homogenous workplaces that lack in divergent perspective and creative problem-solving potential and, most significantly, are incongruent with the diverse student body that we serve.

Knowing and recognizing when bias appears will greatly assist diversity hiring. If you become aware of bias, you are more able to understand its impact on decision-making. For example, similarity bias emerges regularly in the hiring process. This natural human condition results in being attracted to people who are more like us rather than those who appear different. This can manifest in noticing that an applicant’s background is like ours—such as having attended the same school or coming from the same community—and then attributing unwarranted weight to this similarity, even when it has no relation to the job they are being hired for. If we notice this bias as it enters our decision-making processes, we are more able to interrupt it and actively counteract its impact.

The same is true of other hiring biases. Being aware of how you may have been triggered by a particular element of a person’s demeanor allows you to consider how it has influenced your perceptions and actions. Only then can you consciously activate strategies to counteract and make better decisions.

As important as it is to consciously counteract the impact of individual bias in the

hiring process, it is equally important to examine organizational and structural barriers that impede efforts to hire for diversity. The following lists some targeted strategies to reduce barriers and enhance your chance of hiring more diverse candidates.

1. Make your diversity goals explicitly clear by identifying where you need to strengthen your organization’s diversity. Know your organization’s and community’s demographics and ensure diversity hiring goals are incorporated into strategic plans.
2. Ensure everyone involved in selection is trained on the impact that internal bias plays in the hiring process. An exceptional starting place is the free implicit association test ([www.implicit.harvard.edu](http://www.implicit.harvard.edu)) developed collaboratively by Harvard, Virginia, and Washington Universities.
3. Ensure your job postings do not include bias-laden language. Instead, use gender-neutral and culture-neutral language. Online tools to support this task are abundant.
4. Carefully consider where and how you will recruit and engage with applicants. Several issues such as leveraging appropriate recruitment channels, enhancing your employment value proposition, and profiling your organization’s commitment to diversity should be articulated.
5. When shortlisting, consider anonymizing candidates’ personal information such as names and gender to reduce the possibility that this information triggers bias in decision-making.
6. Build a structured interview process focussing on evaluating only job-related criteria and ensure candidates feel comfortable through the process.
7. Avoid interviewing one-on-one. Instead, establish interview committees of at

least three; and wherever possible, have diverse representation on the committee itself.

8. When making decisions as to who to move forward to the final interview stage, consider the Harvard Business Review study that determined that having more than one minority candidate in a final interview has a profound impact on the chances that a minority candidate will be selected.<sup>2</sup>

Complemented by a larger organizational commitment, these strategies are key to supporting and building diverse and inclusive workplaces. Creating inclusive environments for staff, where everyone feels they belong, will in turn positively impact students. To ensure efforts to support students in this regard are sustained, we must engage in a strategic conversation about our hiring practices. ○

*Janet Stewart is Founder & Principal of EduSelect Services and author of Hiring Well: Building Strong Selection Practices in K-12.*

## References:

1. Henneman, T. *You, Biased? No, It's Your Brain*. Feb. 09, 2014. Workforce.com. Retrieved from: <https://www.workforce.com/news/you-biased-no-its-your-brain>
2. Johnson, S. K., Hekman, D. R., Chan, E. T. *If There's Only One Woman in Your Candidate Pool, There's Statistically No Chance She'll Be Hired*. April 26, 2016. Harvard Business Review. Retrieved from: <https://hbr.org/2016/04/if-theres-only-one-woman-in-your-candidate-pool-theres-statistically-no-chance-shell-be-hired>.

<p>Currently in 17 Ontario School Boards</p>	<p><b>hrp link</b> 1-833-HRP-LINK <a href="http://www.hrplink.biz">www.hrplink.biz</a></p>	<p>Actuellement dans 17 conseils scolaires de l'Ontario</p>
<p><b>HRPLink is a fully integrated HR and Payroll solution designed specifically for the public sector.</b></p>	<p><b>HRPLink est une solution RH et paie entièrement intégrée conçue spécifiquement pour le secteur publique.</b></p>	
<p><i>We take away the headaches of transitioning to a new platform with automated piloting solutions.</i></p>	<p><i>Nous éliminons les maux de tête liés à la transition vers une nouvelle plateforme avec des solutions de pilotage automatisé.</i></p>	
<p>Modules * Expertise * Integration * Unlimited Possibilities * Automation * Reporting</p>	<p>Modules * Expertise * Intégration * Possibilités illimitées * Automatisation * Rapports</p>	

# Northern Resiliency Within Equity

“Do Nake Lani Nats’etso...  
Strong like Two People.” – Chief Jimmy Bruneau

By Linsey Hope and Carlyne Whenham, Tłı̨ch̨ Community Services Agency

**T**he Tłı̨ch̨ region is proud of our progress in Tłı̨ch̨ language and culture. The mission of the education body is ‘Strong Like Two People,’ which represents Chief Bruneau’s vision of walking in both worlds: Indigenous and non-Indigenous. Our decisions are made with Chief Jimmy Bruneau’s vision in mind. We are proud of the Indigenous based initiatives, such as Culture Based Integrated Planning, Indigenous Health and Wellness Elders, on the land culture camps and training, Tłı̨ch̨ history projects, and various Tłı̨ch̨ immersion programs for both students and staff. Drawing on the rich storytelling tradition of our region, while aligning with the Dene Law ‘to share what we have and know,’ we want to tell our story of providing equitable access to therapeutic services for all students.

Like any story, the reader must know the characters, setting, and theme. Over the past ten years, there has been an increase for speech and language and occupational therapy services. The data collected through reports, feedback from within the community and from professionals indicated that our students were not entering Grade 1 with sufficient language and communication skills that prepared them to become readers.

The Early Development Instrument (EDI) data for our region reported an increase in students who were vulnerable in the areas of language and cognitive development, as well as communication skills and general knowledge. For many years, we put

a strong emphasis on reading, often making small gains through the efforts of individual staff working extremely hard but failed to see systemic improvement. We needed a different approach: a comprehensive speech and oral language strategy. How could we provide equitable services in such a vast region both in terms of student need, as well as geographically?

## A systemic approach

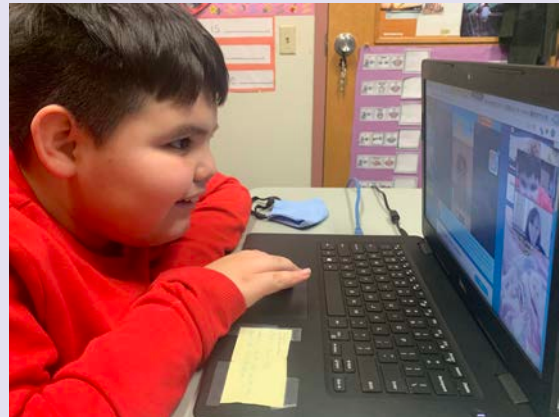
We adopted the ‘Professional Learning Community’ model in 2014, wherein we work as teams using student data to make informed decisions about instructional planning and interventions. Early measures reported that up to 80 per cent of junior and senior Kindergarten students required speech and language therapy. This is the rising action in our story—how could we possibly provide equitable access to such a large number of students? It was overwhelming. Our team asked the important question, where do we begin? So, we began looking at a regional ‘Response to Intervention,’ analyzing the evidence, and taking a strength-based approach to support all three tiers.

## Tier 1: the classroom

“The best intervention is prevention.”<sup>1</sup> The most equitable prevention was to adopt a strong oral language focus within every classroom. We focused coaching support for junior Kindergarten to Grade 2 teachers on increasing oral language and early reading behaviours. We put school support staff in those early classrooms to support speech and oral language in both languages. The support staff learned from the speech and



Raylee Erasmus, student, and her e-helper, Camilla Vandel. Photos courtesy of Carlyne Whenham.



Nolan Mackenzie, a student, working with his Speech Language Pathology TinyEye Therapist, Jennifer Ring.

language therapists. These strategies included practical ways to support the acquisition and development of oral language, often adopting school wide cueing systems for phonological awareness. This approach grew to extend beyond the classroom, to include bus drivers, custodians, and secretaries who all learned the importance of building foundational language skills such as word awareness and speaking in full sentences.

## Tier 3: speech and language direct therapy

The twist and hero in our story is Jordan’s Principle: A Child First Initiative. Through third party funding, students



were able to access therapy up to three times a week. Previously, students only had access to case planning, but not direct therapy. Jordan's Principle funding has allowed over 230 students to access direct speech and language therapy via an online Speech Language Pathologist and Occupational Therapy (SLP / OT) provider. Therapy is provided in a private virtual setting. As students work toward their speech goals, their progress is shared with classroom teachers, parents / guardians, and support assistants (called e-helpers). The results have been remarkable. Student Support Plans and Individualized Education Plans are more targeted, and e-helpers are transferring strategies from direct therapy to the classroom.

## Tier 2: interventions within the classroom

We used our success in Tier 1 and 3 to respond to in-class interventions. While teachers used universal oral language strategies in their teaching, these Tier 2 interventions came from the Tier 3 recommendations and classroom level data. Most of our classrooms used Trehearne's resources<sup>2</sup> to

target specific skills, or students for formal and informal classroom interventions.

## The resolution

As with the *A Song of Ice and Fire* series by George R.R. Martin, the ending has not yet been written. Since taking this systemic approach, our regional data is showing growth. Data from EDI, the Teacher Rating of Oral Language and Literacy, classroom level assessments, and even reading levels have improved.

Our success is gradual, and at times frustrating—but through collaborative effort, use of evidence to make informed decisions, and an integrated services model for health services like SLP / OT, we have been able to refine our work to focus on addressing our challenges together. We have expanded direct therapy service and phonological awareness camps during school breaks to further provide equity and respond to community feedback.

In the true storytelling fashion, we end with a surprise character that we haven't introduced yet. One of our students has spent nine years as a predominately selective mute with very limited expressive

language. Through this systemic response, he was able to access SLP therapy for the first time in six years. This student receives targeted support for his language development; something he did not have access to, previously. Recently, he led his peers in a rousing game of UNO. He is constantly expanding—not only his vocabulary, but with whom he is willing to share his voice with, thanks to the equitable delivery of services. His story will continue to be written and shared. ○

*Linsey Hope is the Director of Education and Carlyne Whenham is the Regional Coordinating Principal at the Tłı̨chǫ Community Services Agency. Both are long-time advocates for equitable services to support teachers and students in the Tłı̨chǫ region.*

## References:

1. Hierck, T., & Weber, C. (2014). *RTI is a verb*. Corwin Press.
2. Trehearne, Miriam. (2005) *Comprehensive Literacy Resource for Pre-school Teachers*. Nelson Canada.



TRINITY WESTERN UNIVERSITY

SCHOOL OF GRADUATE STUDIES

# Change Lives In The Classroom

- ▶ **MASTER OF ARTS - EDUCATIONAL STUDIES IN SPECIAL EDUCATION**  
Answer the call to meet the diverse learning needs of students, touch learners' lives, and enhance your professional designation, salary potential, and PhD opportunities.
- ▶ **MASTER OF ARTS - EDUCATIONAL LEADERSHIP**  
Bring your vision for the future of education to life. Become a discerning leader who can manage teams of educators and influence values-based pedagogy.

LEARN MORE AT  
[GO.TWU.CA/EDUCATION](http://GO.TWU.CA/EDUCATION)

TRINITY WESTERN UNIVERSITY

# Save the date!

**Joint CASSA – CSBA  
Conference and Indigenous  
Gathering**  
July 7 – July 9, 2021

**EQUITY  
AND  
INCLUSION**  
FOR STUDENT WELL-BEING  
Wednesday, July 7 – Friday, July 9, 2021

CASSA and CSBA's joint online event invites you to connect with trustee and system leader colleagues throughout Canada. The theme for 2021 is **Equity and Inclusion for Student Well-Being**. Join us virtually this year from the comfort of your own home or office.

Learn more or register today at [www.conference.cassa-acgcs.ca](http://www.conference.cassa-acgcs.ca)



Thought Leaders include:



**Kike Ojo-Thompson**  
Program Manager  
Principal Consultant  
Kojo Institute



**Dr. Kathy Short**  
Executive Director  
School Mental  
Health Ontario  
Toronto, Ontario



**Dr. Cindy Finn**  
Director-General  
Lester B. Pearson  
School Board  
Montreal, Quebec



**Jennifer McCrea**  
Assistant Deputy  
Minister  
Learning Division,  
Ministry of Education  
Province of British  
Columbia



**Nathan Ip**  
Program Manager  
HEADSTRONG-Alberta  
with the Mental Health  
Commission of Canada  
Trustee,  
Edmonton, Alberta



**Kevin Lamoureux**  
Education Lead  
National Centre  
for Truth and  
Reconciliation

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

## Three Great Ways to Connect with CASSA!

1

A print ad  
in *Leaders*  
& *Learners*  
magazine



2

A logo/link  
in the *Leaders*  
& *Learners*  
newsletter



3

A banner ad  
on the CASSA  
website linked to  
your company page



**There are lots of great ways  
to showcase your expertise  
and products to education  
leaders across Canada.**

**For rates and options, email  
[sales@matrixgroupinc.net](mailto:sales@matrixgroupinc.net) or  
call 866-999-1299.**

**Health & Safety in the workplace is our goal. We want to ensure students and staff receive the training they need to safely perform their work during this pandemic.**

**An award winning safety training provider, YOW Canada offers online training including:**

**WHMIS 2015 and  
Workplace Violence & Harassment.**

[www.yowcanada.com](http://www.yowcanada.com)

**2020 READERS' CHOICE**  
ONLINE SAFETY TRAINING





# Positive Learning Relationships for High-Risk Youth

By Mavis Averill and Huiy Tang, Boyle Street Education Centre

**J**ust prior to the closing of schools due to the pandemic in Alberta, Boyle Street Education Centre had come through a destabilizing period. This began with a water main break underneath the school in mid-January, the coldest part of the winter: it was minus 30 degrees Celsius and there was water pouring into the school from a water pipe situated directly underneath a classroom. We had to close the school and undertake an extensive restoration and renovation project for our school. Blue and

orange tarps waving with the fans, large areas cordoned off, moving classes upstairs, and rerouting traffic throughout the school. We had just started to resume classes when we experienced an act of vandalism—the first in our 26-year history—and again we had to close our school and deal with an upstairs issue with broken glass and vandalized offices. And then the COVID-19 pandemic struck.

So much unknown information, updates every day from the Education Ministry and the Chief Medical Officer of Health, fear, daily federal updates, serious faces, schools closed.

So began early spring in 2020. Schools would remain closed for the rest of the school year. This was a serious situation for our students. Boyle Street Education Centre serves high-risk youth from 14-19 years of age who have had interruptions to their learning. Our school serves not only the learning needs of our students, but also their emotional and behavioural needs through extensive wrap-around services. We meet our students where they are when they come to us, and we collaboratively develop learning and behavioural plans which seek to address the barriers that they have come up against which led them to initially leave their education journeys.

## When the pandemic struck our school, following the two months of prior disruption to our students' learning, it felt like the last straw to a very fragile situation.

Some of the services that our students access through the school include:

- Breakfast and lunch;
- Bus tickets and / or bus passes to get to and from school;
- Youth worker supports to address issues that happen outside of the school;
- Success coach worker to support employment directions and funding for those who don't have supportive homes;
- Personal counselling services; and
- First Nation's experiences and access to our school Elder.

When the pandemic struck our school, following the two months of prior disruption to our students' learning, it felt like the last straw to a very fragile situation.

We quickly had to find a way to continue to serve our students and their learning needs, as well as their mental health supports and their physical needs of food security and transportation.

Our school is founded on the idea that strong, trusting relationships are the basis for positive learning experiences, and without those, our work is infinitely more challenging. Fragile and easily disrupted pathways to learning are forged on a day-to-day, face-to-face basis and can take many years to establish. Doing this all from a distance was a challenge we were not quite prepared for but needed to meet.

One of the first issues to be addressed was food security. Our students depend on

the school for two good meals a day, and when the school was closed, this was no longer possible. We discussed ideas of how to assist our students and their families. We thought about delivering grocery cards to students when we delivered course work, or perhaps making food at the school in our kitchen and delivering it to our students. Our Vice Principal, however, came up with the best idea and we went forward with a partnership with a not-for-profit enterprise called Fresh Routes.

Having learned about Fresh Routes' mission to increase food availability, access, and stability for individuals in the community, we connected with them for an emergency COVID-19 delivery service. Facing the new challenges of protecting our building from individuals from other agencies and transitioning to at-home learning, within a few weeks, we were able to develop a system where our staff packed up to 30 hampers for our students, their families, and other members of the community.

We were not only able to provide the support of the school for the food stability our students relied on, but with the support of the organization's volunteers, we were able to deliver homework, beading packages, and care packages from our staff. As the pandemic wore on, our relationship with Fresh Routes continued and we were able to consistently provide our students with

the necessities along with connection to the school to ensure that we were able to keep them connected to our staff.

While it was challenging at times to engage our students in course material early in the pandemic, food stability was crucial for our community, and through this partnership we found new and interesting ways to connect with our students. Our teachers and staff worked together to develop recipe ideas for hamper items in the baskets and students looked forward to their deliveries on Thursday afternoons over the summer and into the fall when we began to explore how we could grow our relationship.

In September 2020, we partnered with Fresh Routes to shift our focus from the emergency delivery service with the launch of a Mobile Grocery Store at our school. Not only would be able to offer our students hampers but we would be able to further Fresh Routes' mission to offer food availability, access, and stability to our school's community. On a weekly basis we were able to safely add a mobile grocery store which engaged students in our work experience program and offered high quality produce at value prices to our students, their families, and our staff.

Out of the pandemic, the opportunity to develop a relationship with a not-for-profit not only gave us the ability to meet our students' needs during a challenging time but grew to help us find new ways to connect and serve our greater community. Unfortunately, due to the ongoing impact of the pandemic, Fresh Routes has had to temporarily close its Edmonton operations and scale back their work in Calgary to ensure the longevity of their organization. We now will have to research new partnerships to continue to offer food security to our students and our community, but we are hopeful that once the pandemic recedes, we can look forward to a future where with the help of a re-instated Fresh Routes organization, we will be offering fresh produce to our community again. ○



*Mavis Averill is the Superintendent at Boyle Street Education Centre, a Charter high school in Edmonton, Alberta, and has been working in education with and for Indigenous students for nearly 40 years.*

*Huiy Tang is the Vice Principal at Boyle Street Education Centre and has dedicated his career to supporting students who may have been placed at a disadvantage in experiencing success in education.*



# Learning and Reflecting: A Book Study with District School Leaders

## *Me and White Supremacy by Layla F. Saad*

By Martine Lewis, Mississauga North Family of Schools

This year has already been a year for the history books. As the world battles against the COVID-19 pandemic, a far longer fight for equity and against anti-black racism has bubbled over into the streets. Rallies, riots, and social media tidal waves are bringing our attention to the need for continued change through action. As school district leaders, we have been able to “pivot” and change the face and structure of learning in less time than anyone would have thought possible; however, we are still struggling to address the longstanding inequities in our schools.

Addressing systemic racism in our schools is a daunting task that requires immediate attention and urgent action from the entire system. We acknowledge that we need to do more, we must focus our attention on the steps we need to take to ensure change for Black, Indigenous, and racialized students. Championed by our Director and Associate Director, with the support and guidance of the Principal of Equity, it was identified that our work needed to include a deeper understanding and conversation about white supremacy and systemic racism within education.

Our group of 11 instructional superintendents, supported by our associate director and lead by the school boards’ equity department, began a book study of *Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor* by author Layla F. Saad. Saad identifies as an East African, Arab, British, Black, Muslim woman. She launched an Instagram challenge called #MeAndWhiteSupremacy where “she encouraged people with white privilege (like me) to examine their racist thoughts and behaviours.” The book is accompanied by a guided journal that opens with the quote: “create the change the world needs, by

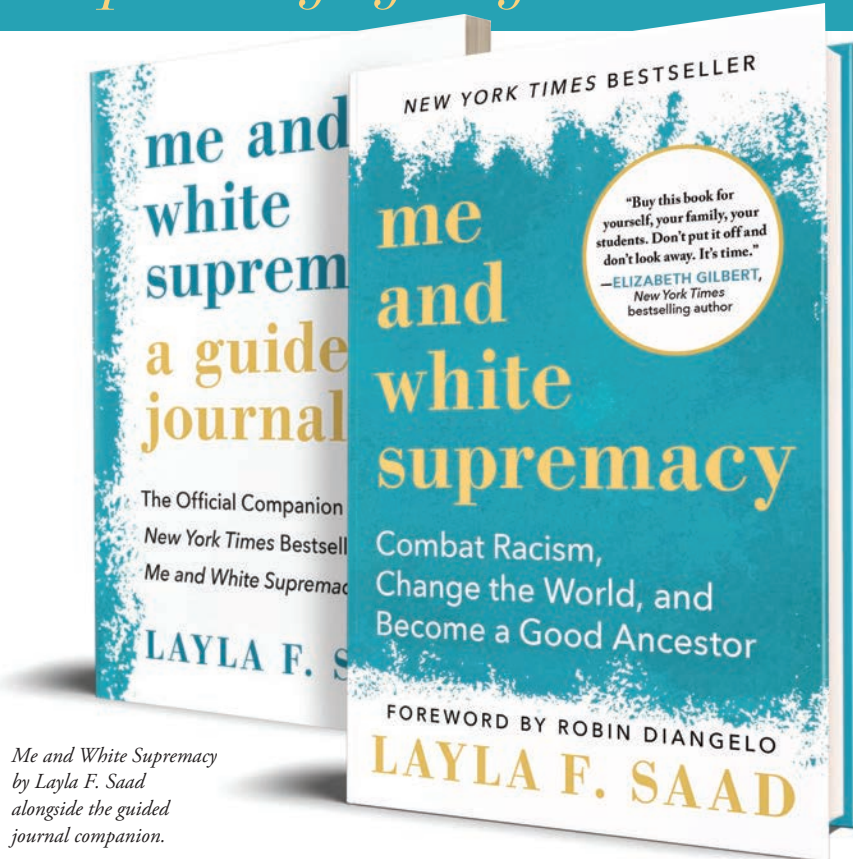
*Me and White Supremacy by Layla F. Saad alongside the guided journal companion.*

creating change within yourself.” The journal, which is designed as a companion to the twenty-eight days of readings and reflections, is to be used as “a mirror to look deep within yourself and see the truth of the ways in which you, often unconsciously, cause harm to Black, Indigenous, People of Colour.”

For our leadership team, the book and journal were an excellent way for us to have deeper discussions about the constructs and concepts around racism and oppression, and how they manifest in our education system and practices. The book and journal provided a focus and platform for our discussions, and our Principal of Equity lead us through conversations that were invaluable as she helped navigate and face our discomfort. As Saad suggests in her opening, “fact, racial discomfort is inherent to an authentic examination of white supremacy. By avoiding this discomfort, the racist status quo is protected.”

Week one focused on white privilege, white fragility, tone policing, white silence, white superiority, and white exceptionalism. Our conversations included a discussion centered around unpacking the hurt and anger many racialized parents experience as a result of systemic racism. Our need to understand that their fears and frustrations are for their own children who are suffering the same indignities and racism that they themselves lived decades ago. It is imperative that we center our work, conversations, and strategic plans on the impact of our work, not the intent.

As superintendents of schools, we must understand how racist stereotypes show up and are perpetuated. It is only with this knowledge that we are better able to “listen and hear” parent concerns in a new and more informed light. We discussed the need to disrupt dominant and harmful narratives, and we need to be ready to respond to the



school administrators or teachers so that our conversations with principals can be more knowledgeable and much more intentional. Recognizing that white supremacy is at the center of everything, from the order we see the emojis on our phones to the colour and shade of Band-aids we give to students in our schools. Our role must be to disrupt the narrative and take active steps to undo the harm of the one white narrative so prevalent in our schools and in the curriculum.

Implementation of change in a large urban, diverse school district with 156 schools certainly has its challenges. Including student voice was imperative for the process. In addition to data collection, the school board hosted student voice forums for Black students. The student's thoughts and questions were poignant and powerful and provide a guide for us as far as next steps.

The students asked us to consider the following:

1. What steps was the school board willing to take to facilitate connections and provide opportunities for students to connect with each other on anti-Black racism?
2. Were we willing to create a student advisory committee to demonstrate an ongoing commitment to addressing anti-Black racism?
3. How were we going to address streaming issues in our schools?
4. How were we going to ensure that **all staff** receive anti-Black racism training?
5. When will we change our dress code policies to include hair wraps and durags?
6. How are we going to ensure and audit our curriculum to ensure that it is inclusive and reflects Black students?
7. How will we ensure that Black History is integrated throughout the curriculum for all students?

8. What will the police / school protocol look like in the future?

The students have given us a to do list that requires our immediate attention and action. We have begun to examine and act on their direction. We needed to ask ourselves, who was served by these policies? Who should these policies be designed for, whose rights do we need to protect?

We are also having the poignant conversations about destreaming. As we followed the Ministry of Ontario's directive to destream Grade 9 Mathematics for September, we recognized the need to shift the mindset of many educators towards academic excellence for all our students. We are working on developing equity tools that will reduce bias in suspensions. We are auditing our resources and purchasing more books that reflect the diversity we find in our communities, while supporting staff in their understanding of the need to address and makes these changes.

As district leaders we are preparing to do equity audits in our schools in the fall. Our discussions have led to us to action, but we recognize this work is ongoing and will require our perseverance. As system leaders we wanted to expand our book study and share it with all our school administrators. We felt that the rich conversations that have been inspired by *Me and White Supremacy* needed to be happening in all areas of the school district. We are working to ensure we have more equity in our school communities, now and for the future. ○

*Martine Lewis, Ph.D., is a superintendent on the Dufferin-Peel Catholic District School Board.*





# Leading in Complex Times: Finding the Way Forward



Catherine  
McCullough,  
President and  
CEO of CMC  
Leadership.

By Catherine McCullough,  
CMC Leadership

**T**he work of senior education leaders and the expectations of both school and district administrators has changed significantly over the past 25 years. The job of system leaders expanded and became much more complex this past year. Education leaders across Canada have worked tirelessly to provide consistent learning platforms for students while juggling all the unforeseen challenges we collectively have experienced during this global pandemic.

## Why were these leadership learning opportunities so valuable at this time?

Not only have these past months of the school year presented a leadership challenge like no other, as the COVID-19 pandemic has impacted how work places operate, the way we conduct business, and the way we deliver education. The pandemic also influenced our need to find alternative ways to support education leaders as they dealt with complexity and uncertainty on every level. In some provinces the focus was mainly on the necessary safety protocols, leaving limited opportunities for professional learning. This was especially significant

## *A National Learning Opportunity for Canadian Education Leaders*

### Leading in Complex Times:

### Finding the Way Forward

#### A THREE-PART WEBINAR SERIES

This leadership series is designed for senior educational leaders and is built on evidence-based research, problem-based learning, professional publications and practical strategies for leading during these complex times.

Participants in the program will increase their understanding of how to lead during this volatile and uncertain time in education. Despite this prolonged pandemic period, many organizations are experimenting with different approaches to re-evaluate, make changes and emerge in a strong and effective way. Guest presenters will focus on leadership initiatives to consider implementing within your organization.

*The series consists of three modules, each 90-minutes in duration, delivered online, in an interactive webinar format. Each session connects and builds on the next.\*All sessions will be recorded and provided to all participants within 24 hours of the webinar.*

To learn more, or register, click the link below.

[CMCLEADERSHIP.CA/FINDING-THE-WAY-FORWARD/](https://CMCLEADERSHIP.CA/FINDING-THE-WAY-FORWARD/)

PRESENTED  
BY:



SUPPORTED  
BY:

Partenariat  
en Éducation

The Learning  
Partnership

CODE  
Council of Ontario Directors of Education

for newly appointed senior leaders where networking and mentoring was limited.

*The job is no longer managerial in nature but can be characterized by the need to provide instructional, transformational, ethical, and equitable leadership—captured by the phrase leadership for learning—at the same time ensuring efficient management of the organization.<sup>1</sup>*

This three-part online leadership series titled *Leading in Complex Times: Finding the Way Forward* was designed for senior educational leaders and was built on evidence-based research, problem-based learning, professional publications, and practical strategies for leading during these complex times. Over 250 senior leaders from across Canada enthusiastically participated at a

time when limited professional development opportunities were readily accessible.

The intent was for participants to increase their understanding of leadership insights during this volatile time in education and to garner a network of learners across Canada deeply committed to continuing to explore their professional growth. In addition, despite this prolonged pandemic period, many organizations are experimenting with different approaches to re-evaluate, make changes, and emerge in a strong and effective way. Guest presenters pushed our collective thinking and focused on sharing how to implement innovative leadership approaches.

The series consisted of three virtual modules, each of which were 90-minutes in duration, delivered in an interactive webinar format. Each session connected and built on the previous session to connect the learning. All sessions were recorded and provided to all participants which allowed for team discussion and follow-up.

Furthermore, these webinars were supported and promoted by Canadian education partners inclusive of the Canadian Association of School System Administrators (CASSA), The Learning Partnership (TLP), and The Council of Directors of Education.

### What did we learn?

Speaker Dr. Michael Canic, Ph.D., launched our series with the topic called *Strategic Management and Ruthless Consistency*. As we entered 2020, many organizations mapped-out a multi-year strategic plan, then the COVID-19 pandemic hit. Well thought out plans were, in many cases, set-aside as leaders dealt with the myriad of challenges that emerged. Our second speaker was Dr. Michaela Kerrisey, Ph.D. Her topic, *Leadership Resiliency and Psychological Safety*, sharply clarified what good leadership looks like during a crisis and as we transition away from it toward a post-pandemic working environment. The building of resilience will be vital to enable learning and growth. Module three, *Developing and Extraordinary Future in Education* presented by Tony Ryan, Learning Futurist, explored probable changes in our pedagogical world ahead, and how we can best reimagine and redevelop a post-pandemic future for our students and our educators.

Participants commented:

*"I appreciated the clear, concise nature of the right focus on strategic management and execution provided by Michael. It is pertinent and timely to our work as senior leaders in public education especially as it applies to improvement planning,*

*equity and well-being of student, staff, and our communities."*

*"Michaela's definition of resilience extends beyond recovery. The capacity to learn and grow in the face of challenging times is paramount. Psychological safety and its application to interpersonal leadership was a key take away."*

### What was the key takeaway from this professional learning work?

This has been a year where leaders felt disconnected as meeting in traditional ways was not possible. The need for networking and connection was evident. Additionally, leaders who were brand new to their role valued and benefited from participating in the learning. As Canadian education leaders, we recognize the need to continue to take steps to ensure innovative ways to support our learning organizations that prioritizes well-being and supports our teams, our staff, and the students we serve.

Building on the positive response and the success of our first series, we are now developing Series Two called *Leadership for Equity* where we recently launched by popular request a transition module called *Leadership for Equity – What does the Evidence Say?* featuring Dr. Kenneth Leithwood and Claire Guy.

### What is next?

Beginning August 2021, this learning will continue to be offered and expanded using this same accessible learning format for senior leaders across Canada. This opportunity will be a three-part webinar series available over the course of the 2021 / 2022 school year under the *Leadership for Equity* theme. The learning will focus on three topics of equitable leadership practices:

1. Series One: The Evolution of Equitable Leadership Practices,
2. Series Two: Extraordinary times in the Education Sector, and
3. Series Three: Leadership and Organizational Culture.

Effective professional development enables senior leaders to continue to develop the knowledge and skills needed to address organizational challenges and in doing so this ultimately benefit all students and staff in our districts. We are excited that this unique Canadian leadership learning will continue in a way that promotes distributive leadership and support to handle the leadership responsibilities that lie ahead.

The best investment that a leader will make in supporting their success is by participating in quality and ongoing leadership development through a cross Canada network. ○

*Catherine McCullough, President and CEO of CMC Leadership, is an internationally recognized educator, presenter, speaker, and facilitator.*

### Reference:

1. Hallinger., Heck. R (2010) Leadership for Learning: Does Collaborative Leadership Make a Difference in School Improvement? *Educational Management, Administration and Leadership*, 38,6,654-678.

## | Index to Advertisers |

### BOTTLE FILLING STATIONS, DRINKING FOUNTAINS AND WATER COOLERS

Dobbin Sales Ltd. .... IFC

### CHILDREN'S BOOK PUBLISHER

Crabtree Publishing Company ..... OBC

### CLASSROOM A/V TECHNOLOGY

Extron USA.....4

### HAND HYGIENE

SC Johnson Professional .....20

### HR AND PAYROLL SOLUTIONS

HRP Link.....13

### LABORATORY GAS SAFETY SHUT-OFF

Morris/Lee Ltd.....11

### OCCUPATIONAL HEALTH AND SAFETY TRAINING

Yow Canada.....16

### PROFESSIONAL DEVELOPMENT

Solution Tree.....IBC

### SCHOLARSHIPS AND BURSARIES

Indspire.....20

### STEM CLASSROOM AND PL RESOURCES

Let's Talk Science .....6

### TEACHER RESOURCES

Classical Kids .....20

### UNIVERSITIES

Queen's University .....9

St. Mary's University .....18

Trinity Western University .....15

### YOUTH ANTI-IMPAIRED DRIVING PRESENTATIONS

MADD Canada .....8





VIRTUAL INSTITUTE

PROMISING PRACTICES IN INSTRUCTION,  
ASSESSMENT, AND GRADING



Nicole M. Dimich

Cassandra Erkens

Tom Schimmer

Katie White

# Meet the Moment

August 16–18, 2021

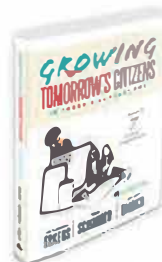
The last year has challenged our schools and disrupted teaching and learning as we moved between in-person and remote instruction.

**As we look toward the future, it's time to capitalize on the moment and transform assessment practices to foster hope, efficacy, and achievement.**

Join us for a variety of practical sessions that support the whole child and the whole educator. Experts will offer sessions that range from feedback to grading, assessment design to data interpretation, and classroom interventions to multitiered systems of support. This institute is designed to inspire and support you in both virtual and in-person assessment work.

**With keynotes and deep dive sessions from the Solution Tree Assessment Center experts, you will:**

- Begin the new school year by choosing and designing the right assessments and interpreting data to determine where your students are in their learning and which areas need strengthening
- Discover how to map an assessment plan, write learning targets and progressions, and use data
- Learn to analyze student work in collaboration to determine next steps and give focused and timely feedback
- Create and utilize assessments that stimulate growth of critical 21st-century competencies
- Develop rich questions, contexts, and prompts that stimulate thinking and increase engagement



Included resource  
with your registration



**REGISTER TODAY**

[SolutionTree.com/AchieveL&L](https://SolutionTree.com/AchieveL&L) | **855.880.4624**



**Solution Tree**  
Education Canada

\*Presenters subject to change



# Crabtree's NEW series

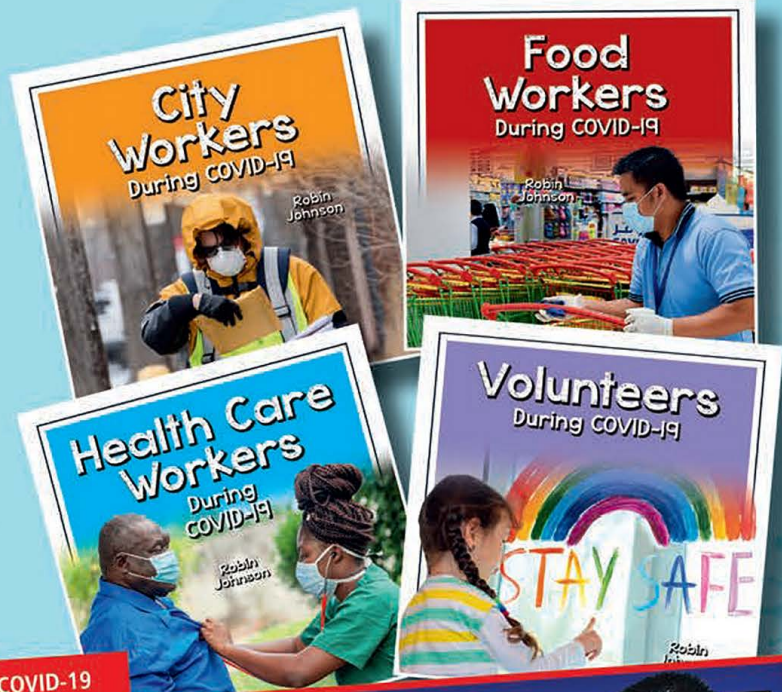
## highlights the heroes of the pandemic!

### Community Helpers During COVID-19

Reading Level: GR 1-3 • Interest Level: GR K-4  
24 pages, 9 x 9", full colour

**\$18.36 RLB • \$8.95 PAP**  
School Prices

The COVID-19 pandemic has been a huge challenge for our communities. We have all relied on community helpers to help us keep safe and have our needs met. The jobs they do have always been essential, but COVID-19 made them more difficult to do. From health care professionals to food delivery people, find out how community workers have had to adapt to new circumstances to do their jobs during the pandemic—and why we owe them our gratitude. Free downloadable Teacher's Guide available.



#### City Workers During COVID-19

978-1-4271-2831-7 RLB  
978-1-4271-2835-5 PB

#### Food Workers During COVID-19

978-1-4271-2832-4 RLB  
978-1-4271-2836-2 PB

#### Health Care Workers During COVID-19

978-1-4271-2833-1 RLB  
978-1-4271-2837-9 PB

#### Volunteers During COVID-19

978-1-4271-2834-8 RLB  
978-1-4271-2838-6 PB

#### ▼ From Food Workers During COVID-19



**Order Toll Free**

**Tel: 1-800-387-7650**

**Fax: 1-800-355-7166**

**orders@crabtreebooks.com**



Canada

**www.crabtreebooks.com/en-ca**

**CRABTREE**  
PUBLISHING COMPANY

616 WELLAND AVENUE, ST. CATHARINES, ONTARIO,  
CANADA, L2M 5V6, TEL: (800) 387-7650