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LEADERS & LEARNERS

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

Inside this issue:

Message From The Executive Director	2
Facing A Downturn In The Canadian Economy: The Perspective From Leaders In Public Education, Part 1	3
Profile on YK1: Aboriginal Language And Culture-Based Education	6
Faces In The Crowd	12
Contribute To <i>Leaders & Learners</i>	13
Contact CASA	13
Our Mission and Our Beliefs	13

Upcoming Events

- The 2009 CASA Summer Leadership Academy will take place from July 9 to 12 at the Blackfoot Inn in Calgary.

This year's theme is Early Childhood Education.

Message From The President: Put Student Success First In Tough Times

Happy new year to all CASA members and newsletter readers!

It is a pleasure to welcome you to this regular publication and to introduce you to some of the talented educational leaders and thinkers across Canada. Through their comments on key issues of the day, the invited contributors manage to stimulate thinking and dialogue across our professional community.

In this issue we look deeply into some of the current approaches within Aboriginal education. As well, we begin a series exploring the impact on school board thinking and planning caused by the economic downturn.

As you read these articles and consider the messages, please know that CASA welcomes your comments and would be delighted to receive offers to contribute topics and content from your experiences to this newsletter.

In the previous issue, I mentioned the optimistic impact that the election of Barack Obama as president of the United States seemed to have across North America and the world. In spite of the economic hardships, the entire globe seemed transformed



Jim Grieve
CASA president

with positive energy and hope on January 20 as he officially took office. His powerful message of hope, equity, change and hard work has been embraced even here in Canada. Those of us who work on behalf of children and their families in publicly funded education need that encouragement.

We are each beginning to develop responsible budgets for 2009-10 to sustain critical learning initiatives. To create such budgets in our present economy we have to be committed to creating alignment of purpose and consolidation of effort.

It is in such tough financial situations that we discover the strength of a well-articulated, student-focused strategic plan. Trustees and staff will make the tough but best-balanced financial decisions when the board strategy is clear and student success is at the centre.

There have been tough budget cycles in the past. The difference in 2009 is that we have a much better understanding of how to help students learn, grow and feel valued every day.

Have a look at the great suggestions related
(Continued on page 2)

Message From The Executive Director: Strategic Planning Is Key To Maintaining Progress

For the past few years, education has benefited from our country's prosperity. Resources have been more readily available; labour has had fewer disruptions; and program development, enhancement, and implementation has been rapid and positive. Community support for public education has been high and a good number of the former unwarranted criticisms have not surfaced.

Across the country, there has been a focus on improving achievement for all students and providing differentiated instruction to serve the great majority.

There is danger, however, that the current economic downturn may affect this positive climate for education. Thus, this is a critical time for senior administration in all school districts. The challenge is for superintendents and directors of education to strategically guide their schools through this economic crisis while preserving the quality of education that has been built with great effort.

It is likely that provincial governments will apply restrictions on new program development, staff development, conference attendance, additional staff positions and capital investment in new buildings. Administrators will be faced with tough decisions in order to maintain progress and sustain the confidence of communities. There will be criticism from staff and parents frustrated in a negative social climate. Good administrators will strive to maintain progress and find ways of maintaining momentum.

Consider the following actions that may help.

- Develop and strengthen system communication. Let everyone know what actions are being taken.
- Increase school visibility. Talk with school administration and staff regularly.
- Review program initiatives and timelines. Adjust appropriately.
- Review system budgets with your board and consider changes that may help sustain important programs.
- Make positive staffing decisions and develop rationale for these in budgets.
- Maintain staff development while adjusting it in terms of numbers realistic to budgets.
- Prioritize conference attendance in terms of system initiatives. Don't let the system become insular; continue to take in significant ideas and programs.
- Recognize and praise the good work of staff on all occasions.



Frank Kelly
CASA executive director

The leadership of senior administrators will be crucial to sustaining effective education in times of restraint. CASA members will be central to this activity.

Message From The President, continued

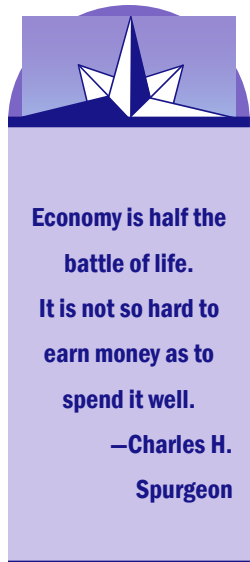
(Continued from page 1)
to budget offered by Frank Kelly, executive director of CASA, in his column in this newsletter. It is a real strength of CASA that we are able to rely upon the deep experience and expertise of colleagues to assist as we meet the challenges of our roles.

Please know that you can contact any of the representatives of this great organization and seek support or explore new strategies. You will find that your network of colleagues in CASA will call back or email immediately to provide support.

The June/July 2008 issue of *Leaders & Learners* (Volume 4,

Issue 22) included a handy one-page guide to contacting your current CASA executive as well as the various regional directors across the country. That issue, as well as all other back issues of the newsletter, is available on the CASA website at www.casa-acas.ca. We'll be producing an updated contact list later this year as well.

Financial issues or not, this is still the very best time to be an education leader in Canada.



**Economy is half the
battle of life.**

**It is not so hard to
earn money as to
spend it well.**

**—Charles H.
Spurgeon**

Facing A Downturn In The Canadian Economy: The Perspective From Leaders In Public Education, Part 1

Leaders & Learners is launching a new series on the current economic climate facing Canadians and how these tough financial times affect public education in various regions across the nation. In this issue, we welcome **Gerry Connelly**, director of education for the Toronto District School Board, who shares her thoughts on how this large and diverse board will continue to best serve its students, staff and surrounding communities despite the challenges it faces.

Watch for contributions from senior administrators from other regions in future issues. And remember, we always welcome feedback. Please get in touch if you'd like to share your own experiences or to reflect on what you read in this series. Contact information can be found on the last page of this issue.

Describe the region that your school division serves.

The Toronto District School Board (TDSB) is the largest in Canada, with 245,000 students in 565 day schools; another 130,000 learners, including adults, in continuing education programs; and approximately 37,000 employees. Our students reflect the extreme diversity of this very large, urban/suburban district. More than 150 languages are spoken in their homes and 70 per cent have both parents who were born outside Canada.

Family incomes range from the most affluent in the country to the poorest in the "Three Cities within Toronto" described by David Hulchanski, director, Centre for Urban and Community Studies at the University of Toronto: a small, very wealthy central core, surrounded by a rapidly dwindling ring of middle-class earners, surrounded in turn by growing tracts of highly marginalized low-income households (www.urbancentre.utoronto.ca).

From your observations, what are the most pressing economic challenges facing senior administrators in public education in Canada today? What are the key issues fac-



TDSB's caring, inspiring teachers make learning an adventure every day.
All photos courtesy of TDSB

ing the communities served by your division and in your province as a whole?

These extreme demographic disparities, coupled with declining enrolment overall, make using limited funds to support all students so that through education they can break the cycle of poverty and improve their life chances TDSB's most pressing economic challenge.

Increasingly, schools are being asked to provide a growing range of non-pedagogical supports that are simultaneously both more urgently needed and less generously funded by government. Report after report speaks to the need for investment in children and families to secure good futures for the city of Toronto and for Canadian society in general, including the 2008 Ontario Report Card on Child & Family Poverty (www.campaign2000.ca) and the Review of the Roots of Youth Violence (www.rootsofyouthviolence.ca). Without strong, consistent funding for children and families, social cohesion is at risk.

If you could bend the ear of your provincial finance and education ministers and the federal finance minister, what message would you most want them to have? What priorities would you want them to focus on, in terms of supporting public education in Canada through uncertain times?

We would welcome investment in a number of areas. For instance, the TDSB school infrastructure currently needs many millions of dollars to bring all of its building to an acceptable standard.

Economic uncertainty also makes increased investment in the most vulnerable of our citizens more critical than ever. Food is the most basic

(Continued on page 4)

**A budget tells us
what we can't afford
but it doesn't keep
us from buying it.**
—William Feather

Facing A Downturn In The Canadian Economy, continued

(Continued from page 3)

need of all yet we know that a growing number of students come to school hungry every day. Adequate, stable funding for nutrition programs in schools would bring significant improvements in student behaviour and achievement. We know this as a result of monitoring indicators such as attendance, suspension and expulsion rates in schools where nutrition programs have been introduced, but because financial support comes largely through fundraising, they are not yet in place in all schools and many school communities are underserved.

A third area of significant need is mental health supports for children and youth who are in distress. Current services in this area are currently inadequate, and we expect the need to increase as economic conditions put added strain on families and communities.

Finally, funding is needed to promote the integration of a range of social services within the context of schools, including childcare, eldercare, health services, supports for new Canadians, and retraining opportunities. Such community hubs offer broad social and economic benefits for children and families, which in turn supports student engagement and improved outcomes.

What role should senior administrators play when a community goes through challenging times during a downturn in the economy? How does this role differ from that in more prosperous times?

Senior administrators can help principals and teachers by encouraging them to focus on the students and their potential, and on the role that education and school play in providing hope for the longer-term future. Education is an investment in the future, not just of individuals, but of our society as a whole. Education is HOPE.



A lifelong love of learning blossoms in TDSB classrooms.



Feeding hungry minds is just the beginning.

At the same time, we can all remind ourselves to limit activities for students and their families that require an outlay of money, but to emphasize the many opportunities to bring families together to play, to learn, to support one another and to have fun. We can learn from the experiences of those who survived earlier “tough times,” by fostering and building on the strong sense of community that schools can naturally provide, and keep focused on the future.


How can senior administrators help their principals and teaching staff cope with potential problems that may arise when a number of students’ families are struggling financially? Are you seeing some of these issues developing already, and if so, what strategies have you used or do you plan to use to help staff and students cope?

The TDSB will do an extensive internal review to streamline departments, starting with central administration, in order to model the kind of purpose and restraint that is required. One focus will be on integrating services to eliminate redundancy, and driving those support services as close to the schools as possible.

At the same time, we will maintain our relentless focus on improving student achievement and closing the gap, to ensure that the effects of the economic downturn do not reduce future success of our students, their families and our communities.

It is especially important during times of uncertainty to maintain clear lines of communications with staff and parents.

(Continued on page 5)



It's clearly a budget.
It's got a lot of numbers in it.
—George W. Bush

Facing A Downturn In The Canadian Economy, continued

(Continued from page 4)

What are some of your suggestions for best accomplishing this?

The involvement of parents and communities is critical to the success of our students, and we work to engage them at both the school and system level. We provide teachers and principals with the tools, training and support they need to communicate effectively with their diverse communities. Understanding that information needs and expectations may vary widely, all important information is translated into our 12 most common languages and made available in both print and online.

Individual schools and even classrooms also provide a range of local information on their websites, while our central website links the public directly to every program, support and service TDSB offers.

As well, we have automated telephone technology that allows schools to keep parents informed of system-wide issues, student absences and other important school-related information.



The light of learning shines on TDSB's healthy, sustainable schools.

Finally, we have not forgotten that staff are also anxious about their own economic security, and we work to keep them informed about changes that may affect them.

Every day we hear more and more bad news with regards to the economy and how it is affecting Canadians in every part of the country. To end this feature on a hopeful note, please share your personal suggestions for ways on maintaining a positive outlook through these challenging times.

We maintain a positive outlook through challenging times by keeping our focus on students.

In some ways, that's not as hard as it sounds, because we know that the work we do really does make a difference to our students and communities. From the early years through to adult education and the seniors in our continuing education courses, our schools and programs provide the tools they need both in the short term and for a prosperous and healthy future.

The "tough times" may last a while, but they will pass, and we want all students to be fully prepared to take advantage of new opportunities as they emerge. The role of senior administration is to continuously communicate the optimistic, future-oriented message of hope, and to work assiduously to be sure that all our resources are focused on maximum preparedness for the future.

Thank you for taking the time to share your thoughts and strategies with our readers, Gerry.



Equity and excellence go hand-in-hand in TDSB's vibrant, diverse learning communities.

Parent and community consultation also plays an important role in our shaping policies and programs to meet changing needs. For example, in recent months, we have sought broad input in developing our innovative homework policy, inclusive curriculum and infrastructure renewal planning to name just a few instances.

Economic hardship is common in many of our communities and our schools are often called on to help families find the supports they need. We have established a network of partnerships so schools can link needy families with supports and services in their own communities.

**As sure as the
spring will follow the
winter, prosperity
and economic
growth will follow
recession.**

—Bo Bennett

Profile On Yellowknife Education District No. 1: Aboriginal Language And Culture-Based Education

In this feature article written by **Shannon Payne**, *Leaders & Learners* puts the spotlight on Aboriginal education initiatives in Yellowknife Education District No. 1 (YK1).

The City of Yellowknife is home to 19,400 people, which is approximately 45 per cent of the population of the entire Northwest Territories. There are about 4,300 Aboriginal people and approximately 15,100 non-Aboriginal people living in Yellowknife. A significant rise in population in the past decade is due to growth in the non-renewable resource sector, specifically diamond mining and oil and gas exploration. Yellowknife's population is projected to be approximately 23,000 by the year 2019.

Located in the heart of the city, Yellowknife Education District No. 1 (YK1) is the NWT's premiere education district. Since 1939, YK1 has provided quality education to northern students, and today the district continues to make sure all students receive the best possible educational programs, experiences and opportunities.

YK1 operates its six schools and provides superintendency services to the nearby First Nations schools in Ndilo and Dettah. It combines quality education, real-world experience and community connections to offer students the highest calibre of education possible. YK1 students learn in facilities that are equipped with cutting-edge technology, and are taught by experienced, dedicated teachers.

Shannon has been the Aboriginal Education Coordinator for YK1 since August 2007. She coordinates the program for the entire district, and works closely with her team of one Dene Kede facilitator, two ALC teachers, an ALC assistant and a transition liaison counselor. She also works with the district's Parent Aboriginal Education Advisory Committee.

By Shannon Payne
Aboriginal Education Coordinator
Yellowknife Education District No. 1

Approximately 2,000 students are enrolled at our YK1 schools, and Aboriginal students represent 25 per cent of YK1 total enrollment. Aboriginal Education (Aboriginal Language and Culture-Based Education, or ALC) is one of three strategic priorities within our district. The over-



Reading Dene legends.

All photos courtesy of YK1

all objective of Aboriginal Education at YK1 is to make sure that all staff and students are engaged in and value Aboriginal language and culture-based education. Through an extensive planning process, which involved the Aboriginal community, Aboriginal parents and families, Elders, trustees, staff, school administrators and a leadership team at the district office, a series of key strategic goals now guide our current program. These goals are

- to support staff to integrate culturally relevant learning opportunities into instructional programming
- to build capacity to increase the human resource base for the instruction of Aboriginal language and culture programs
- to develop and support innovative programs to promote the social and emotional well-being of Aboriginal students
- to promote and support Aboriginal

(Continued on page 7)



Profile On Yellowknife Education District No. 1, continued

(Continued from page 6)

Language and Culture-Based Education for all students

- to strengthen relationships with Aboriginal parents and the Aboriginal community

YK1 provides an authentic example of how our system has worked diligently to support and promote ALC programming. We believe that Aboriginal children will be more successful when schools recognize and affirm their culture. We advocate for the inclusion of non-Aboriginal students in this program so they may have opportunities to increase their knowledge, understanding and respect of our diverse northern Aboriginal cultures.

In addition to the many outcomes related to enhancing student success for Aboriginal children, this program also helps create learning environments free of racism in our schools.

Our ALC program demonstrates a positive model of building capacity through a grassroots approach. The key to the success of this program is clearly the establishment of a Parent Aboriginal Education Advisory Committee and the strong role that these parents have played in its development and delivery. This certainly emphasizes the importance of involving the local Aboriginal community, particularly the parents of Aboriginal children in program design.

We are especially proud of the strides we have made in the development of this program and wish to celebrate our success with other educators.



Camp Akaitcho and grade 4 trapping camp.

Most importantly, we believe this program is making a difference in the lives of our students and is helping them achieve academic success and enhanced personal growth.

Aboriginal Language and Culture Team

Our YK1 ALC team consists of the Parent Aboriginal Education Advisory Committee, the Aboriginal Education Coordinator, the



Cutting up beaver at spring culture camp.



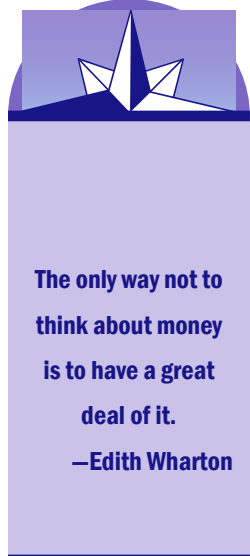
Making dryfish at fall fish camp.

high school-based transition liaison counsellor, two full-time ALC teachers, an ALC assistant and our Dene Kede facilitator/camp coordinator.

Aboriginal Language and Culture Programming Within The Schools

ALC programming takes place in all schools throughout the district, and includes both classroom education through the integration of the territorial Dene Kede curriculum, and on-the-land learning through district- and school-sponsored culture camps. As well, schools actively initiate cultural events

(Continued on page 8)



The only way not to think about money is to have a great deal of it.

—Edith Wharton

Profile On Yellowknife Education District No. 1, continued

(Continued from page 7)

including feasts, ceremonies, performances and storytelling with various Aboriginal resource people and Elders. It is expected that ALC is incorporated into all teacher and school long-range plans.

Mildred Hall School Aboriginal Language and Culture Program

Mildred Hall School, located in the heart of downtown Yellowknife, has an Aboriginal student population of approximately 65 per cent, and this is where our enhanced Aboriginal language and culture program takes place. Here, students explore and learn about traditional knowledge, language and skills. In essence, this is our enrichment program for ALC within our district. There is a school-wide focus on Aboriginal culture and language with cultural events and activities held throughout the year including annual fall and spring culture camps. In addition, Dogrib classes are held K-8, and the Dene Kede curriculum integration is standard in all classrooms throughout the school.

The ACE Program (Aboriginal Cultural Experience)

For the past five years, the district has coordinated culture camps for students. This year, a new program is being piloted. The ACE Program (Aboriginal Cultural Experience Program) is designed to align with the Dene Kede curriculum. As part of the curriculum, teachers are obliged to cover various northern Dene themes within their classrooms. To support these themes, camps are coordinated by our Dene Kede facilitator at a grade level following the Dene seasonal calendar. Each of these camps has a very specific theme and purpose, and involves the regular assistance of local Elders and resource people.

In addition, we have developed a series of unit and lesson plans based on these themes that include pre-camp activities, a breakdown of outcomes for the camp itself and post-camp activities for follow up. As well, the Dogrib language is integrated into the camps and classroom activities. In this way, every child within our school district participates in at least one camp every year. By the time they graduate, they will have participated in a minimum of 10 different culture camp experiences. The camp structure is as follows:

- Kindergarten: Drum Dance
- Grade 1: Nature Camp (Plants and Berries)
- Grade 2: Family Feast



School drum dance featuring local Dene drummers.

- Grade 3: Traditional Games Camp
- Grade 4: Trapping Camp
- Grade 5: Earth Medicine Camp
- Grade 6: Caribou Camp
- Grade 7: Fish Camp
- Grade 8: Leadership Camp
- Grade 9: Winter Camp
- Grades 10-12: Take a Kid Trapping Program (select seats available)



Learning the traditional arts.

Through our on-the-land experiences, Aboriginal students have a chance to shine and experience success and pride in identity. Remarkably, students who typically may be shy, withdrawn, unproductive or unruly in class often demonstrate strong leadership and bush skills at camp. Repeatedly, when our Aboriginal students are on the land, they become the subject area experts, and other students

(Continued on page 9)

**I have enough
money to last me
the rest of my life,
unless I buy
something.
—Jackie Mason**

Profile On Yellowknife Education District No. 1, continued

(Continued from page 8)

flock to them for advice and guidance. This is having a dramatic impact on our Aboriginal students and families. We now regularly hear comments like

- “It’s a good day to be brown.”
- “I wish I was Aboriginal!” (from non-Aboriginal kids)
- “I learned how to stay out in the wilderness and to respect the animals and Elders.”
- “This trip did change me. It changed my attitude.”
- “Thank you! The camp was so cool.”
- “After those three days I feel more confident about myself.”
- “Thank you for pulling up the net because I told my dad we didn’t get anything and so he called his friend and we went out with his friend and got 44 fish.”

The Dene people have a philosophy: “Strong Like Two People.”

This means that there is a great importance placed on traditional knowledge and skill development. At the same time, the Dene people understand that we are modern people, living in a modern world, and there is equal emphasis placed on learning from the non-Dene world and developing skills to be successful in a modern context. This translates to a commitment to improving aca-



Learning how to create a rabbit snare.



Traditional fire-making lesson.

ademic achievement and graduation rates.

Beginning in 2007-08, academic success for Aboriginal students in grades 3, 6 and 9 began to be tracked and reported. As well, part of the ALC Programming focuses on role modelling and providing examples of Aboriginal success within the Northwest Territories and Canada.


Last year, six of our Aboriginal students attended the United Nations Human Rights Conference in New York; this year, five of our Aboriginal students travelled to Toronto to attend the Canadian Aboriginal Festival; and we travel to Edmonton every year with a group of 30-plus students to attend the Dreamcatcher Conference for Aboriginal Youth.

We have partnered with the community to bring in Aboriginal role models including, most recently, Turtle Concepts, Leela Filday, FEENIX and The Johnnys. And our community is very involved in the planning and implementation of our annual Honour Grad Ceremony for Aboriginal students.

Professional Development

Professional development is a top priority within our district. Opportunities abound for teachers to participate in and learn more about Aboriginal education. In the past two years, there has been a major emphasis placed on ensuring all of our administrators, teachers and staff

(Continued on page 10)



**Modern man drives
a mortgaged car
over a bond-
financed highway on
credit-card gas.**

—Earl Wilson

Profile On Yellowknife Education District No. 1, continued

(Continued from page 9)

have a solid understanding of both the “why” behind Aboriginal education and the “how” to implement it.

In September 2007, we hosted a two-day in-service for all of our administrators, and brought in some nationally recognized Dene leaders including Francois Paulette, an historic land claims negotiator, and Grand Chief Bill Erasmus of the Dene Nation, to speak on the issues and impacts surrounding the Aboriginal community and its relationships with schools.

In May 2008, we hosted an ALC in-service for all of our Aboriginal team members. It was a very powerful team-building/goal-setting session that identified clear direction for our district.

In August 2008, we conducted a two-day Aboriginal Awareness event for our grades 7-12 teachers. Our guest speakers were incredible! Francois Paulette, Grand Chief Bill Erasmus, former Premier Stephen Kakfwi, Chief Eddy Sangris, Sarah Jerome, Paul Andrew, Margaret Thom, George Tuccaro, Raymond Tuccaro, Renanna Erasmus, Angela James, Richard Van Camp...and the list goes on! This was a pivotal moment in the understanding within our school district. People are still remarking on how amazing it was to have such prominent, historical leaders all in the same place at the same time, sharing the same message.

In January 2009, we hosted a one-day Aboriginal Awareness session for our K-6 teachers. This included watching the superb 2007 film *The Fallen Feather* (www.fallenfeatherproductions.com) about the Canadian residential school experience from an Aboriginal perspective and having an Elder come in to speak about his residential school experiences.

These in-services have truly shifted our teachers and staff. There is a much greater awareness and understanding, and a true commitment to work in the best interests of our Aboriginal students. Teachers are recognizing that to get their Aboriginal students involved, they may need to change some of their approaches and to incorporate more hands-on activities, cultural elements, Elders in the classroom and on-the-land experiences.

We are seeing the results in our classrooms! Students who in the past refused to self-identify as Aboriginal are now proclaiming their pride in being Dene, or Inuit, or Cree, or whatever their Aboriginal ancestry might be. Our Aboriginal students are becoming more involved,



Making bannock on a stick over an open fire.




Take a Kid Trapping Program.

and more visible if you will, in extracurricular activities. They are participating more in the classroom, and actively looking for opportunities with an Aboriginal slant to them. We are seeing our Aboriginal students take on more leadership roles. In fact, we are currently in the process of creating some end-of-school and graduation awards that reflect Aboriginal culture and success to recognize skills such as on-the-land abilities, traditional arts, athletics and leadership.

Other initiatives include our New Staff Cultural Orientation—an on-the-land

(Continued on page 11)



**A recession is when
your neighbor loses
his job; a depression
is when you lose
yours.**

—Harry S. Truman

Profile On Yellowknife Education District No. 1, continued

(Continued from page 10)

experience held every fall to welcome new teachers to the north.

As well, teachers are encouraged to submit proposals for learning communities with an Aboriginal perspective, and this year our high school English teachers are involved in a project to integrate Aboriginal perspective into our English Language Arts program, and our Outdoor Education program is developing their programming from an Aboriginal perspective.

Community Development

Partnerships are a critical part of our program. We work closely with the Aboriginal Education Parent Advisory Committee, and ECE (GNWT - Education, Culture, and Employment) and participate in a number of local, regional and territorial committees including

- Aboriginal Language and Culture Instructor Program (ALCIP) Committee
- Aboriginal Language Subject Advisory Committee (AL-SAC)
- Teaching and Learning Centre meetings (TLC)
- Dene Kede Regional Unit Planning workshops

We work closely with Goyatiko Language Society in the ongoing production of Dogrib language teaching and learning materials, and established a formal partnership with Aurora College and the Yellowknives Dene First Nation in 2004 to facilitate delivery of the Aboriginal Language and Culture Instructor Program.

Challenges

As with most educational institutions, there is a lack of funding to fully support programming. This is compounded by the fact that our funding is based on the number of Aboriginal students in our district (25 per cent), yet it is critical to make sure that all of our students have an opportunity to grow in their awareness and understanding of Aboriginal culture.

We are often searching for a balance between supporting programming for Aboriginal versus non-Aboriginal students.

Unfortunately there is a lack of culturally relevant teacher training and basic awareness around Aboriginal education. Many new teachers, and parents in general,



Aboriginal students participating in a video conference with the United Nations on the Rights of Indigenous People.

are operating under outdated assumptions and this can certainly be a challenge.

The lack of resources is particularly evident in the north. Classroom materials just don't exist. While teachers in the south can grab many books off the shelf related to specific First Nations, Dene resources need to be created from scratch.

For a variety of reasons, we do not have enough qualified Aboriginal teachers and ALC instructors, especially with Dogrib language abilities, and this affects our ability to bring language and culture into every classroom consistently.

Yellowknife has a very transient and mixed population. All 11 official language groups are represented within our district, as well as a variety of Aboriginal students from across Canada. A challenge is how to meet the needs of all these students.

Challenges aside, YK1 is very proud of the accomplishments of the ALC program. Our goal has been to develop awareness, self-esteem and sense of identity within our Aboriginal students, and to create an environment for success and learning. Judging by the success of our students, we're definitely on the right path!

To learn more about our school district, please visit www.yk1.nt.ca.

Some couples go over their budgets very carefully every month. Others just go over them.

—Katherine Mansfield

CASA PEOPLE: Faces In The Crowd



Paulette Hanna
Alberta

Paulette is the superintendent for the Red Deer Catholic Regional Division. She has also served as chief deputy superintendent for that division, as superintendent and chief deputy superintendent for East Central Alberta Catholic Separate Schools Regional Division, and a principal, counsellor and teacher in several eastern Alberta communities. She is the current president of the College of Alberta School Superintendents.

She received her Bachelor of Education and Doctor of Education in Leadership from the University of Calgary, and her Master of Arts in Education Administration from San Diego State University.

In her free time, Paulette can be found reading, spending time with family, skiing, skating, golfing and running. She strives to run at least four half marathons each year.



Wayne Goldthorp
Quebec

Wayne is the director general of the New Frontiers School Board. He brings over 35 years of experience in education to the position as a teacher, principal, director and assistant director general. His style and administrative diversity is complemented by senior management experience in both the municipal and private sectors. He is a graduate of Sir George Williams, McGill and Concordia universities.

He is considered a leader by his peers in the field of adult and vocational education and lifelong learning. He has received several Outstanding Achievement Awards for his work in these fields, as well as the Peter Gzowski Award for literacy development.

Wayne lives in Candiac and is actively involved with the activities of his children and grandchildren.



Catherine McCullough
Ontario

Catherine is the director of education for the Sudbury Catholic District School Board. Before her 2007 appointment, she was superintendent of education for the Simcoe Muskoka Catholic District School Board, a board she had worked with for 17 years. She began her career in 1982 with the Dufferin Peel Roman Catholic Separate School Board.

She received her Catholic Leadership Certificate from the University of Toronto in 2004 and her Supervisory Officer Certificate in 1998. She also holds a Master of Education in Curriculum Development from Brock University. She is active in many education-related groups including OCSOA, the Children's Coalition Table and COMPASS.

Catherine and her husband Mike have two children who are enrolled in university.

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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.

How To Put Your School Division In The Spotlight: Contribute To *Leaders & Learners*

Just as the front page of this newsletter states, *Leaders & Learners* is the voice of the Canadian Association of School Administrators. We want to hear your voice. Consider putting forth your ideas, articles and photos for future editions.

Maybe there is a success story happening in your neck of the woods and you want to share it. Perhaps there is an issue in education you would like to see discussed by a cross-country panel. You may want to share your reaction to what a panelist said at a recent CASA conference, at your provincial affiliate's meeting or at other education events. *Leaders & Learners* would like to hear about your ideas.

You don't have to worry about being a professional wordsmith to contribute. Your newsletter editor can help you. Your rough ideas can be written into full-length articles for you, and your submitted articles and photographs can be professionally edited.

Regular readers of *Leaders & Learners* know that in most issues we run a feature called "Faces In The Crowd."

It is a section in the newsletter set aside to allow our members to get to know one another a little better. This isn't always easy when CASA members are spread out across such a huge but sparsely populated country with only a few opportunities each year to meet in person. We hope that this feature helps to bridge the distances between us.

Do you know a CASA member who deserves to be in the spotlight? Is there a colleague that you would like everyone to meet? Maybe you'd even like to share your own story in a future "Faces In The Crowd." Don't be bashful! Please get in touch and share the news about your colleagues or yourself.

Regular editions of the newsletter come out six times a year, with a special double issue following the annual summer leadership academy. Give yourself at least six to eight weeks lead time if your idea is at all time sensitive.

If you have story ideas, questions, concerns or comments, please contact the editor, **Tara Lee Wittchen**, via email at tarawittchen@eastlink.ca.