

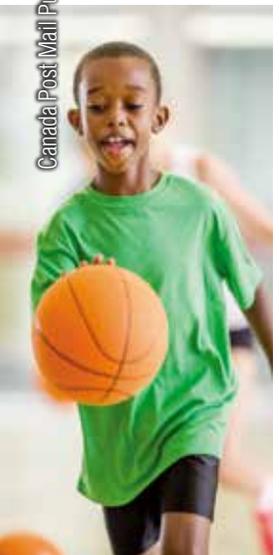
Winter 2018-2019

Leaders & Learners

The official magazine of the Canadian Association of School System Administrators

Association canadienne des gestionnaires de commissions scolaires

Healthy Living, Active Learning



CASSA-ACGCS
Promoting Quality Education for Our Students

ELKAY® ezH2O



Math.
Science.
History.
Lead.

In some schools,
kids are exposed to more
than their lesson plans.

At Elkay®, we want to help keep kids and drinking water safe. Our filtered ezH2O® bottle filling stations do just that by meeting the lead reduction requirements for our NSF/ANSI 53 certification. So let's put cleaner, healthier water within everyone's reach.

Learn more at Elkay.com/ezH2O.



DOBBIN SALES
LIMITED

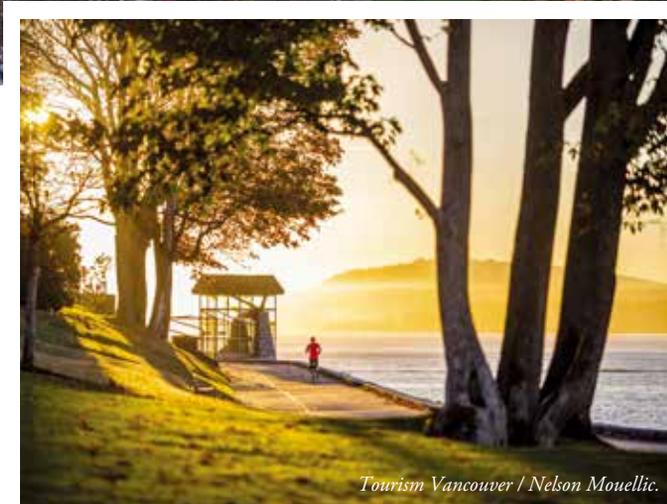
info@dobbinsales.com

Join CASSA in Vancouver!

At the Sheraton Vancouver Airport



*Tourism Vancouver /
Frantz Morzo Photography.*



Tourism Vancouver / Nelson Mouellic.

**Learn more as details become
available at www.cassa-acgcs.ca.**

JULY 3-5, 2019

The CASSA Annual Conference draws school system leaders from across Canada to learn and share information on current topics in education.

- Learn from educational thought leaders, along with school and system leaders, on topics such as health and active living, student mental health and well-being, outdoor play (including risky play), and much more!
- Network with your peers who work all across Canada. There is no better way to share experiences and lessons learned!
- Recognize the best in the educational sector during our annual awards presentations.

Tourism Vancouver / Nelson Mouellic.

Sponsorship Opportunities

The 2019 CASSA Annual Conference offers a number of excellent opportunities for your organization to connect with senior level decision makers and influencers across the country, align your products/services with educators who are making a difference, and demonstrate your support for each student across Canada.

Please contact Rachel Cleland (rachel@laineconsulting.ca) for more information!



CASSA-ACGCS
Promoting Quality Education for Our Students



NYIT

New York Institute
of Technology
Vancouver

Earn Your Master's Degree in
**Instructional Technology,
Educators, M.S.**

at New York Institute of Technology
- Vancouver Campus

Develop your skills
using leading edge
media and innovative
technology for project
and inquiry based
learning in a K-12
classroom.

nyit.edu/vancouver

778.783.5900

vancouverinfo@nyit.edu

Contents

MESSAGES

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

THEME: HEALTHY LIVING, ACTIVE LEARNING

- 11 Student Wellness at PWK High School
- 15 Bringing the Vision of Alberta Education's Nutrition Program to Life
- 19 Play-Based Learning in Nature...For All!
- 25 Quality Daily Physical Education: A Career in Physical Education and Physical Literacy

29 Bringing Together the Best of our Community

33 Lester B. Pearson School Board Daycares are Physically Active!

LEADERSHIP LEARNING

36 How Districts Influence Student Success and Well-Being Through a Quality Strategic Plan Process

39 Leading Toward What Matters Most: Accompanying Principals on the Search for Their Moxie

42 INDEX TO ADVERTISERS

Winter 2018-2019

PUBLISHED FOR:

Canadian Association of School System Administrators / Association canadienne des gestionnaires de commissions scolaires

1123 Glenashton Drive
Oakville, Ontario L6H 5M1
Tel: 905-845-2345
Fax: 905-845-2044
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

Publisher:

Jessica Potter

Editor-in-Chief:

Shannon Savory
ssavory@matrixgroupinc.net

Senior Editor:

Alexandra Kozub
akozub@matrixgroupinc.net

Finance/Administration:

Pat Andress, Nathan Redekop,
Lloyd Weinberg
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:

Andrew Lee, Bonnie Petrovsky,
Brenda McPhee, Brian MacIntyre,
Cheryl Klassen, Colleen Bell, Frank Kenyeres, Jim Hamilton, Julie Welsh, Renée Kent, Rob Gibson, Sandra Kirby, Selina Mills, Stephanie Caldas, Tanina Di Piazza

Advertising Design:

James Robinson

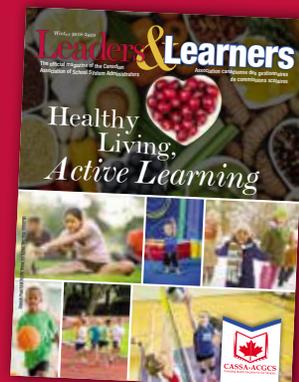
Layout & Design:

Cody Chomiak

©2018-2019 Matrix Group Publishing Inc. All rights reserved. Contents may not be reproduced by any means, in whole or in part, without the prior written consent of the publisher. Opinions expressed in this publication are not necessarily those of Matrix Group Publishing Inc.

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.





ONTARIO

The Institute for Education Leadership
L'Institut de leadership en éducation

The Ontario Institute for Education Leadership is a virtual organization that:

1. engages in professional inquiry as it relates to Ontario's framework of effective leadership practices and personal leadership resources,
2. influences leadership practice through ongoing development and implementation of Ontario's framework of effective leadership practices and personal leadership resources, and
3. promotes and mobilizes research on effective leadership practice.

For more information, visit
www.education-leadership-ontario.ca/en

L'Institut de leadership de l'Ontario est une organisation virtuelle qui :

1. entreprend une enquête professionnelle en ce qui concerne le cadre de pratiques de leadership efficaces et les ressources personnelles en leadership de l'Ontario,
2. influence la pratique du leadership par le développement et la mise en œuvre continus des pratiques de leadership efficaces et les ressources personnelles en leadership de l'Ontario,
3. encourage et mobilise la recherche sur la pratique efficace de leadership.

Pour plus d'information, visitez
www.education-leadership-ontario.ca/fr

T

his past summer, my wife and I went to Kenya's Maasai Mara region and witnessed, firsthand, the work that was occurring because of the WE Movement's involvement in the community. We had the opportunity to visit elementary schools, high schools, the new college under construction, and the hospital, and we saw wells with safe drinking water. My wife also works as an educator, so it was exciting to share this experience together, separate from our professional responsibilities at home—an opportunity not often afforded us.

The schedule was very busy, and the week flew by. In no time, we were back on the short flight from the Maasai Mara region to Nairobi, and the next day we were off to Frankfurt and then home to Canada.

The first school we visited was Grades 1 to 8, and along with some other members of our group, we had the privilege of visiting Joseph's Grade 5 classroom. Earlier, we had visited one of the old classrooms that was made of sticks that served as re-bar to hold the mud and cow-dung walls in place, which held the tin roof. Window panes were non-existent, the door was difficult to hang, and the floor was dirt.

In Joseph's new classroom, the walls were made of concrete block with windows that could be opened and closed, and the door worked. The tin roof was held up by wooden trusses and the floor was concrete. The long-term durability of this structure, as you can imagine, was far superior.

I counted over 40 students in Joseph's classroom, with four children to a desk—the kind of desk we had back in the rural, one-room schoolhouses. There was one blackboard in the room and Joseph had one piece of chalk, and when he taught, he wrote on the board and students copied everything he wrote into their workbooks. I was working with a group of boys on math problems, and when I asked for a pencil, they looked at each other, concerned. I realized in that moment that an extra pen or pencil would be a luxury. One boy got up and, in his bag, he found an extra pencil that I was able to use as we solved our math questions.

Later, when Joseph gave me an opportunity to speak to the class, I tried to explain winter in northern Manitoba and what happens to our lakes. I used Joseph's sweaty little piece of chalk and drew a side view of a lake on the blackboard where I proceeded to tell them that the top of the water in the lake freezes so thick



Reg Klassen
CASSA/ACGCS President

that we can drive vehicles on the ice. It was here that I believe I lost them. Joseph explained it to them in Swahili, but the look on their faces did not change to one of understanding.

What I found so powerful in the Maasai Mara area was that with the existence of a strategically placed well, mamas do not have far to go for water, and girls do not have to help carry that water. This makes school an option for those girls, and that is the difference for them. This difference is education, which creates options, and options are choices, and for young woman in the Maasai Mara region, that is a shift from the past, when options and choices were not often available.

Finally, what we respected most about our time in Kenya was that we never observed North American values or beliefs pushed or forced on any community. It was about providing healthy drinking water and buildings for education, an education that consisted of a Kenyan curriculum taught by Kenyan trained teachers.

In reflecting on this observation, I wondered how different our current situation in Canada would be if we had provided education, as outlined in our treaties, for our Indigenous people. An education in which culture and language were honoured and respected, and Indigenous teachers were involved in the education.

Instead of spending almost two centuries destroying a people, we would have embraced them and worked to build this nation together. How different our country would look at this point in history. I dare say, we would be a stronger nation.



This summer, Reg (right) and his wife, Karyn, were welcomed by Joseph (middle) and his Grade 5 class in Kenya's Maasai Mara region to witness the work being done as a result of WE's involvement with different elementary schools, high schools, and colleges in the community.

Share Your Success Stories!



Write for the
Summer 2019 issue of
Leaders & Learners!

We are looking for features and success stories from each region of Canada: Eastern Canada, Quebec, Ontario, Western Canada and Northern Canada.

THEME: HEALTHY LIVING, ACTIVE LEARNING, PART 2

We are looking for articles about how schools, school districts and community partners are **supporting every student** through programs, community partnerships, professional development for principals/teachers, etc, that promote *Healthy Living, Active Learning*.

The Summer 2019 edition will be mailed to readers in Spring 2019, and will be available to attendees at our Conference, which will be held July 3-5, in Vancouver, British Columbia, and is focused on the same theme.

If you have an article idea that fits into this theme, please send a short abstract (50 to 100 words) to Shannon Savory, editor of the magazine, at ssavory@matrixgroupinc.net, and copy ken_bain@cassa-acgcs.ca.

Proposals are due: January 25, 2019

Final articles are due: June 2019

Photos are welcome (must be high resolution)

You will be notified if your abstract is selected.



CASSA-ACGCS
Promoting Quality Education for Our Students

R

ecently, I attended the Lawson Foundation Outdoor Play and Early Learning Policy Research Symposium as a guest of the foundation. The symposium brought together outdoor play and early learning researchers and practitioners from Canada, Finland, Sweden, Netherlands, Scotland, Ireland, and the United States. CASSA was invited so that the voice of school system leaders could be included given that early learners arrive at our doorsteps every morning.

The Lawson Foundation provided participants with a Position Statement on active outdoor play, saying: “Access to active play in nature and outdoors—with its risks—is essential for healthy child development. We recommend increasing children’s opportunities for self-directed play outdoors in all settings—at home, at school, in child care, the community and nature.”

Not only were the benefits of play being advanced but the notion of “risky outdoor play” was an important theme for the symposium. I heard from researchers and early childhood educators about the physical and mental health benefits of outdoor play.

According to Outdoor Play Canada,¹ “risky play is a thrilling and exciting form of play that involves the possibility of physical injury and can include play with great heights, play with high speed, play with dangerous tools, play with dangerous objects, play near dangerous elements, rough-and-tumble play and play where children can ‘disappear’/get lost. Risky play provides opportunities for challenge, testing limits, exploring boundaries, and learning about injury risk.”

While the notion of encouraging children to engage in dangerous play may be difficult to fully embrace, the research is very clear on the many physical and mental health benefits that result when children play outdoors.

This issue of *Leaders & Learners* highlights promising examples of schools and districts that promote active learning through healthy active living from engaging physical education programs in Northwest Territories to a model nutrition program in Alberta to an Edmonton Kindergarten Forest School program to viewing students’ health and well-being as a shared responsibility in Quebec.

New in this issue is a Leadership Learning section that includes articles on



Ken Bain
CASSA/ACGCS Executive Director

topics of interest to school system leaders. We welcome future articles on the topic of system leadership!

My thanks to the authors of the articles in this issue and most importantly, thank you to those of you who provide healthy active learning experiences for our students each day.

Reference

1. Outdoor Play Canada is a new network of leaders and organizations working together to galvanize an outdoor play movement across Canada.

2018-2019 Board of Directors

President

Reg Klassen

Past President

Anne O’Brien

President Elect

Curtis Brown

CASS (Alberta)

Barry Litun and Karen Shipka

LEADS (Saskatchewan)

Ben Grebinski, Gwen Keith, Sean Chase

MASS (Manitoba)

Barb Isaak and Donna Davidosn

OPSOA (Ontario)

Joy Badder and Colleen Kappel

OCSOA (Ontario)

John Kostoff and Theresa Kennedy

NWTSA (Northwest Territories)

Metro Huculak and Curtis Brown

ADGESBQ (Quebec)

Michael Chechile

AAESQ (Quebec)

Christopher Fuzessy and Jan Langelier

RNDGÉ

Valérie Morand and Anne Bernard-Bourgeois

NBSSA (New Brunswick)

Zoe Watson

BCSSA

Claire Guy and Kevin Kaardal

NLASSA (Newfoundland and Labrador)

Gerald Buffett and Bronson Collins

AASA Eastern Rep

Cindy Finn

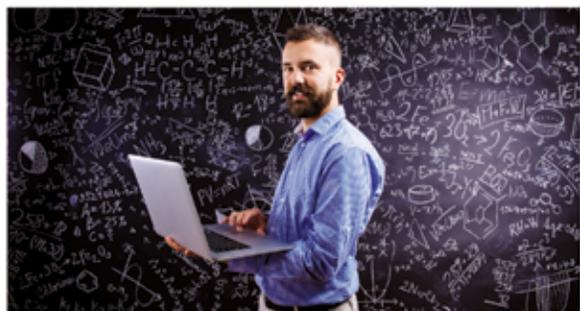
AASA Western Rep

Mike Borgford

Directors At Large

Penny Prysnuik (Yukon)

Bill Cooper (Nunavut)



Supplemental Resources Teachers Love

Wonderville is a multi-award winning blended-learning platform recognized for STEM (science, technology, engineering and math) excellence and aligned with curricula across North America. Serving educators for almost thirty years, Wonderville drives student engagement, saves teachers valuable time, and most importantly, helps students understand and appreciate the important world of science! Our interactive resources have encouraged millions of students around the world to embrace STEM learning, and they can do the same for your students!

With a Wonderville subscription, unlock our time-saving teacher tools, including:

- Unlimited access to STEM-learning games, videos and animations for your students to use anytime.
- An online community of educators sharing lessons and resources that you can save, edit and customize.
- Ready-to-teach lessons and activities created by teachers for teachers.
- Simple student and classroom account set-up and management.
- And much, much more!

Look for our new entry-level subscription rates!

Start with a free trial at:
wonderville.org/schooloffer

"It is an engaging and user-friendly resource that has a wide variety of activities to supplement classroom instruction." *Colleen M, Teacher, Our Lady of Mount Carmel, Edmonton, Alberta*

"I like the games on Wonderville, they improve my thinking and feel like I learn more about science." *Grade 7 student, Edmonton*

SAMPLE GAMES



Save the World: Alternative Energy



Chicken Coup: Design A Game



Waste Avengers: Reuse, Reduce, Recycle

Suite 260, 3512 33 St. NW
Calgary, AB T2L 2A6
1-833-EDU-STEM (338-7836)
wonderville@mindfuel.ca





Student Wellness at PWK High School

By Al Karasiuk and Sarah Pruys, South Slave Divisional Education Council

Like many high schools across the country, Paul W. Kaeser High School (PWK) in Fort Smith, a small Grades 7 to 12 school of approximately 250 Indigenous students in the Northwest Territories, used to follow a more traditional model when it came to its junior high physical education (PE) program: classes were not scheduled daily, and when classes were scheduled, they were confined to the gym, where students engaged in the typical sports and games such as floor hockey, badminton, and dodgeball.

It was apparent that a significant segment of junior high students was not engaged in meaningful, daily physical activity.

But all this began to change five years ago. In addition to its school gym, PWK now has a state-of-the-art fitness centre at the heart of the school and offers a comprehensive daily PE, fitness, nutrition and related goal setting program tailored more to student needs and interests.

PWK had already successfully experimented with incorporating workout equipment into an alternative program classroom, and Principal Al Karasiuk wondered about the benefits of expanding the concept to include all regular junior high classes. He also thought that the program should have an increased focus on goal-setting and nutrition in order to positively impact health over the long-term.



Paul W. Kaeser High School's state-of-the-art fitness centre sits at the heart of the school in a repurposed 1,800-square-foot space that students got to help design and choose equipment for. Photo credit: Al Karasiuk

Reviewing the research, Karasiuk found a number of studies to support the premise that daily physical activity and nutrition improved students' ability to stay on-task for extended periods, coordinate multiple tasks, enhance cognitive control (concentration and attention), and decrease off-task behaviour.

PWK is one of eight schools in the South Slave Divisional Education Council, where over the last decade, academic results have increased 15 to 20 per cent, but where many students are still not meeting Canadian norms. Across the region, schools are expected and encouraged to implement innovative and research-based best practices that will help elevate students to the same academic level as their peers across the country.

With all of this in mind, Karasiuk developed a proposal that would increase time for student engagement in physical fitness to 50 to 60 minutes per day. He explained he would accomplish this by restructuring the day as well as the PE program. The new plan was for PE to focus primarily on personal fitness, which meant students would spend more time on developing healthy lifestyle routines and related goal setting.

For students not naturally athletic, competitive sports can be intimidating and lead to low engagement and participation. Through this new approach, every student was supported and engaged in personal goal-setting and related fitness activity that suited them and their abilities.

"I loved fitness class. It was a great experience learning to work out on the machines. It was the highlight of the school day when I was in junior high," says Krizzia Conception, a Grade 12 student reflecting back.

Isaiah Wiltzen, another graduating student, concurred: "The fitness program benefited me by allowing me to exercise on such high-quality machines and giving me a good start to my day, every day."

The second part of the proposal included coordinating a snack program designed so that students had access to free and healthy nutritious food at the beginning of each day. This also fed into the idea that developing healthy nutritional habits at a young age would build lifestyle habits students would carry with them throughout the rest of their lives.

After developing a proposal, the next step was presenting the idea to the locally-appointed District Education Authority, which governs the planning of education in each community. The nine-member team strongly supported the idea and gave its consent to proceed during the 2013-14 school year. By the beginning of the 2014-15 school year, the program was up and running.

Key to the proposal was the repurposing of an existing 1,800-square-foot space, turning it into a state-of-the-art fitness room at the hub of the school. Karasiuk made sure to involve the students in the design and outfitting of the space. Students were involved in everything, from choosing the equipment they wanted to use, to the selection of the flooring. They chose red flooring—one of the school's colours.

The creation of this space was accomplished on a budget of \$170,000. An integral part of keeping the costs down was the tremendous support PWK High School received from community organizations, businesses, and other government departments. At the time, they received several generous in-kind contributions: The Department of Public Works & Services (now Infrastructure) donated the electrical work, installation of equipment and new windows, the local branch of the Royal Canadian Legion donated a rock-climbing wall, and the flooring contractor and fitness equipment supplier provided discount prices.

The school continues to receive ongoing support from Public Health through the Health Cafe partnership; the Legion continues to support the snack and breakfast program; and the

Department of Municipal and Community Affairs supports the after-school fitness program.

As with any program, PWK High School's student wellness initiative has evolved over time to better serve the needs of the students and the school. They have experimented with moving the PE period to the afternoon time block, but, following this experiment, determined it was better-suited for the morning, as it incentivized students to attend in the morning and better set-up students for success for the rest of the day.

In 2014-15, there was only one class at each of the Grade 7 to 9 levels, so scheduling was relatively easy. Now, there are two Grade 7 and two Grade 8 classes, with two Grade 9 classes being planned for next year. The solution? To schedule both classes at the same time, blocking both the gym and fitness rooms, enabling more flexible groupings between two classes and giving students the choice of participating in sports or fitness as well as allowing for groupings based on gender or choice. PWK High School will continue to explore minor scheduling tweaks but will always keep in mind the basic tenet: daily physical activity for all junior high students.

The school's wellness programming does not end with the junior high PE program. It offers daily intramurals at lunch, open to all students, and an after-school program during which the fitness room is open to all at the end of the day. The wellness programming also offers a daily breakfast program, provides healthy snacks during the morning, and offers a subsidized hot lunch. ○

Al Karasiuk is the Principal of Paul W. Kaeser High School, as well as Division Principal with the South Slave Divisional Education Council. He was honoured as one of Canada's Outstanding Principals (The Learning Partnership – 2012).

Sarah Pruys is the Public Affairs Coordinator with the South Slave Divisional Education Council.

GET ACTIVE, STAY HEALTHY

LOOKING FOR A UNIQUE FIELD TRIP IDEA FOR YOUR GROUP?

• WINNIPEG, MB • LONDON, ON • HAMILTON, ON
• OTTAWA, ON • SOUTH CALGARY, AB • NORTH CALGARY, AB

BOOK TODAY! GROUPS@FLYINGSQUIRELSPORTS.COM | FLYINGSQUIRELSPORTS.COM

LIKE US

BE THE HERO

Fundraising with flowers



**LET US BE
THE SIDEKICK.**

No minimum order
FREE Shipping
FREE sales supplies
No up-front cost
All products guaranteed
Expert help every step of the way

**EARN 50% ON
EVERY SALE!**

A Hero is someone who voluntarily walks into a challenging situation because they see the greater good involved. Be the Hero with Veseys Bulb Fundraising. Raise funds for your cause while beautifying your community, and rejuvenating Mother Earth!

Make a difference. Be the Hero.
Veseys' Fundraising is by your side.

 **Veseys Fundraising**

Click or call today to receive your FREE Information Kit & Supplies

www.Veseys.com/fundraising or 1-800-363-7333

KÄRCHER

makes a difference

A MACHINE FOR EVERY CLEANING NEED

Innovative cleaning technology

Vacuums



Extractors



Scrubbers



CONTACT US TODAY FOR A FREE SITE SURVEY

Kärcher Canada

www.kaercher.com/ca

sales_kci@karcherna.com • 1-888-705-9444



Bringing the Vision of Alberta Education's Nutrition Program to Life

By Courtney Lawrance and Trevor Mitchell, Living Waters Catholic Regional Division

Living Waters Catholic Schools Regional Division's goal is that every child who enters our doors will graduate from a faith-filled, safe, and caring environment prepared for future success. As a result, we were excited to participate in Alberta Education's school nutrition program. Each day, 95 students at St. Mary of the Lake School (K-6) in Slave Lake, Alberta, are served by an innovative and model nutrition program that goes beyond a traditional breakfast or lunch program. Students are taught about the food groups, they try new foods, they learn about portion sizes, they are provided healthy food choices, and efforts are made to meaningfully include cultural components.

Permeation of cultural components is one of the elements that sets the program at St. Mary of the Lake apart. For instance, when Premier Rachel Notley visited in April 2018, the menu included bison goulash, blueberries, and bannock. This is part of a sincere effort to reflect the cultural diversity of our students. St. Mary of the Lake has a significant number of First Nations and Métis students (46 per cent of the school population). The meal choice for the Premier's visit highlights a way to honour First Nations and Métis traditions within the larger fabric of the school environment.

Moreover, a key part of the program is for students to try new foods. This creates a great platform to explore and learn about other cultures. For example, students have tried homemade hummus and tortilla chips as well as Chinese-style stir fry and Spanish bean dip, among others. St. Mary of the Lake also has a significant number of Filipino students. To encourage further exploration of other cultures, the search has begun to find low-sodium and / or non deep-fried Filipino recipes. We believe that actions speak louder than words. While a meal is a small component of daily life in a school, the choice to consciously include cultural diversity in the offerings of the nutrition program speaks volumes, as food is a necessity of life and a simple way of bringing people together.

Education is a central component of the nutrition program and this is what separates Alberta's nutrition initiative from a traditional breakfast or lunch program. The purpose is to build capacity, innovation, and sustainability. Our nutrition program facilitator, Sarah Cross, works in partnership with the teachers at the school to bring the program to life. Teachers implement the educational portion of the program, while Sarah plans, budgets, and prepares the meals. Sarah understands the importance of sustainability. She models budgeting and strategic choices using the weekly flyers to plan nutritious and

cost-effective meals to stretch the program dollars further. The average cost of a meal is \$1.03, compared to the allowable amount of \$3.90 set by the province. Having the right person in the facilitator role makes a critical difference between meeting and exceeding expectations.

In Living Waters, listening to the student voice and providing opportunities for choice are fundamental values we encourage to be used in our schools. With this in mind, students were asked as part of a contest for the nutrition program to design a menu. The students asked for Kentucky Fried Chicken. This choice presented a great teachable moment, as the students were taught how to make a healthy baked chicken as an alternative.

Similarly, making informed choices is part of the larger goal of creating critical thinkers. The format of nutrition program is one-way students are learning to make these informed choices. Students are presented with a prepared meal each day. In addition, two fridges with glass doors are located in the hallways to allow students to access food all day. In this way, students are able to make choices and demonstrate their ability to discern portion sizes. Students are building their own capacity to make good food choices that align with the Alberta Nutrition Guidelines for Children and Youth. In addition, St. Mary of the Lake was chosen as the primary location for



When Premier Rachel Notley visited in April 2018, the menu included bison goulash, blueberries, and bannock.

the nutrition program, as it was the school with the greatest need. For some students, the nutrition program provides their only reliable access to food for breakfast and lunch. Childhood poverty is often hidden, as Canadian society is largely affluent when compared to the rest of the

world. In this way, the nutrition program is providing for a variety of diverse needs within the school, whether it is access to food, making healthy choices, or exposure to different cultural traditions.

How do we know the nutrition program is successful? The student response. For

instance, one Grade 1 student stopped the program facilitator to offer her a quarter. When asked why, the students replied that she “did not ever want the program to end.” The quarter is framed and posted in the kitchen as a reminder of the impact the program is making on the daily lives of students. For

CONFLICT RESOLUTION TRAINING

Learn to resolve disputes by cultivating cooperation and understanding.
 Improve your negotiation skills for difficult situations.
 Save time, reduce costs and improve productivity.
 Create a more positive work environment.



Alternative Dispute Resolution Workshop

Toronto: February 26 - March 1
 April 9 - 12, 2019
 June 4 - 7, 2019

Ottawa: February 26 - March 1, 2019

Advanced Workshops also available for ADR graduates.



Windsor Law
 University of Windsor

Customized training is also available.

“Very challenging and informative. I enjoyed the hands-on experience. The skills of the instructors and coaches were exceptional.”

Jennifer Rose, HR, Upper Canada District School Board



1.800.318.9741



contact@adr.ca



adr.ca

St. Mary of the Lake School is culturally diverse and located in rural northern Alberta, but it is the little school that could and does make a difference in the lives of its students daily. The nutrition program has taken on a life of its own and garnered attention from both Alberta Education and the Premier.

Like all successful initiatives, it is the passion of your people that makes the critical difference. Having the right person in the role is essential. Our program facilitator, Sarah Cross, has worked tirelessly to provide an exemplary example of how to bring the nutrition program to life. How did she do it? Sarah is not driven by the quest for accolades, she is instead motivated by her desire to help all of the students in her school. With a population of 95, we are provided with the luxury of being able to know each and every student on a personal level. Sarah's work as an educational assistant for the past 15 years at St. Mary of the Lake provides her with a unique insight into how to make the nutrition program culturally relevant to her students.

St. Mary of the Lake is very proud of the work done to date and now serves as the exemplar as the nutrition program expands to additional schools within our division. ○

Courtney Lawrance is in her second year as Associate Superintendent of Learning for Living Waters Catholic Regional Division, which serves Whitecourt, Edson, and Slave Lake.

Trevor Mitchell is in his third year as Deputy Superintendent for Living Waters Catholic Regional Division, which serves Whitecourt, Edson, and Slave Lake.

Please support
the advertisers
who make this
publication
possible!

Step Up to
SUCCESS
with Canada's
trusted source
for
online IEPs and
Special
Education
service tools.

LEARNstyle®



info@learnstyle.com
1.866.324.9155

Exceeding client
expectations for
over 25 years

St. Francis Xavier
University

Master of Education Programs

- Educational Leadership and Administration
- Curriculum and Instruction

PROGRAM OPTIONS

- Course, Project or Thesis-based
- Specialized Cohort Learning
<http://www2.mystfx.ca/masters-of-education/med-cohorts>
- Online Education
- Part-time Study - Requires one month of study on campus in July.
- Full-time study available

PROGRAM GOALS

- Developing future leaders to improve education
- Preparing leaders for educational change
- Engaging in critical reflection
- Challenging assumptions, introducing new thinking
- Cultivating educational inquirers and researchers

INFORMATION

Continuing & Distance Education
St. Francis Xavier University

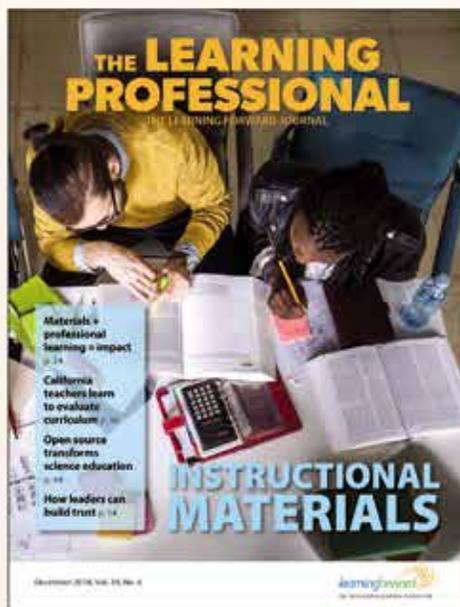
1-877-867-3906
med@stfx.ca



<http://www2.mystfx.ca/masters-of-education/>

Refer to website for
application deadlines

Complimentary access for readers of *Leaders & Learners*



The Learning Professional, the only magazine devoted to educator professional learning, just released an important issue on the role of instructional materials within professional learning.

We are making this issue available for free to readers of *Leaders & Learners*.

Learn how to build educators' capacity to evaluate, select, launch, and succeed with high-quality materials.

Download the full issue for free at learningforward.org/freeissue.

Get the answers to these and other questions.

Why should districts make instructional materials a priority?

How can teachers be involved in meaningful ways to select and adopt materials?

What supports do teachers need to implement instructional materials well?

How can professional learning about materials enable teachers' autonomy and creativity?

Read authors from these great organizations:

- Boston College
- EdReports
- Guilford County schools
- Instruction Partners
- Johns Hopkins University
- Knowledge Matters Campaign
- Newport-Mesa schools
- Northwestern University
- Orange County schools
- StandardsWork

Play-Based Learning in Nature...For All!

By Shamala Manilall,
Kailey Edgelow, and
Katrina Maximchuk,
Edmonton Catholic
School District

Outdoor play provides opportunities for kids to be intrinsically-motivated, explore freely, and engage with nature without being bound by prescriptive transitions or adult interruption.

A growing body of research suggests that increased time outdoors supports mental health and well-being, which is a key priority for the Edmonton Catholic School District (ECSD).

To this end, under the guidance of Assistant Superintendent Corine Gannon, the district implemented a Forest School program for children in full-day Kindergarten classrooms. Forest School is a program based on free, active, outdoor play for children. These guiding principles are not only a child's right, but are essential for physical, cognitive, emotional, and social development.

"Unlike television, nature does not steal time; it amplifies it. Nature offers healing," says Richard Louv, author of *Last Child in the Woods* and *The Nature Principle* and co-founder of the Children & Nature Network.

Full-day Kindergarten classrooms were purposefully chosen, as these programs typically reflect lower socio-economic status and other challenging circumstances. These children

Continued on page 20

Forest School offers exciting adventures within children's comfort zones. Whether it's crossing the river on a footbridge higher than many have been on, finding a hill to run up and roll or slide down, or challenging themselves with the "impossible cliff" to climb, students are given opportunities to discover something new about their world and themselves.



At Forest School, children are encouraged to try within their comfort zone. Allowing children to take smaller, manageable risks builds their confidence, motor skills, social skills, and their self-perceived capabilities.

are potentially at risk for increased sedentary activity, such as increased screen time and less physical activity. Reasons may include a lack of safe play spaces, or limited time for free outdoor play.

Forest School is unique in how it invites exploration and creativity, opportunity for experimentation, and failure, and offers the space and time to pursue individual interests for all children. The program is a four-day experience, with three days in an urban river valley site a short distance from the school and one day at the school site. This encourages the teacher to continue programming outdoors and bridges the gap between outdoor play across environments. Children feel a sense of satisfaction when they are engaged in purposeful activities without the typical restrictions that are often dependent on level of ability and skill.

Day one at Forest School starts with a meeting in the middle of a pre-established Base Camp. The focus is on being safe and establishing natural boundaries where children can explore freely. When the children are asked about what they are allowed to do in the Forest, the answer is always a resounding “No” to questions such as, “Are you allowed to climb a tree, run, shout, or fall?” Students believe they will be injured if they happen to take a tumble in the dirt. These responses speak to the attitude society currently adopts toward risky play, which applies limitations to a child’s play.

Often, free play is boisterous, loud, and can be a bit rough and tumble. Adults perceive this type of play to be dangerous and will discourage its occurrence when, if given the opportunity, children can provide their own “just right challenge” as they test their limits. At Forest School, children are encouraged to try within their comfort zone. Allowing children to take smaller, manageable risks builds their confidence, motor skills, social skills, and their self-perceived capabilities.

Once children arrive at Base Camp, there are a variety of seasonal items for them to engage with. A kitchen area with pots, pans, muffin tins, sifters, and lots of garden tools are

often housed in a tipi or lean-to made from deadfall that children add to each week. A bucket with a rope and a pulley attached to a tree branch with a bungee cord can be filled with dirt, sticks, leaves, or even snow and then hoisted high into the air.

When it’s warm enough to have bare hands, there are tarps with forest journals and pastels, binoculars, magnifying glasses, and bug collectors. A building tarp houses lumber, hammers and nails, screwdrivers and screws, an old hand drill and other loose parts. A slack line can be found at sites where the trees aren’t appropriate for climbing. In the winter, most often shovels, buckets, and toboggans for pulling friends around offer the most enticing things to do.

At Forest school, the adults are the students’ shadows, rather than their guides, and they take a few steps back from typical classroom management practices, allowing children to explore freely. When a student is inclined to stay at one spot at Base Camp, they are not directed to try something new, but are encouraged to explore their chosen activity more deeply.

Time for adventuring beyond camp is always met with excitement. Whether it’s crossing the river on a footbridge higher than many have ever been on, finding a hill to run up and roll or slide down, or challenging themselves with the “impossible cliff” that they might want to climb, the students are given many unique opportunities to discover something new about their world and themselves.

Many outdoor environments are not accessible to children who experience disabilities. Physical and environmental barriers, attitudes, and perceived abilities often hinder participation. The potential is limited for children with needs to experience the benefits of recreation outdoors. Just the simple act of transportation can be challenging. Mobility devices such as walkers and crutches are difficult to secure safely in a bus, and accessible buses for children who use wheelchairs often need to be booked

months in advance. The outdoors poses its own difficulty with parking barricades, or loose gravel or tall grass inhibiting rolling wheels.

At ECSD, the Physical Education Advisor and the multi-disciplinary team (MDT) work collaboratively with the school team and family to address challenges with mobility, communication, or emotional regulation prior to the children being on-site. This includes Physical Education Advisors, Adapted Physical Education Specialists, Occupational Therapists, Speech and Language Pathologists, Emotional Behaviour Specialists, Family School Liaison Workers, Psychologists, and Therapeutic Assistants to support classrooms with increasingly diverse needs. The MDT works with the school team to address a child’s social, emotional, physical, cognitive, and spiritual well-being across environments.

For some children, the following considerations are critical to a successful and fun-filled day:

- Parental concerns;
- Length of time spent outdoors;
- Changing temperatures; and
- Pre-coaching adults to assist children with challenges.

Teachers have a chance to reflect daily on their experiences at Forest School and review the week’s adventures in a digital summary provided by the team. This year, we have created an online space, which acts as a community of practice for teachers, where they can add their comments, thoughts, ideas, or questions. Forest School is a program that gives children a space to grow and teachers the tools to use nature in student learning. ○

Shamala Manilall is the Manager for Occupational Therapy and Physical Therapy. She leads a team of professionals who provide services to children and students who are eligible for specialized supports.

Kailey Edgelow is a Physical Education Advisor and manages the Forest School Program. She also provides professional development to teachers and educational assistants, and she recently achieved a master’s degree in education.

Katrina Maximchuk is the Adapted Physical Education Specialist on the team and supports teachers and students with disabilities in the acquisition of gross motor skills and physical literacy.



**Elections^x
& Democracy**

Engage.
Empower.
Learn.

NEW EDUCATIONAL RESOURCES FROM ELECTIONS CANADA

- Secondary-level
- Rich and diverse content
- Curriculum-linked
- Cross-curricular
- Teacher-tested

Available for free at:

electionsanddemocracy.ca

**Élections^x
& Démocratie**

Initier.
Enseigner.
Outiller.

NOUVELLES RESSOURCES ÉDUCATIVES D'ÉLECTIONS CANADA

- Pour le secondaire
- Contenu riche et diversifié
- Liées au programme d'études
- Multidisciplinaires
- Testées par des enseignants

Disponibles gratuitement à :

electionsetdemocratie.ca



TEACH
MENTAL HEALTH

A self-guided, online resource for pre-service and current educators to build a foundation in mental health literacy.

Designed to:

- ENHANCE mental health literacy
- PROVIDE classroom materials for practicum and beyond to help address mental health literacy of students
- IDENTIFY strategies for obtaining and maintaining own mental health

Learn more and register for free at
teachmentalhealth.org

Developed in partnership with: TeenMentalHealth.Org, University of British Columbia, St. Francis Xavier University and University of Western Ontario



GLOBAL ARTS AND CULTURE MADE ACCESSIBLE

Cultural exploration is an important part of any student or leisure program. With Cineplex's alternative programming, you can now treat your groups to a rich, internationally-acclaimed cultural experience at theatres across Canada.

- Inspire creativity with cinematic tours of the world's greatest art galleries and exhibits
- Evoke emotion with a screening of The Met opera series, live and in HD
- Deepen appreciation of literary classics filmed live on stage and re-mastered for the big screen
- Arouse the senses with spectacular musical performances and Bolshoi ballet
- Current and classic films also available including stunning 3D movies



*TM Cineplex Entertainment LP or used under license.

GroupSales@Cineplex.com
1.800.313.4461
Cineplex.com/GroupSales


CINEPLEX



Learn. Lead. Inspire.

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
- Reading and Literacy
- Special Education
- Teaching English Language Learners
- Teacher Leadership
- Teaching Mathematics
- Technology in Teaching

* Candidates who complete the certificates will have credits applied to the fully online Professional Master's of Education through Queen's University.

For more information, visit
coursesforteachers.ca

British Columbia

ONLINE TQS-APPROVED COURSES INCLUDE...

- BC First Nations, Metis and Inuit Peoples
- Assessment & Evaluation in Special Education
- Social Emotional Learning
- Teaching Through Inquiry
- Reading & Literacy in the Primary Grades
- Mathematic Strategies for At-Risk Students
- Using Technology to Teach Mathematics
- Teaching & Learning in an Intercultural Setting

TQS-APPROVED

POST-GRADUATE CERTIFICATES *

- Early Childhood Education
- English Language Learners
- Mathematics in Education
- Special Education (includes assessment & evaluation)
- Teacher Librarian

* Candidates who complete the certificates will have credits applied to the fully online Professional Master's of Education through Queen's University.

For more information, visit
coursesforteachers.ca/bc

Be an educator who makes a positive difference in the lives of Indigenous students.

At Indspire, we see the positive effects that educators can have on Indigenous students when they have the right resources. Through Indspire's *K-12 Institute*, we connect educators to programs, resources, information, tools and a Professional Learning Community to improve educational outcomes and **increase high school completion rates** for Indigenous students.

Visit indspire.ca/for-educators/



Indspire

Indigenous education,
Canada's future.

L'éducation des autochtones,
l'avenir du Canada.



Peer Support: Educator Mentorship

Peer Support is a mentorship and leadership program for educators of Indigenous students. Indspire pairs educators from across Canada based on their professional learning goals and provides support online to this learning community through webinars, discussion forums, and other professional development tools.

peersupport@indspire.ca

Rivers to Success: Mentoring Indigenous Students

Rivers to Success is a national mentorship program that supports the academic and career success of Indigenous students. Rivers has two streams of mentorship. We match Indigenous post-secondary students with high school students to support and encourage graduation and transition to post-secondary. Rivers also pairs Indigenous post-secondary students with professionals in relevant career fields. The mentoring relationship is driven by the mentee's developmental goals and the mentor's knowledge and experience.

rivers@indspire.ca



Quality Daily Physical Education:

A Career in Physical Education and Physical Literacy

By Reg Leidl, Retired School Administrator, Physical Educator and Coach

In June of 2018, I retired from the teaching profession after 36 years of service; 23 years as an in-school administrator, two years as the provincial physical education consultant, and 36 years as a physical educator and coach. I was emotionally tired, and I simply knew it was time to step away.

Over the past summer, I have had the time to reflect on my career, and I was recently asked by a colleague what the most influential educational initiative that impacted students most over the past 36 years was. My answer was immediate: Quality Daily Physical Education (QDPE). In my broad scope as a Principal and Physical Educator, QDPE was the single most influential educational initiative that impacted and defined my teaching career and the lives of the children and youth I was entrusted to care for. This article explains what QDPE is and why it is so important to the growth and development of children within the school and learning environment.

QDPE, the program initiative, was launched by Physical and Health Education Canada in 1988. It simply is a purposely **planned** program of **quality** physical education and physical activity instruction delivered on a **daily** basis to students throughout the whole school year. It fully supports all provincial physical education from Kindergarten to Grade 12 curricula and its foundational premise is to support and enhance lifelong active living and learning.



It also includes encouraging interscholastic sport opportunities, intramurals, and school-wide physical activity events open to all students within the school.

QDPE supports the philosophical and practical implications of helping students to become physically literate. Physical literacy is “the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life,” (ParticipACTION, 2015). QDPE provides the platform for physical literacy to become the gateway to lifelong physical activity (Kriellaars, 2013). It is holistic in its

approach and lends itself to the opportunity for physical educators to adjust their instruction by using formative assessment practices to help teachers be responsive to the learning needs of their students.

Based on my years of experience as both a Principal and Physical Educator, here are the main benefits that QDPE afforded the children involved. Academic performance within the school improved. Teachers reported that the students’ focus to learn was enhanced and, therefore, they did better in their academic studies. Students were more engaged with their studies and with each other, especially following their

physical education classes. Physically active students also have increased blood flow to the brain and increased neurological activity, which also supports their ability to think and learn (Ratey, 2005).

QDPE programs provide students with a variety of physical activity opportunities within the school, home, and community. This leads to enhanced fundamental movement skill development and improved levels of fitness. It is multi-disciplinary and cross-curricular in its instructional approach. This lends itself to more students playing a variety of sports and trying various physical

activity pursuits before they decide to stream into one sport later in their athletic development.

When skill and fitness levels improve, students feel more confident and competent in their ability to move and play. Ultimately, this improves their motivation to learn, move, and participate in physical activities. Students play more vigorously and are more prone to playing outdoors and outside of the school day.

Over an extended period of time during their youth, QDPE helps to offset obesity, Type II diabetes, and decrease the

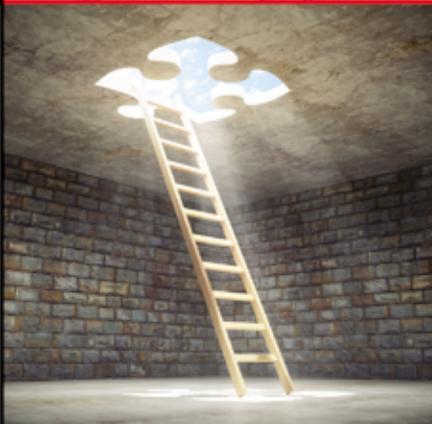
prevalence of other childhood illnesses. Healthy children are happy children and are therefore more engaged in their learning and less likely to be absent or truant from school and their classes.

Healthy, happy children who are engaged daily in physical education also have the opportunity to learn how to play with others. QDPE supports the work of Hellison (2003) and his philosophy of teaching personal and social responsibility. Physical education opportunities allow children to participate in social situations in which they can practice leadership, cooperation, respect, fair play, sportsmanship, and social skills that transcend more than just physical activity time.

QDPE allows teachers to provide a setting in which personal and social skills can be taught, practiced, and reinforced. For adolescents, daily physical education and physical activity time also supports and enhances their mental health. It is a prescription for helping students feel better about themselves and increases self-esteem. The combination is truly holistic in its approach to supporting all avenues of a developing child's health and wellness.

The outcome of QDPE is to create an active learning environment that helps foster the creation of lifelong healthy active learners. It is not a program as much as it is an **inclusive culture** in which children can play, learn, and develop as holistic individuals. My experience has been that this culture permeates the school and creates an

BEHAVIOURAL INTERVENTION & AUTISM PROGRAMMING



LEARN ONLINE!

- Applied Behaviour Analysis Certificate
- Autism Intervention Training Program*
- Applied Behaviour Analysis Training for Families and Caregivers*
- Fetal Alcohol Spectrum Disorder Intervention Support Certificate

*Offered in English & French

Customized Needs Analysis & Contract Training also available.

1 866 599-4646

unb.ca/intervention



TOGETHER WE CAN MAKE A DIFFERENCE

References

- Hellison, D. (2003). *Teaching Responsibility Through Physical Activity*. Champaign, IL: Human Kinetics.
- Kriellaars, D. (2013). *Physical Literacy: From Research to Practice Workbook*. Vancouver, BC: Canadian Sport Institute.
- ParticipACTION. (2015). *Consensus Statement on the Definition of Physical Literacy*. Retrieved from the ParticipACTION website: participation.com/sites/default/files/downloads/ParticipACTION-CanadianPhysical-Literacy-Consensus_0.pdf.
- Ratey, J. (2005). *SPARK. The Revolutionary New Science of Exercise and the Brain*. New York, NY: Little, Brown, and Company.

environment of advocacy for active living that spreads into the home and throughout the community.

The benefit of the QDPE model is that it is instrumental in supporting children throughout their formative developmental educational years. QDPE is fun! Learning should be fun. It allows for real-life situations to be simulated at the school level. It prepares children and youth for the physical literacy journey they will undertake throughout their lives.

QDPE provides the foundational platform upon which physical literacy can develop and thrive. Physical educators understand that this daily, quality, holistic approach to teaching provides students with the skills, knowledge, competence, confidence, and

motivation to become physically literate. Since physical literacy is a lifelong journey, rather than a destination, a strong QDPE program can help children to value physical activity now and, ultimately, into the future.

Childhood should not be a race to see who grows up the fastest. QDPE allows for children and youth to have the opportunity to learn and play in a school environment that fosters and promotes quality physical education, physical activity, and health practices on a daily basis. If children and youth are not happy and healthy, the ability to learn will not be a priority. QDPE can give children that chance to understand the importance of physical education and that a life time of physical activity pursuits awaits them in the future!

As a physical educator, I always encouraged my students to play with their parents, siblings, and other family members. If the students of today can grow up understanding the importance of physical activity and play, they may just play and encourage physical activity with their own children in the future. This is something I have seen throughout my career in education, and it is truly what QDPE is all about! ○

Reg Leidl has been a physical educator for the past 36 years. Although retired from the teaching profession, he is still active in Saskatchewan as an advocate for quality, daily physical education, physical literacy, outdoor play, and inclusion. He recently completed his doctorate in educational leadership from the University of Phoenix.



BRPL is coming to town!

ORDER NOW and SAVE 20% on your first order

The grass is greener at BRPL!

In addition to having a complete stock of library supplies, book carts, displays and state-of-the-art equipment, BRPL offers them at unbeatable prices. You'd be crazy not to jump at this opportunity!

Visit our website today to place your order and start saving!

BIBLIO RPL Ltd. Best Prices • Fast Shipping • Customized Service

www.brpl.ca • sales@brpl.ca • 1-877-675-2775



Are your students and staff receiving the training they need? An award winning safety training provider, YOW Canada offers health and safety training including an all new online WHMIS 2015 course.

Visit our website for free demos and a full list of courses and products available.

info@yowcanada.com 1.866.688.2845
www.yowcanada.com

YOW Canada Inc. Safety Compliance Made Easy!

2018 READER'S CHOICE
WHMIS TRAINING



SKILLS/COMPÉTENCES CANADA

AND ITS MEMBER ORGANIZATIONS

promote skilled trades and technology to youth through many programs and initiatives that include:

- Skills Camps
- Essential Skills Workshops
- Young Women's Conference
- Competitions: Regionals, Provincials, Nationals and WorldSkills

Check out your local Skills Canada office for programs near you.

**SEE HOW FAR YOUR SKILLS CAN TAKE YOU.
#CREATINGPOSSIBILITIES**

ET SES ORGANISMES MEMBRES

font la promotion des métiers spécialisés et des technologies au moyen de multiples programmes et activités:

- Camps des métiers spécialisés
- Ateliers sur les compétences essentielles
- Conférences pour les jeunes femmes
- Concours: régionaux, provinciaux, nationaux, et le Mondial des métiers

Renseignez-vous sur les activités locales auprès du bureau de Skills/Compétences Canada de votre région.

**VOYEZ OÙ VOUS MÈNERONT VOS COMPÉTENCES.
#CRÉERDESPOSSIBILITÉS**

**SKILLS
COMPETENCES
CANADA.COM**





In 2018, Phase III of the SBCSS, "Heart of the Community" project experienced the formal ribbon cutting celebration of the Healthy Living and Learning Hub, as access to programming and services becomes available for all.



In the fall of 2016, Phase II of the SBCSS "Heart of the Community" project, launched its outdoor facility alongside its community partners and the City of Cambridge.

Bringing Together the Best of our Community



In January 2015, Phase I of the SBCSS "Heart of the Community" project, was awarded the \$100,000 AVIVA Community Fund Grand Prize as they went live on Canada AM with host Jeff Hutchinson.



Students take advantage of the outdoor facility that was part of Phase II.

By Dan Witt and Sally Reis-Power, St. Benedict Catholic Secondary School

The Heart of the Community Project, initiated by St. Benedict Catholic Secondary School (CSS) in Cambridge, Ontario, brought together educational leaders, neighbourhood associations, and municipal groups to build a healthy active living space that nurtures connections within the community. With an emphasis on developing the physical, emotional, intellectual, and spiritual growth of students and citizens, St. Benedict CSS wanted to design a space that promoted success for each and a place for all.

St. Benedict CSS, along with its partners, Region of Waterloo Public Health, Idea Exchange (the local public library system), Waterloo Region Catholic Schools Foundation, Active Cambridge, Fiddlesticks Neighbourhood Association, other local supporters, and parent champions, have been successful in securing substantial funding to augment their shared facilities.

Over the past four years, the partnership has mobilized a sustained, collective effort and a phased-planning process to secure funding to augment facilities and services provided to students, staff, and the community.

In Phase 1, which was completed in October 2015, the school installed a multi-station outdoor fitness centre and scoreboard to enhance community and school use of the football field and track with the financial support of the Aviva Community Fund.

Informed by community consultations and discussions with partners, Phase 2 saw the community partnership install a basketball court, saucer swing and climbing walls for children, games tables, and a shade pavilion. Completed in November 2016, this part of the project received financial support from the Lyle S. Hallman Foundation, a local philanthropic organization.

Reflecting on the success of the project at the time, St. Benedict CSS and its partners recognized that if they wanted to strengthen their role as a community hub, they would need to remove existing barriers to community use of indoor and outdoor spaces. The direction began to have greater meaning and purpose, that as a school community, there is a responsibility, not only to the well-being of students and staff, but that if they are to truly be the Heart of the Community, they are called to be a transformative agent for good in the greater community. This has been a foundational belief that has guided the leadership through their work. In addition, the community needed an access point for health and social services, along with cultural, recreational, and outdoor space to nourish community life.

In the spring of 2017, St. Benedict CSS and its partners received another grant of \$525,000 from the Lyle S. Hallman Foundation to creatively optimize existing infrastructure within the school's indoor and outdoor facility. In designing a healthy living and learning community hub, the partnership group encouraged the opportunity for formal and informal

community engagement. This relational approach emphasizes the need for human connection as the foundation of building strong communities.

This Phase 3 of the Heart of the Community Project is a complete model of interconnection between adults, children, and youth to support a meaningful co-existence among all age groups. The project includes amenities, services, and programming provisions for children, adolescents and families, both in terms of the functionality and environmental concerns of the community space. The community now enjoys access to a makerspace, virtual reality lab, event areas, a meeting room, enhanced learning commons, universal bathrooms, improved outdoor lighting for access and safety, and playground equipment for youth.

These enhancements and reconfigurations to the existing facility have helped develop an experience of comfort and accessibility, as well as closer integration among youth and adults, strengthening partnerships established throughout the project and fostering the behaviours needed for positive social connections among all.

The community project's momentum continues to broaden its scope in several spin-out assets, as it continues to celebrate its provincial recognition for three consecutive years with a gold rating in its promotion and enhancement of the health of students, staff, and broader community through the Ontario Physical and Health Education Association.

St. Benedict CSS has also partnered with Community Justice Initiatives of Waterloo Region (CJI), a non-profit organization known worldwide for starting the first modern restorative justice program. The program offers a way of addressing conflict and crime that engages the person who caused the harm, people who were affected by the harm, and the community. Through staff training, mentoring support, and rolling out a four-year plan within several Waterloo Catholic District School Board's family of Secondary schools, the hope is to use restorative justice to nurture the capacity of the human heart to change and grow in an understanding relationship.

Current programming within the school has seen the initial implementation of the Umbrella Project, an interactive,

T2T Teacher to Teacher

"I would recommend this training to any educator."
Educator, Chico, CA

ADHD Classroom Solutions and Proven Strategies

eLearning Course:

- Full Course: \$129
- CHADD Member: \$119
- Individual Module: \$39

Learn proven classroom techniques, interventions, and the latest research to enhance school success for students with ADHD.

chadd.org/teacher-to-teacher | 240-487-2321

CHADD

inquiry-based program that teaches the skills of emotional well-being. Through classroom- and school-focused lessons, students learn real-life applications of well-being and gain deeper insight into why these skills are essential. It is clear, that over the past four years, St. Benedict CSS has experienced strings of success, one after another, and continued setting a direction that has triggered a cascade of collective rewards.

The Heart of the Community healthy living and learning hub project has brought youth, adolescents, and adults to an active lifestyle that has continued to a deeply intrinsic and meaningful lifestyle. By providing diverse, balanced, and accessible options to the community, we have witnessed a multi-generational role-modeling of active and social lifestyles, supporting all ages in building strong relationships, understanding, and respect for all.

Through the creation of a safe and welcoming centre of recreation and learning that attracts multi-generational use, as well as catering to the interests of differing cultures and abilities, they have generated a more robust experience for all persons to become healthy from a physical, emotional,

spiritual, and social perspective, learning, and playing together. ○

Dan Witt is a Principal at St. Benedict Catholic Secondary School and an innovative leader within the Waterloo Catholic District School Board. He views a school culture as a

responsive and transformative agent to students, staff and the greater community.

Sally Reis-Power is a Healthy Active Living Teacher at St. Benedict Catholic Secondary School, where she inspires students and staff to enjoy the power and potential of their well-being.

Serving Northern Manitoba

Two campus locations in Thompson & The Pas
 Twelve Regional centres throughout Northern Manitoba
 Nine are located in First Nations communities

HERE YOU CAN.

Online: www.ucn.ca
 Email: info@ucn.ca

UNIVERSITY COLLEGE OF THE NORTH

AEROMAX
NEW WORLD TOYS

My 1st Career Gear

EVERYDAY HEROES!

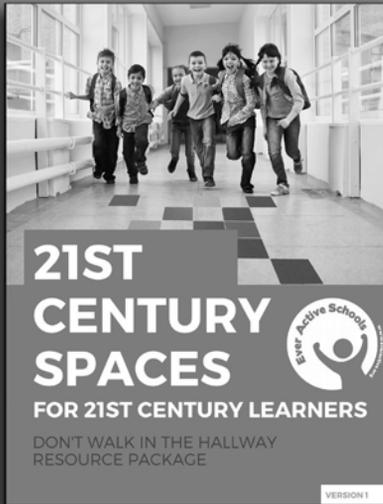
www.aeromaxtoys.com
 Toll Free: 877-776-2294
 info@aeromaxtoys.com

Blyth
ACADEMY
COMMUNITY SERVICE

WHAT ARE YOU DOING THIS MARCH BREAK?

EARN COMMUNITY INVOLVEMENT HOURS ABROAD IN COSTA RICA OR PERU!

CHOOSE ONE OF TWO COMMUNITY SERVICE PROGRAMS, EACH AVERAGING 15-20 VOLUNTEER HOURS FOR STUDENTS!
REGISTRATION IS OPEN FOR MARCH BREAK '19!
 BLYTHMARCHBREAK.COM • 1-866-960-3552



Explore how daily physical activity can be implemented in any environment with Ever Active Schools' best-selling resource!

#DontWalkInTheHallway

Don't Walk in the Hallway!

Recognizing the importance of promoting healthy learning environments, hallway decals offer a way to modify school spaces, helping to activate your students and enliven your lessons.

These geometric shapes are semi-permanent decals that can be used to decorate school hallways, daycares, offices and much more - supporting an activity-permissive environment!

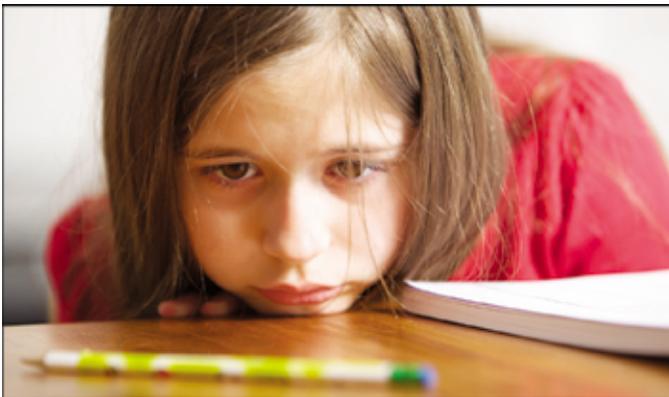
Included in this resource package:

- 64 Semi-permanent decals in 4 basic colours and 4 geometric shapes
 - ▷ Triangle: 34 cm x 34 cm x 34 cm
 - ▷ Circle: 20 cm diameter
 - ▷ Square: 20 cm x 20 cm
 - ▷ Rectangle: 20 cm x 5 cm
- A resource handbook with guides to: ideas, starting points, curriculum links and more.



\$120

Available for purchase online here:
<http://www.everactive.org/product/dwith/>



Inside Learning Disabilities for Educators

Every child wants to learn.

Do you need more **STRATEGIES** to help the **1 IN 5** students with **LEARNING AND ATTENTION ISSUES** succeed in the classroom?

- * 10-module online course
- * Developed from current brain-based research and evidence-based practices
- * Accessible from anywhere at any time
- * New courses begin January, April, June and October



FOOTHILLS ACADEMY SOCIETY
 Professional Development Services
 A Leader in Learning Disabilities since 1979

www.foothillsacademy.org

403.270.9400

Lester B. Pearson School Board Daycares are Physically Active!

By Rena Walters, Lester B. Pearson School Board

Promoting healthy living and keeping children physically active requires communal effort.

The responsibility of encouraging children to be physically active during the day should not be shouldered by the physical educational teacher alone. By working together, various school personnel can give children the building blocks they need to build a healthy lifestyle.

Based on the recommendations of Canadian Public Health Association authorities, we know that children should be getting a minimum of 60 minutes of moderate to vigorous physical activity per day and that there is a direct link between physical activity and academic success.

The 2018 *ParticipACTION Report Card on Physical Activity for Children and Youth* reports that children are still not as active as they should be. It reports that only 35 per cent of five- to 17-year-olds are reaching their recommended physical activity levels as outlined in the *Canadian 24-Hour Movement Guidelines for Children and Youth*. In addition, 51 per cent of five- to 17-year-olds are engaging in more screen time than is recommended by the *Canadian 24-Hour Movement Guidelines* for recreational screen-based sedentary behaviours.

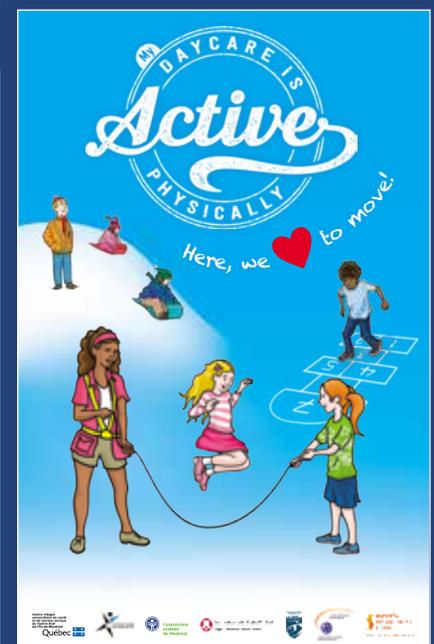
For many elementary children in Quebec, the school daycare is a part of their daily routine. On average, school-aged children spend about 20 to 25 hours per week in a daycare service. Lester B. Pearson School Board, through the use of the *My Daycare is Physically Active Project*, provides training to daycare technicians, educators and student supervisors, so they can do their part in helping children to become physically literate. The daycare staff participate in six workshops covering various topics related to physical activity. These workshops emphasize the importance of being physically active on a daily basis.

The first workshop introduces the project and stresses the importance of daily physical activity and the impact that daycare staff can

have in helping children adopt and maintain a physically active lifestyle. In this workshop, the consequences of screen time are presented, as well as the impact that physical activity has on the overall development of children. Reasons as to why children may not be physically active are also discussed. The daycare personnel are then asked to review their current practices and program to see where they can implement or increase the opportunities for more movement while the children are in their care.

Two of the six workshops, *Safely and Effectively Animating Physical Activities Part I and Part II*, are done in collaboration with physical education teachers. These workshops are presented in this manner based on the belief that the physical education teacher is the expert in his or her respective school when it comes to modelling appropriate physical movements to avoid accidents and incidents while being physically active.

Part I of the workshop sets the foundation of animating physical activities. This workshop covers planning, preparation, welcoming children, animating an activity, and how to evaluate an activity once it is done. Part II



Using the *My Daycare is Physically Active Project*, Lester B. Pearson School Board trains daycare technicians, educators, and student supervisors to do their part in helping children become physically literate.

The project was developed by five school boards on the island of Montreal, including Lester B. Pearson, in collaboration with the Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'île-de-Montreal.

covers animating physical activities in both large and limited spaces.

One of the workshops touches on the importance and the need for daycare educators to schedule physical activities in their monthly, weekly, and daily schedules. It focuses on how they can optimize the time spent on the practice of physical activities. It also encourages daycare educators to become familiar with the various resources that would assist them when scheduling physical activities.

Another workshop looks at implementing principles that ensure guided and adequate supervision of children during physical activities. The last workshop provides daycare educators with information and tools to better understand which steps to take to include children with special needs in physical activities.

The training that daycare staff receives helps them to move away from focusing on one specialized sport and toward offering a broad range of movement skills. The workshops are practical and hands-on. Participation in the activities is highly encouraged to ensure the information and knowledge they receive is transferred and applied. At the end of each workshop, the daycare staff receives tools they can use to

enhance the experience of children when being physically active.

The overall objective is to train daycare educators to get involved with helping children create a love for movement, while having fun doing a wide range of activities. The message is clear: whether indoor or outdoor, in winter or summer, individually or in groups, all forms of activities are encouraged.

To date, over a dozen daycares are enrolled in the project. The impact has been successful: more children and daycare educators have increased their engagement and commitment to being physically active. The feedback from parents has been overwhelmingly positive. The collaboration and sharing of information between administrators, physical education teachers, and daycare staff has greatly increased.

Lester B. Pearson daycares are proud to be doing their part in providing children with opportunities to play games and to be physically active. The children are now engaged in activities that allow them to develop fundamental movement skills such as running, kicking, and throwing. The aim is that these skills will be transferred from physical activities to everyday life.

As the saying goes, "It takes a village to raise a child," and Lester B. Pearson

Daycares are doing their part to help children be physically active. ○

Rena Walters is a Project Development Officer at Lester B. Pearson School Board in Quebec. She has a Bachelor of Arts degree in Child Studies.

References

- <https://www.canada.ca/en/public-health.html>
- https://participation.cdn.prismic.io/participation%2F5e923384-b01a-4680-a353-60b45c271811_2018_participation_report_card_-_highlight_report_0.pdf
- <https://santemontreal.qc.ca/population/actualites/nouvelle/mon-service-de-garde-physiquement-actif>, *Mon service de garde physiquement actif : Démarche de perfectionnement en activités physiques pour le personnel en service de garde*, 2015. Regional Public Health Branch of the Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de l'île-de-Montréal.

PREVENT PROTECT

ACORN SAFETY ACORN CONTROLS

35.1 GPM, Emergency Fixture
Thermostatic Mixing Valve
Model No: **ET71-2**

Delivers safe and tepid water
to eye/face washes, drench
showers and combination units.

Emergency Shower
with Eye/Face Wash
Model No: **51360-HT**

MORRIS/LEE LTD.
Member of Morris Group

321 Cityview Blvd., Unit 4
Vaughan, ON L4H 3M3 Canada
info@morrisleecan.com | morrisleecan.com
905 832-0909 | 844 574-0909

A DESIGN AS REFRESHING AS THE WATER IT SERVES.

H₂O to go!

← Slim & Trim!
3 1/2"

INTRODUCING THE
H₂O TO GO!
INDOOR BOTTLE FILLER!

- Stainless Steel
- Custom Colors
- Custom Branding

murdeck

MORRIS/LEE LTD.
Member of Morris Group

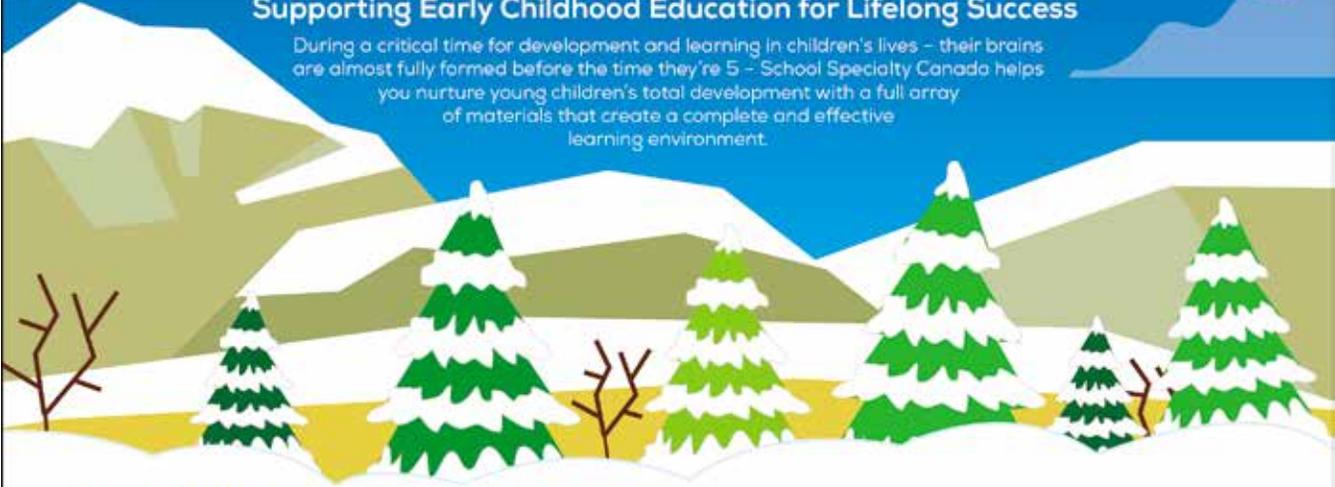
321 CITYVIEW BLVD., UNIT 4 VAUGHAN, ON L4H 3M3 CANADA
(905) 832-0909 / (844) 574-0909 • INFO@MORRISLEECAN.COM • WWW.MORRISLEECAN.COM

EARLY LEARNING ESSENTIALS



Supporting Early Childhood Education for Lifelong Success

During a critical time for development and learning in children's lives - their brains are almost fully formed before the time they're 5 - School Specialty Canada helps you nurture young children's total development with a full array of materials that create a complete and effective learning environment.



Products for Early Childhood Development

- Furniture
- Manipulatives & Games
- Arts & Crafts
- Infant & Toddler
- Special Education
- Teacher Essentials & much more!

SchoolSpecialty.ca
Phone: 1.866.519.2816

When a child struggles to read and write, **READING RECOVERY** is the answer.



Reading Recovery®
Read. Learn. Succeed.

www.rrcanada.org

Contact us to find out how to get Reading Recovery in your school!



3 CITIES
EARN UP TO **18 CEUs**

Educator's CONFERENCE

BRAIN-BASED LEARNING, BEHAVIOURAL CHALLENGES & MENTAL HEALTH

TORONTO | APRIL 30, MAY 1 & 2, 2019
CALGARY | MAY 8-10, 2019
SASKATOON | MAY 13-15, 2019

REGISTER TODAY | JACKHIROSE.COM

How Districts Influence Student Success and Well-Being



Through a Quality Strategic Plan Process

By Catherine McCullough, CMCLeadership

A quality strategic plan in a school system provides a sense of direction for the organization. When a plan is established, it functions as a roadmap for trustees and senior staff and is a framework for the allocation of the boards' resources aligned to its strategic priorities and measurable goals. A quality strategic plan for a school district prioritizes student achievement and well-being.

This case study will describe how two large school systems in the province of Ontario, Thames Valley District School Board (TVDSB) and York Region District School Board (YRDSB), successfully set the direction for their organization through the creation of a Multi-Year Strategic Plan (MYSP), leveraging the practices outlined in the *Strong Districts and Their Leadership* research.

What is the Strong Districts research?

Strong Districts & Their Leadership (2013) is a paper that was commissioned by the Council of Ontario Directors of Education and the Institute for Education Leadership.

Written by Kenneth Leithwood, it outlines the nine characteristics of strong districts and the specific leadership practices necessary to develop these characteristics. The strategic planning process offers many opportunities for boards that are developing their plan to demonstrate these leadership practices and make these characteristics seen, felt, and heard.

Strong District research in strategic planning

One particular focus in this case study was the emphasis on one of the nine strong districts characteristics defined in the research, "establishing a broadly shared mission, vision, and goals founded on ambitious images of the educated person."

This characteristic describes how strong districts:

- Consult extensively about district directions as part of the strategic plan process;
- Spend sufficient time to ensure the mission, vision, and goals of the system are widely known, understood, and shared by all members of their organizations;
- Articulate, demonstrate, and model the system goals, priorities, and values to staff when visiting schools; and

- Embed district directions in improvement plans, principal meetings, and other leader-initiated interactions.

Thames Valley District School Board

The TVDSB serves an area over 7,000 square-kilometres and serves 77,000 students in rural and urban communities.

In the fall of 2017, TVDSB began the process to revise its strategic plan. A strategic planning committee was formed, and its first task was to advance the understanding about the *Strong District and Their Leadership* practices, and, more specifically, quality governance practices and characteristics of an effective strategic planning approach.

Through a facilitated process, strategic priorities were drafted and extensive consultation on how to best achieve these priorities was conducted in the rural and urban communities of the Board. Trustees and school teams took the lead at these events to ensure staff and stakeholders were invited, engaged, and consulted.

TVDSB priorities and goals were informed by what they heard through their consultation and through examining their achievement and student data. The committee then crafted

priorities and goals in language that is clear and specific to TVDSB. Their goals aligned to the three priorities of improving student achievement and well-being, building relationships, and providing equitable and inclusive learning and working environments:

1. Relationships: We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.

» **Goals:**

- i. Students, families, and staff are welcomed, respected, and valued as partners;
- ii. Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community; and
- iii. Create opportunities for collaboration and partnerships.

2. Equity and Diversity: We provide an equitable and inclusive environment that champions learning opportunities for all.

» **Goals:**

- i. Create opportunities for equitable access to programs and services for students;
- ii. Students and all partners feel heard, valued, and supported; and
- iii. Programs and services embrace the culture and diversity of students and all partners.

3. Achievement and Well-Being: We engage in innovative learning experiences that promote excellence in student achievement and well-being.

» **Goals:**

- i. More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy;
- ii. Staff will demonstrate excellence in instructional practices; and
- iii. Enhance the safety and well-being of students and staff.

York Region District School Board

York Region District School Board, with a population of over 123,000 students is one of the most diverse boards in the province. Approximately 48 per cent of students in this district have a first language other than English or French.

The need for a revised focus to meet the diverse needs of the region prompted the Board to revise the MYSP. The Board's process was

similar to TVDSB's approach; however, consultation was through Town Halls held across the region with translation services provided. Over 2,000 responses were received from families, staff, and community members in less than a two-month timeframe. In addition, the Board provided access to an online survey and specific focus groups were conducted using a process called consultation in a box.

The Board's focus was on raising the achievement of students who were underserved and underperforming. York Region's belief was when they focus on raising the achievement of students who are under-achieving at their potential, all students will benefit. This Board, however, added an additional priority and subsequent goals of *ethical leadership*. This came from the desire heard through their process to foster a collective understanding of ethical leadership and enhance student voice.

Similar to TVDSB, YRDSB honoured the input received and examined its own student achievement and well-being data. Over the next four years, the Board will focus on the following strategic priorities and goals:

1. Foster Well-Being and Mental Health:

We create safe, healthy, and inclusive learning and working environments.

» **Goal:**

- i. Build safe and inclusive learning and working environments where students and staff feel they matter and belong.

2. Champion Equity and Inclusivity: We develop the knowledge, skills, and attitudes to remove barriers in support of all learners.

» **Goals:**

- i. Build a collective understanding of the ongoing impact of colonialism on Indigenous communities, anti-oppression, and culturally responsive and relevant pedagogy (CRRP); and
- ii. Provide comprehensive math programs that reflect students' identities and lived experiences, needs, and interests.

3. Build Collaborative Relationships:

We build trusting relationships based on respectful and responsive communication.



In York Region District School Board's strategic plan, student success centres on fostering well-being and mental health, building collaborative relationships, championing equality and inclusivity, and empowering ethical leadership.

» **Goal:**

- i. Build trust and collaborative relationships with students, families, and staff through respectful and responsive communication focused on shared solutions.

4. Empower Ethical Leadership: We lead ethically by focusing on students and upholding our values.

» **Goals:**

- i. Elevate student voice in learning, assessment, and decision-making; and
- ii. Build a collective understanding of ethical leadership.

Evaluating and monitoring the plan is critical to the success of the process

Both Directors of Education worked collaboratively with their Board research team and the senior team to develop an evaluation framework or operational plan that will focus on concrete plans of action. This is the most important step in the process. They did this by setting clear and specific parameters of what will be accomplished, along with metrics for monitoring and evaluating their progress in achieving these goals.

The goals established by the districts were established based on the unique needs of their systems, however, both districts consistently identified that student achievement was not the only priority; student well-being was equally so.

Both districts began their process by examining the *Strong Districts and Their Leadership* research leadership practices. Both school districts spent considerable time and effort to ensure the mission, vision, and goals of the system were widely discussed during the consultation process, and it is their intent to keep this at the forefront throughout the implementation phase.

Both school districts are fully committed to monitoring their school districts goals with their board of trustees and are ensuring their resources and supports provided to schools are aligned to the priorities and goals established.

Conclusion

Thames Valley District School Board and York Region District School Board successfully engaged trustees and a dedicated leadership team who had a clear focus of putting student success and well-being at the forefront in their strategic plan process.

Creating a strong MYSP requires a thoughtful examination of the research,

careful planning at every step, and a framework of shared ownership by keeping the priority on making a difference to the students we serve. ○

Catherine McCullough, MEd, ACC, is CEO of CMCLeadership. She is an expert in the use of emotional intelligence and change management strategies to achieve success in relationships that drive positive results. In addition to facilitating strategic planning and a range of leadership engagements, Catherine works with Dr. Kenneth Leithwood, leveraging research entitled Strong Districts and their Leadership.

References

- Leithwood and C. McCullough, *Professional Development Modules in Support of Strong Districts and their Leadership* (Toronto: Final report to the Institute for Educational Leadership, 2015).
- Leithwood, K., McCullough, C. (2017). *Strong Districts and Their Leadership*. Final report of research to the Council of Ontario Directors of Education.



St. Mary's University stmu.ca

Academic Degrees:
English General Studies
Psychology Education (Elementary)
Biology Liberal Studies
History

Also Offering:
Pre-Professional Programs
Continuing Education Programs
Business Transfer
University Transfers

ST MARY'S UNIVERSITY

stmu.ca 403.531.9130 info@stmu.ca



PLAYSAFE:
Don't Let It
Happen to You

Adam Rebecca

In The War Amps new "kids-to-kids" safety video, Adam and Rebecca lead viewers on a SAFETY WALK™ to help them spot the dangers in their neighbourhoods. Along the way, they introduce stories from other young amputees who, like them, have lost limbs in accidents. Together, they deliver the hard-hitting but positive PLAYSAFE message.

This valuable resource for educators can be viewed at waramps.ca/playsafe

 The War Amps

Leading Toward What Matters Most:

Accompanying Principals on the Search for Their Moxie

By Julie Hobbs, Carol Marriott and Diane Wood, Assisting School Systems in Educational Transformation

Imagine it is late August, and a school team, focusing on its vision to educate the whole child, takes stock of where they are in meeting the needs of the students in their school. Each staff member brainstorms on Post-it Notes, using the headings What Works Well (WWW), Even Better If (EBI) and Time to Change (TTC). What they find, once they sort and categorize their thoughts, is that most of what is working well has to do with the culture, the sports program, the activities of the school, and the peripherals.

There are fewer comments in the WWW category about the actual teaching and learning that goes on in the classroom. As is common to many schools across Quebec, the school team realizes their strengths do not always lie in teaching and learning in the classroom. They begin to reflect on their classroom practices and reconsider a fundamental truth: to bring about growth and school success, it is crucial to focus on the teacher-student connection and classroom practices that target student learning in a very visible way.^{4,9}

To realize this vision, strong leadership is required.

That principals actually see themselves as pedagogical and learning leaders who work collaboratively with teachers in supporting student learning is not necessarily a foregone conclusion. School administrators face a myriad of management responsibilities and finding the time to learn together with their staff and give

support to their teachers beyond the evaluative role is challenging. Coupled with hesitancy on the part of some to take their place as learning leaders, this results in the important aspect of the principal's role being shunted to the bottom of the list.

Assuming this role becomes easier when there is support provided to school leaders in reflecting on the needs and practices in their schools. For Quebec's English schools, this support came in the form of a team of three retired school and school board

administrators, who didn't quite get the point of the memo on retirement.

For nine-and-a-half years, we three, under the acronym, ASSET (Assisting School Systems in Educational Transformation), were privileged to be engaged by the Directors General of the English school boards to coach and mentor school principals and vice-principals in the English school board network.

We, the ASSET team became "thinking partners" to these leaders⁷ as they began to work with their school success plans and school



The ASSET team and a group of Principals exchange ideas and strategies for reaching more students through evidence-based approaches and discuss how to distribute leadership to other staff members.

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." – John Quincy Adams

improvement initiatives. Helping principals reflect on their roles as pedagogical leaders took several forms. These included building professional learning opportunities that focused on practices such as active learning,³ differentiation (Fogarty and Pete, 2005), visible learning,⁴ response to intervention,¹ restorative justice,¹⁰ and universal design for learning.⁶ Exchanges between schools and boards were organized to enable principals and staff members to observe these promising practices and share ideas with colleagues from the host schools.

Book studies allowed school teams to reflect in depth on a particular topic, like Formative Classroom Walkthroughs.⁸ As we lived the experience of learning together, principals began to ease into assuming the lead role, making time for teachers to meet, learn, and plan together. They began to take the lead in choosing a particular framework or approach to learning and school organization, and to working with staff members as a team in building the approach into classroom practice.

One principal said, “[ASSET] helped create more inclusive schools, stronger pedagogues, ultimately making the Anglophone

community schools stronger. This is something vital for many communities in our province to survive and thrive.”

Giving principals permission to be learners along with their staff members and students, instead of restricting their actions to the traditional roles of school authority and building manager, helped several principals muster their inner strength to take on the challenge of turning their schools into stronger and more positive learning environments.

Helping these leaders gather the evidence and the tools they needed to begin this journey went a long way in supporting them, as well. Exposing them to the ASSET members’ enthusiasm for the possibilities of reaching more students through evidence-based approaches helped ignite the fire. Being coached to distribute their leadership to other staff members built trust, made the task possible, and brought together teachers and other staff as part of a team with a mission. These were the roles ASSET played in working with ‘their’ principals. It didn’t really matter what the framework was, so long as it included building on the following elements:

- Clear pedagogical goals;
- Staff consensus around those goals;
- Tools for teachers to achieve the goals; and
- School principals immersing themselves as leaders in the professional development in reaching those goals.²

Most important was the change in thinking and mindset, which came about through principals developing sufficient self-confidence to take the first step and risk putting themselves out there in front of their staff. This is when the principals found their moxie!

When the focus shifted to what matters most—student learning and success—that was a huge step. The next step was understanding that trial and error and making mistakes were legitimate parts of the learning process and modeled learning for both teachers and students.

Above all, the ASSET teams believes the support we modelled to principals has been transferred to the principals themselves. There is evidence that principals, one by one, now see their role as “coach” to their teachers,⁵ and they “carefully balance high expectations with robust supports.”



Transforming required lessons in history into inspired lessons in humanity.

By turning a critical lens on pivotal moments in history, **Facing History and Ourselves Canada** educates teachers, students and communities to overcome bigotry and hate to create more humane, thriving, and equitable societies. Through professional development, an extensive library of resources, and proven teaching strategies, we support teachers to bring difficult histories such as the Indian Residential Schools in to their classrooms. Our research shows that students who engage with Facing History’s rigorous curriculum report feeling more prepared to participate in social justice campaigns, get along with diverse groups, and are more motivated to learn. We invite you to learn more about us at facinghistory.org/canada-schools and see how we can help you create a safe and enriching school climate.

   facinghistory.org | [@facinghistory](https://twitter.com/facinghistory)



People make choices. Choices make history.

directing resources to areas that most impact student learning and provide collaboration time and non-judgmental feedback. Most importantly, they are “supporting teachers as professionals and caring about them as individuals.”

If we can leave the ASSET project with this legacy to principals within the province, then we will finally be able to respond to that memo on retirement. ○

Julie Hobbs is a retired Assistant Director General and Distinguished Member of the Order of Excellence in Education (Québec, 2018). She consults with several school boards in Quebec, including a First Nations community, on school improvement.

Carol Marriott is a retired high school principal and Reader's Digest Leadership in Education Awards National Leader. She is an Education Consultant, an animator of mentoring programs, and an Adjunct Professor in McGill University's Educational Leadership program.

Diane Wood is a retired school principal and Canadian Outstanding Principal 2005. She is currently an independent Education Consultant and Quebec's Manager for the Learning Partnership's Welcome to Kindergarten program.

References

1. Buffum, A., Mattos, M., and Weber, C. (2012). *Simplifying Response to Intervention: Four Essential Guiding Principles*. Bloomington, IN: Solution Tree.
2. Donohoo, J. (2017). *Collective Efficacy: How Educators' Beliefs Impact Student Learning*. Thousand Oaks, CA: Corwin Press.
3. Evanski, J. (2009). *Classroom Activators: More Than 100 Ways to Energize Learners, 2nd ed.* Thousand Oaks, CA: Corwin Press.
4. Hattie, John. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. New York: Routledge.
5. Johnson, Jessica, Leibowitz, Shira, and Perret, Kathy. (2017). *The Coach Approach to School Leadership: Leading Teachers to Higher Levels of Effectiveness*. Alexandria, VA, ASCD.
6. Katz, Jennifer. (2012). *Teaching to Diversity: The Three-Block Model of Universal Design for Learning*. Winnipeg: Portage and Main Press.
7. Morel, Nina. (2014). *Learning from Coaching: How do I Work with an Instructional Coach to Grow as a Teacher?* Alexandria, VA, ASCD.
8. Moss, Connie M. and Brookhart, Susan M. (2015). *Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement*. Alexandria, VA, ASCD.
9. Rollins, S.P. (2014). *Learning in the Fast Lane: Eight Ways to Put ALL Students on the Road to Success*. Alexandria, VA, ASCD.
10. Smith, D, Fisher, D., and Frey, N. (2015). *Better Carrots or Sticks: Restorative Practices for Positive Classroom Management*. Alexandria, VA, ASCD.
11. Stinton, Rebecca L. (2017). *Leading Unstoppable Learning*. Bloomington Indiana: Solution Tree Press.
12. Stronge, James H. with Xianxuan Xu. (2017). *What Makes a World-Class School and How Can We Get There*.

Attend with Your Teacher-Librarian. Administrators Attend for Free!

Don't miss your chance to innovate, learn, and network at the OLA Super Conference, Canada's largest library conference.

Registration is now open!
olasuperconference.ca

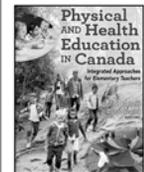


Does your district need Physical Literacy training? Try these online courses for your next PD day!

Teacher Professional Development

Online education benefits:

- Teachers learn at their own pace, anywhere with a web connection
- More affordable than an in-person workshop
- Consistent information across the district/Province
- The most current evidence-based content
- Receive a certification upon completion



*These titles are also available in French

Quality Classroom Resources



Contact Meghan (meghan@hkcanada.com) for more information



HUMAN KINETICS

@humankineticscanada

@FFLCanada

Canada.HumanKinetics.com

LEAD.

Recess Program

Practice Self-Regulation

Build Resiliency

Build a Strong School Community

www.playocracy.ca



| Index to Advertisers |

ADHD EDUCATION AND TRAINING	INDIGENOUS EDUCATION	SCHOOL PRODUCTS, IDEAS AND RESOURCES
CHADD..... 30	Indspire..... 24	School Specialty Inc. 35
BEHAVIOURAL INTERVENTION AND AUTISM TRAINING PROGRAMS	LIBRARY SUPPLIER	SCHOOL TRIPS
University of New Brunswick - College of Extended Learning 26	Biblio RPL Ltée..... 27	Cineplex Entertainment 22
BOTTLE FILLING STATIONS AND EMERGENCY SHOWER WITH EYE/ FACE WASH	LITERACY PROGRAMS	Flying Squirrel 12
Morris Lee Ltd. 34	Ontario Library Association (OLA)..... 41	SKILLS CONTEST NATIONAL COMPETITION
BOTTLE FILLING STATIONS, DRINKING FOUNTAINS AND WATER COOLERS	MENTAL HEALTH	Skills Canada..... 28
Dobbin Sales Ltd. IFC	Dalhousie University – Sun Life Financial Chair In Adolescent Mental Health..... 21	STEM LEARNING RESOURCES, WONDERVERVILLE BY MINDFUEL
CORPORATE TRAINING / ADR WORKSHOPS	OCCUPATIONAL HEALTH AND SAFETY TRAINING	MindFuel 10
Stitt Feld Handy Group 16	Yow Canada..... 27	STUDY ABROAD
EDUCATIONAL CONSULTANT	PHYSICAL EDUCATION RESOURCES	Blyth Academy..... 31
Learn Style Ltd. 17	Human Kinetics Canada 41	TEACHERS RESOURCES
EDUCATIONAL RESOURCES	PROFESSIONAL DEVELOPMENT	The War Amps..... 38
Elections Canada..... 21	Facing History & Ourselves Canada 40	UNIVERSITIES
EDUCATOR'S CONFERENCE AND PROFESSIONAL DEVELOPMENT	Solution Tree IBC	New York Institute of Technology 4
Jack Hirose & Associates 35	PROFESSIONAL DEVELOPMENT PROVIDER/ LEARNING DISABILITIES	Queens University..... 23
FLOOR CLEANING EQUIPMENT & SUPPLIES	Foothills Academy Society..... 32	St. Francis Xavier University 17
Kärcher Canada Inc..... 14	PROFESSIONAL LEARNING ASSOCIATION	St. Mary's University..... 38
FUNDRAISING	Learning Forward..... 18	University College of the North 31
Vesey's 13	READING RESOURCES	University of Windsor..... OBC
	Canadian Institute of Reading Recovery 35	VIRTUAL ORGANIZATION
	RECESS LEADERSHIP PROGRAM	Institute for Education Leadership 6
	Playocracy Inc. 41	WELLNESS AND PHYSICAL ACTIVITY
		Ever Active Schools 32
		WHOLESALE CHILDREN'S TOYS AND DRESS-UP
		Aeromax Inc..... 31

YOUR ADVERTISEMENT SHOULD BE HERE!

Leaders & Learners is direct-mailed to decision makers across Canada who work in the education sector. Don't miss out on the opportunity to connect with this targeted buying power.

The upcoming Summer 2019 issue will also be available to attendees at CASSA's Annual Conference, July 3-5, 2019, in British Columbia.

There are advertising options available to fit all budgets and marketing campaigns.

Learn more:
sales@matrixgroupinc.net
 866-999-1299



Where learning **THRIVES**

Quebec City, Quebec | March 18–20, 2019

Venue: Centre Des Congrès de Québec

When your goal is sustained, substantive school improvement where all students learn at high levels, join us for a three-day PLC at Work® Institute. Learn, ask experts, reflect with teams, and seek advice from those who have successfully implemented the process.

**Learn from
acclaimed
PLC experts**

- Tim Brown
- Charlie Coleman 🍁
- Tom Hierck 🍁
- François Massé 🍁
- Mike Mattos
- Regina Stephens Owens
- Karen Power 🍁

 **CLAIM YOUR SEATS**
SolutionTree.com/QuebecPLC

 **Solution Tree**
Education Canada



University of Windsor

Faculty of Education

NEW ONLINE OPPORTUNITIES

Master of Education (MEd)

100% ONLINE

- ▶ Starting September 2019
- ▶ Course-based
- ▶ Curriculum Studies or Educational Administration
- ▶ Full time or Part time
- ▶ Complete your degree in 1.5 to 3.5 years!

Ten courses plus flexibility to switch to research options

APPLY NOW

Learn more at

www.uwindsor.ca/education/graduateprograms

E: mandyd@uwindsor.ca • P: 519.253.3000 ext. 3803

(we also offer PhD in Educational Studies)

International Educator Certificate (IEC)* for International Baccalaureate (IB) Qualification

100% ONLINE

- ▶ Programme streams: Primary Years, Middle Years, and Diploma Programme
- ▶ Stream selection based on qualifications
- ▶ Three intakes per year: January, June & September
- ▶ Ability to complete certification in 8 months!

Four courses in total plus professional learning community (PLC) facilitated online.

REGISTER NOW

Learn more and register at

www.uwindsor.ca/education/continuing/iec-ib

E: ib@uwindsor.ca • P: 519.253.3000 ext. 6734



*IEC qualifies for an IB Educator Certificate in Teaching and Learning which makes you eligible to teach amongst the 4700 IB schools worldwide.

