

CAP JOURNAL

THE CANADIAN RESOURCE FOR SCHOOL BASED LEADERSHIP



USING
STANDARDS OF PRACTICE
TO **DRIVE SCHOOL GROWTH:**
STORIES FROM THE FIELD

**FOSTERING EFFECTIVE
RELATIONSHIPS**

**ABORIGINAL SUCCESS
IN NORTHERN ALBERTA**



Indigenous Education **in Canada**

CAP-T0116 Winter 2016



SunButter is the Leading Peanut & Tree Nut Free School Safe Spread

FREE Foodservice Recipe Book

- Over 15 great ways to menu SunButter
- Free download at
www.SunButterFoodservice.com/Canada



For more information visit www.SunButter.com

Durable. Functional. Attractive.

PUSH HARDER. BE STRONGER.
GO THE DISTANCE WITH DURAFLEX.

DuraFLEX™

PREMIUM FITNESS FLOORING

4X THICKER THAN ROLLED RUBBER

- ▶ Superior sound attenuation & shock insulation
- ▶ Low-maintenance
- ▶ Exclusive interlocking design
- ▶ Tight seamlines provide superior aesthetics
- ▶ Resilient and extremely durable
- ▶ Drop free weights directly onto the floor
- ▶ Available in 6 standard colors
- ▶ Custom color blends available upon request



Soft SURFACES
Rubber Tile Solutions

www.duraflex.com

CONTACT US TODAY FOR A FREE ESTIMATE!

800.263.2363

Mention you saw our ad in CAP Journal to receive 10% off your next purchase!



GIVE YOUR STUDENTS AN UNFORGETTABLE **LEARNING EXPERIENCE**

Discounted admission for groups of 20 or more for regularly scheduled films.*
Flexible dates and show times for groups of 100 or more.
Teacher's resource guides free for select films.

Call 1.800.313.4461 or visit Cineplex.com/GroupScreenings


CINEPLEX

*Restrictions may apply. © Cineplex Entertainment LP or used under license.



Publisher **TREVOR SHIRTLIFF**

CAP Editor **KYRAN DWYER**

Art Direction & Design **JESSICA WOLFE**

Production Coordinator **FRANCES BRADY**

Contributing Writers **KIRK ANDERSON, KASI HUMBER, DEBORAH KITCHING, CARMEN MOMBOURQUETTE, NICOLE PESTA, JANE P. PRESTON, ELIJAH TIGULLARAO**

Advertising Sales **DONNA BILLEY, HAILEY FARKAS, SHIRLEY GORAY**

Printing **FRIESENS CORPORATION
ONE PRINTERS WAY
ALTONA, MANITOBA R0G 0B0**

Friesens Corporation is a Platinum Sponsor of the Canadian Association of Principals

CAP JOURNAL

is published tri-annually as a source of information for Canadian school leaders. All rights reserved. Reproduction in whole or in part without expressed permission is prohibited. The opinions expressed and the advertisements herein are not necessarily those of the Canadian Association of Principals or the Publisher. The Publisher reserves the right to edit or omit all materials submitted for publication including advertisements and editorial content. Although this magazine is thoroughly edited the Publisher is not liable for any damages due to editing, changes, cancellations, errors or omissions. All work submitted for publication is assumed to be the provider's original work and the Publisher accepts no liability as a result of publishing such works.

CAP JOURNAL is printed on FSC certified paper

ARTICLE SUBMISSIONS Submissions on topics related to school administration and educational leadership are encouraged. Guidelines and editorial calendar are available at: www.cdnprincipals.org

REPRINTS AND PERMISSIONS Requests for permission to reproduce any part of this publication for academic, professional or commercial purposes should be sent to: info@cdnprincipals.org



177 McDermot Avenue, Suite 200
Winnipeg, Manitoba, Canada R3B 0S1
Tel: 888.634.5556 | Fax: 204.515.1185
email: production@marketzone.ca

Advertising Inquires: 888.634.5556 x103
or email: dbilley@marketzone.ca

Subscription Inquiries and Mailing Updates:
email: production@marketzone.ca

Canadian Publications Mail
Agreement #41822023

Return Undeliverable Canadian Addresses
to: **Circulation Department**
177 McDermot Avenue, Suite 200
Winnipeg, Manitoba R3B 0S1

Cover images: ©iStock/incomible

CAP-T0116 | ISBN 1183-1995

contents

6

Greetings From the President

9

Editor's Comments

10

Aboriginal Student Success:
Principals Nurturing Relationships

14

Teacher Efficacy Driving
First Nation School Success

17

Aboriginal Success in Northern Alberta

22

Minding our 4Ps:
Policy, Programs, and Partnerships
Supporting Indigenous Perspectives

24

Why Language is Important to Me

26

Traditional Toys

30

Eating Together

31

Using Standards of Practice to Drive School Growth:
Stories From the Field

33

Telling Someone Else's Story:
A Student's Perspective

35

Using Standards of Practice to Drive School Growth:
Stories From the Field Competency One:
Fostering Effective Relationships

Greetings From the President



K.J. White
President, Canadian Association of Principals

Greetings to all,

As 2016 begins, on behalf of our CAP executive and CAP national board of directors, we want to take this opportunity to wish everyone a prosperous and successful new year. In our daily lives, as educational leaders, we have a myriad of roles, responsibilities and expectations that we are accountable for daily. I encourage you to make time and take time to reflect, renew, and re-energize as you balance a healthy lifestyle with your rewarding leadership career.

Our CAP Winter Journal continues to offer current educational themes, excellent in-depth and inspiring articles, and up to the minute transformational research that links directly with our everyday leadership realities. Our main theme, Indigenous Education in Canada, reflects on how important culture, regional differences, and traditions impact our educational systems for all students, staff, and learning communities nationwide. The articles contained in this issue will awaken your educational roots and challenge your leadership ideals about standards of practice to drive school growth, fostering effective relationships, and aboriginal success in our schools.

I would like to welcome Kyran Dwyer, our new CAP Journal Editor for 2015 - 2016. Kyran has assembled a tremendous line-up of quality educational articles for this edition of the CAP Winter Journal. We look forward to seeing the CAP Spring Journal focused on Mental Health.

In closing, challenge yourself to be an energetic, engaged, and contagious leader this year. Visit classrooms more often – make time. Talk to all staff, not just your regulars, find out something new about a staff or fellow leader that you did not know – make time. Read a book – online or handheld – make time. Put down the hand held – phone or gadget and listen more – make time. As you feel better about what you are doing to – make time – you will empower staff to do more as they see you as a more energetic, engaged, and contagious leader. Challenge accepted!

Stay strong and carry on,

K.J. White

CAP President 2015 – 2016



Fundraising *with flowers*

**YOU EARN 50% ON EVERY SALE YOU MAKE
ALL PRODUCTS ARE GUARANTEED**

CANADA'S GREEN FUNDRAISER

ALL SALES MATERIAL IS FREE

ALL SHIPPING IS FREE

EARN
50%
FROM
EVERY SALE

Veseys Bulbs
FUNDRAISING

Call or click today to receive your **FREE** Information Kit & Supplies
1-800-363-7333 • www.veseys.com/fundraising

COURSES FOR TEACHERS British Columbia

- ✓ LEVEL B ASSESSMENT
- ✓ TQS APPROVED POST-GRADUATE CERTIFICATES

POST-GRADUATE CERTIFICATES

Special Education
English as a Second Language

REGISTRATION IS NOW OPEN

- ✓ FULLY ONLINE
- ✓ FLEXIBLE LEARNING SCHEDULE
- ✓ B.C. CURRICULUM-BASED
- ✓ B.C. TQS APPROVED FOR SALARY INCREASES



Learn more and register at:
www.coursesforteachers.ca/bc

FACULTY OF EDUCATION Continuing Teacher Education



Queen's
UNIVERSITY

Online Additional Qualification Courses for Ontario Teachers:

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

All of our AQ/ABQ courses are offered fully online through Desire2Learn (D2L). You and your fellow candidates will quickly get to know each other and form an online learning community where you will share ideas, engage in online discussions and receive individual feedback from your instructor.

For more information

please visit www.coursesforteachers.ca

Learn. Lead. Inspire.

Session Dates

Session	Dates	Application Deadline
Winter 2016	Jan 25, 2016 - Apr 08, 2016	Jan 15, 2016
Spring 2016	Apr 11, 2016 - Jun 10, 2016	Mar 25, 2016
Intersession 2016	May 02, 2016 - Jun 24, 2016	Apr 15, 2016



Kyran Dwyer
Editor, CAP Journal
Eastern VP CAP

Welcome to the Winter, 2016 edition of the CAP Journal. I am excited to highlight Indigenous education in Canada with a focus on school leaders and the positive impact not only on Indigenous students but all Canadian students. Take time to reflect on your role, your experiences, and your viewpoint in education as you read the articles. Think of how you and your students can contribute to improving education for all of us in Canada.

At the Canadian Association of Principals Conference 2015 last May in Whistler, BC on Treaty Lands, I was inspired, saddened and proud as I listened to First Nations leaders and youth tell their stories through music, dance and words. As I roamed around the Whistler area I could feel the presence of the hardships, the history, the sense of belonging and belief in the land. I wished that all administrators and teachers had a chance to walk around on this treaty land and feel the presence of the forefathers of Canada.

This issue of the CAP Journal is twofold. First, it is an attempt to tell part of a story of the Indigenous people of Canada. Second, it is intended to start a conversation that will bring focus and clarity to Indigenous education in Canada. This conversation, hopefully, will celebrate the successes, challenge the shortcomings and set in motion a change that will see Indigenous education in Canada become a model used throughout the world.

I hope you enjoy this issue of the CAP Journal and that it stimulates you to write an article for subsequent journals. The next journal theme will be Mental Health: A safe school. Suggested article topics include mindfulness, PTSD, mental health strategies, promoting healthy minds, challenges, current status nationally and as leaders taking care of ourselves. Mental health, I believe, is a very timely and worthy topic, especially as we remember and mourn the sad happenings in La Loche, Saskatchewan. The theme can help us focus on successful programs in Canadian schools as well as areas that need to be developed.

Yours in education,
Kyran Dwyer



Aboriginal Student Success

By: Jane P. Preston

PRINCIPALS NURTURING RELATIONSHIPS

When asked: “What traits are associated with a good leader?” words such as visionary, risk-taker, lifelong learner, compassionate, experienced, intelligent, socially-just, and decisive commonly surface. Although these features are important components of solid leadership, when it comes to school leadership one word trumps all others—relationships. Regardless of where the school is located or the particular dynamics of the staff and students, a school leader who has rich, reciprocal, respectful, responsive relationships with members of the school community will undoubtedly succeed. Within the area of Aboriginal education, the focus on relationships is of vital importance. In promoting Aboriginal student success, herein, I depict the kinds of relationships school leaders need to create, maintain, foster, and embellish.

Any solid relationship is imbued with compromise, trust, communication, and a willingness to work together. When reviewing what school principals need to do to promote Aboriginal student success, the Australian Principals Association’s Professional Development Council (APAPDC) (Purdie & Wilkinson, 2008) provided a list of strategies for principals. Interestingly, all of these strategies are dependent upon relationships. APAPDC suggests that school principals need to: (a) engage with Aboriginal students, families, and communities, (b) focus on student attendance, literacy, completion, transition, and (c) focus on appropriate curriculum, school structure, and pedagogy. Although these points are targeted and succinctly stated, providing specific examples of what principals can do in each of these areas is also extremely valuable.

Over the past few years, my colleagues and I have conducted research with Saskatchewan, Prince Edward Island, and Nunavut school principals (see Preston, Claypool, Rowluck, and Green, in press a, in press b) about how they support Aboriginal student success and wellbeing. Below, are examples of how these principals: engage with Aboriginal peoples, improve Aboriginal student school experiences, and indigenize the curriculum. Every example is directly and/or indirectly dependent on the existence of positive academic, physical, emotional, and/or spiritual connections between and among the principal, staff, students, parents, and members of the school community.

School Engagement, Student Performance, And Indigenizing Curriculum

For these Canadian principals, engaging with Aboriginal students, families, and communities meant a variety of things. For some, it meant the school leader frequently visited First Nations communities, attended community events (e.g., language festival), and helped with employment interviews at a band office. For another principal, engaging with Aboriginal parents meant working within the parents' confined schedule and situation and providing transportation to the parents for school-related events. Engagement with students and community meant that school principals regularly took part in Aboriginal ceremonies such as smudging, sweats, and powwows. Smudging areas were created within some school buildings, and, in addition to the students smudging, several staff members took part in daily smudges. In Nunavut, engaging with Inuit families meant regularly organizing and hosting community feasts within the school and inviting all community members to attend. These examples represented acts of inclusivity. Principals reached out or responded to Aboriginal students, families, and community members inspiring and promoting a safe place, space, and case for close school-community relations.

When focusing on Aboriginal student performance, school principals indicated that it ultimately starts with an unwavering belief in the student. In turn, principals spoke about the high expectations they had for Aboriginal students. One principal succinctly added that for any Aboriginal students who did not believe in themselves, "it's up to us to believe in them." As well, many of these Canadian principals spoke about the need to improve high school course

offerings and electives. In one school, principals and staff questioned whether Aboriginal students (alongside non-Aboriginal students) would have higher course completion rates if the courses were block scheduled, for example, with two or three courses offered in a two-month period. Another principal spoke of a passport program, where students who did not complete an entire course could maintain credits (in a passport) for any units/work they did complete. In such a fashion, if that student returned to re-do the course, they would only complete the aspects of the course they did not yet cover. In another school, Aboriginal student success was supported by a principal who promoted the delivery of electives that Aboriginal students identify as valuable. In another school, promoting Aboriginal student success meant exposing more Aboriginal high school students to postsecondary options through invited career guest speakers and funded field trips to several universities. In many schools, tutoring was provided for Aboriginal students in need of help and, if the service was after school hours, home transportation was provided to the students. Within these examples, the student and his/her needs were at the epicenter of the relationship.

“WHEN FOCUSING ON ABORIGINAL STUDENT PERFORMANCE, SCHOOL PRINCIPALS INDICATED THAT IT ULTIMATELY STARTS WITH AN UNWAVERING BELIEF IN THE STUDENT.”



Current events + technology = ENGAGED, INFORMED STUDENTS

Introducing **CURRENTS4KIDS.com**

— an exciting new online, interactive current events program that students and teachers can access anytime, anywhere.

“Our teachers love the new Currents4Kids site, and it’s getting more and more use as we become a ‘BYOD’ (Bring Your Own Device) school and invest in more and more technology.”
—T. Walsh, Ontario teacher

Sign up for your **30-DAY TRIAL** at www.Currents4Kids.com
French www.Infos-Jeunes.com

“ENGAGEMENT WITH STUDENTS AND COMMUNITY MEANT THAT SCHOOL PRINCIPALS REGULARLY TOOK PART IN ABORIGINAL CEREMONIES SUCH AS SMUDGING, SWEATS, AND POWWOWS.”

A final critical aspect of principals promoting Aboriginal student success focuses on indigenizing the curriculum. For one principal, indigenizing the curriculum meant holding school-wide discussions with staff about how to imbue Aboriginal content and an Aboriginal worldview into course delivery. It also meant promoting professional development with staff with regard to Aboriginal knowledge and ways of knowing. Many principals spoke about the systematic need for the development of teacher intercultural competencies across the school district. Promoting indigenizing pedagogy meant endorsing an Elder-In-Residence program within one school. In another school, indigenizing curriculum meant the principal and staff experiencing Aboriginal culture and ceremonies in an effort to build teacher confidence and knowledge about Aboriginal issues. However, one principal explained that before any authentic acts of indigenization of curriculum can process, principals and teachers need to interrogate their thoughts about Aboriginal culture and ways of knowing. They need to recognize how their own beliefs and values compare and contrast with an Aboriginal worldview of life. Simply said, indigenizing the curriculum starts with a reflection of one’s relationship with self and others.

The Listening Challenge

There is an old adage that states, “We have two ears and one mouth for a reason.” As a final suggestion pertaining to creating and maintaining strong relationships for Aboriginal student success, I end with a couple of self-reflection questions and a leadership challenge associated with listening. On a scale of one to ten, as a school leader, how would you rate your listening skills? Would/how would your leadership change if you listened twice as much as you spoke?

“THERE IS AN OLD ADAGE THAT STATES, “WE HAVE TWO EARS AND ONE MOUTH FOR A REASON.””

Indeed, actively listening to school community members can be difficult. In order to be a good listener, an individual needs to accommodate the speaker’s entire presence and relate on an intellectual, physical, emotional, and spiritual level to the message being delivered. As a good listener, a person needs to associate with the speaker’s worldview, opinion, or values. The good listener needs to cast aside any ill-judgment initially associated with the words being heard. Instead of reacting to a speaker (whether silently or aloud), a good listener must first, and foremost, simply listen.

Compassionately listening to someone can aid communication and greatly enhance any relationship. So, whether your next meeting is a staff meeting, a parent meeting, a meeting with another leader, I ask you to consider the two-ears/one-mouth challenge. During that meeting, listen for up to 66% of the meeting (two ears) and talk for only 33% (one mouth). As for the other 1%, fill it with love and laughter. ■

References

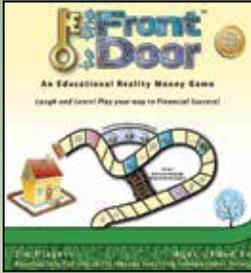
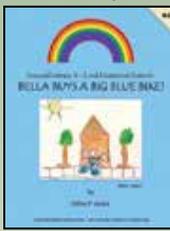
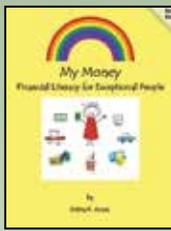
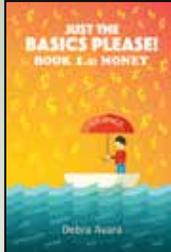
Preston, J. P., Claypool, T. R., Rowluck, W., & Green, B. (in press a). Exploring the concepts of traditional Inuit leadership and effective school leadership in Nunavut. *Comparative and International Education*.
 Preston, J. P., Claypool, T. R., Rowluck, W., Green, B. (in press b). Perceptions and practices of principals: Supporting positive educational experiences for Aboriginal learners. *International Journal of Leadership in Education*.
 Purdie, N., & Wilkinson, J. (2008). Leadership in Indigenous education: Scoping paper prepared for the ACER Standing Committee on Indigenous Education. Retrieved from <https://www.acer.edu.au/documents/Leadership-in-Indigenous-Education-revised.pdf>

AUTHOR BIO

Jane P. Preston is an Assistant Professor in the Faculty of Education, University of Prince Edward Island. In addition to Aboriginal issues, she conducts research on the topics of educational leadership, rural education, parent involvement in school, and technology and student learning.

AE Money Quests

Financial Literacy Textbooks
Curriculum Ready Resources
Money Doesn't Have to be Hard!

 <p>An Educational Reality Money Game Laugh & Learn! Play your way to financial success! Perfect for in-class, life skills, home school and after school programs.</p> <p>Be the First to Master Your Money Learn the importance of budgets, needs vs. wants, wise shopping, savings, future planning, challenging decisions for practical living and more!</p> <p>www.aemoneyquests.com</p>	 <p>K-2 & Exceptional Students</p>	 <p>Special Education</p>
 <p>Grades 5-8</p>	 <p>Grades 9-College</p>	



TEACHER EFFICACY DRIVING FIRST NATION SCHOOL SUCCESS

By Dr. Carmen Mombourquette

National school success data pertaining to Aboriginal children is indicative of a system that is not serving the best interest of First Nation, Metis, and Inuit (FNMI) children. Literacy, numeracy, school retention, graduation, transition to post school, and items like employment rates for FNMI men and women all tend to be lower than that which is enjoyed by the non-FNMI population (Tait, 1999). The systemic impact of items like the imposition of residential schools on multiple generations of children, lack of ongoing and dependable funding within the current framework of schools for Aboriginal children, and a lack of flexibility resulting from a bureaucracy within which FNMI based schools must operate, all interfere with successful school experiences.

As educators, we know more Aboriginal children struggle with the formal school experience than children from other walks of life. However, knowing what to do about this situation has been more difficult to nail down.

Many Aboriginal children are presented with choice around which school to attend. Some choose a school that is run by a First Nation school authority while others attend a school run by a school board that falls under the control of a provincial government. In either case, the children receive an education that must comply with the program of studies authorized by the provincial system. Both versions of school, on reserve and Band operated or that which is run by a provincial school authority, struggle with finding the best strategies to bring FNMI education rates into alignment with the more general Canadian population.

One First Nation high school, located in Western Canada, has undergone rapid and deep seated change in the last five years. The school's story presents to educators a series of strategies that may very well serve the needs of FNMI children throughout the country. The school in question is a grade 9 to 12 school serving 150+ students with a teaching staff of 11. The principal and vice principal come from the First Nation and speak the tribal language. Six of the nine teachers also belong to the local Nation and four speak

the language. Under the guidance of the current principal, the school has seen the number of high school graduates grow from two in 2009 to 40 in 2014. Attendance rates have grown from less than 50% of the students attending school on a daily basis to almost 70%. Credit attainment went from students earning, on average, 2 credits per year to almost 35 (the norm in the province is 38). In addition, serious student discipline infractions (i.e. students fights, attacking teachers either verbally or physically, drug trafficking) went from daily events to only occurring once a month.

The transformation inherent in this school's story begs the question – what happened? The simplified version of the story indicates the following strategies at play: student focused literacy; safe and orderly school environment; Tribal language development; culture placed at the center of the school; clear and purposeful attention to the program of studies; teacher instructional strategies that aligned with student learning styles; fair and balanced student assessment; exposure of students to opportunities available to them post high



school, and increased teacher belief that they could actually make a major impact on student learning. We will explore each of these school based strategies in greater detail.

Student Focused Literacy: Student data gathered by the school clearly indicated that many of the incoming grade nine students had literacy rates in the grade four range. For as many years as the school had data, it indicated this same depressing statistic about literacy rates. The change occurred with the new principal who asked her staff what could be done by the staff about the situation. Further, she indicated that they could no longer complain that the situation existed – that it was time to do something about it. The staff put in place a program where they would all take responsibility for the literacy enhancement and this was to occur in all classes. In addition, they increased the time available for English Language Arts for all grade nine students. To make this move successful they stopped streaming grade nine students by reading ability and developed groups that could be best described as ‘inclusive.’ When these students entered grade ten they took a reading class that was very much focused on the art of reading. This trident approach increased student reading ability as much as four and five years within a two-year timeframe.

Safe and Orderly School Environment: Prior to 2009 many students in the school community never achieved enough credits to actually graduate from high school. One of the results of this fact was that students who were 19, 20, and even 21 years of age were still registered at the high school. Unfortunately, many of these students were not showing up to the school building to work towards achieving school success. Instead, being in the building, hanging with friends, perhaps selling some contraband substances, or meeting members of the opposite sex were the motivators to show up to school. The staff struggled with what to do with this group of overage students. Fortunately, the Nation had established a college. It was to this institution that the overage students went. At the same time as the school moved to have overage students attend the college they also saw a much more physical presence of the principal in the halls of the school. She seemed to be everywhere at once. Teachers started to feel safe, students were in classes, and student negative behaviours drastically reduced. As the behaviours reduced, the principal spent even more of her time in the halls and in turn in the instructional spaces of the school.

Tribal Language: In 2009, only a small handful of students took the Tribal Language course offered by the school. Even though many Elders were on record as saying that they wanted the school to be active in helping to preserve the language of the Nation, the school could not convince the students, or their parents, that the Tribal Language program was necessary. In the same year as the school graduated 40 of its grade 12 students it had also made it mandatory for students to have passed the grade 12 Tribal Language course in order to attend the graduation ceremony.

Tribal Culture at the Heart of the School: Being “Native” was valued and honored in this First Nation school. Traditional face painting took place; the Remembrance Day Ceremony centered on Veterans from the Nation; a special and highly spiritual Feather Blessing ceremony was held to honor the grade 12 students; posters featuring First Nation professionals dotted the halls; quest speakers and Elders mixed the greatness of the past with the potential of the present and the desires of the future; and successful graduates of the school returned to offer encouragement and support for the entrepreneurial and educational plans of the current generation of students.

Program of Studies: Recognition took hold that the students from the school were going to compete with students from the rest of country. To be successful, students were going to have to be fully exposed to the entire integrity of the Program of Studies. No longer was it going to be good enough to only cover part of the program and ignore the rest and justify it by saying, “Our students are just not ready.” Teachers started to more actively teach the entire breadth and scope of the Program of Studies.

Instructional Strategies Aligned with Learning Styles: Once teachers started to commit to each other that they needed to cover the entire breadth and scope of the Program of Studies they also sought the advice of their colleagues as to how to get students to learn the required knowledge, skills, and attitudes. Teachers met in Professional Learning Community (PLC) format. They held each other accountable for continuous growth by asking each other three questions each time they met: What did you do since the last time we met? What did you learn by doing what you said you would do? What will you do by the time we meet again in PLC? These three questions kept the teachers focused on becoming better teachers by helping them pay attention to the needs of the students in

Teacher Efficacy

their classes. By sharing what they knew about the students, their own teaching, and what was working to get students to learn, they started to take responsibility for all the students in the school. No longer good enough just to look after the students in their own classes, they had to look after the students in the school.

Fair and Balanced Assessment: The work of the PLC led to enhanced teaching practice. The collective work also led to highly effective use of fair and balanced assessment. Second chances, “no zeros”, focus on work completion, increased use of meeting competencies, and courses that went beyond semester end dates all took hold in this school. Teachers shared stories around keeping students responsible for their own learning. Increased responsibility led to students actually getting the “work” of learning done. When students were hesitant about being actively involved in the learning process, and the teachers ran out of options to help motivate the students to follow through, the principal and vice principal stepped in. With their involvement, students couldn’t avoid getting assignments completed, tests written, projects submitted. In the end, teacher assessment of student learning was much more accurate, more courses were passed, and, as we have already seen, many more students were graduating.

Post Secondary Options: The increasing levels of academic success led to students, parents, and the teachers themselves asking, “What’s next for these students? How can we turn high school success into success in life?” Questions like these led to the entire grade 12 class being bussed to the ‘city’ to work with college and university officials. The questions also led to students being guided in the process of actually completing an application for a college or university program. And...evolved into the school paying the application fee for the students when it was recognized that issues of poverty often prevented the application being submitted. Students saw options for themselves and they jumped at the chance to take one.

Teacher Efficacy: As I had the very good fortune of working with this school staff over a three year timeframe (2010 to 2013) I was able to witness first hand a very interesting transformation in the teachers’ beliefs about their own abilities to make a difference in the lives of the children. In 2010, belief was very much centered on sentiments like: “These students can’t read, so what can you expect?” or “We have tried all those ideas already and they didn’t work.” However, they were willing to

meet in PLC format and explore school success strategies. The first thing they did was to develop school success criteria. They put to paper what they considered essential for their school to be defined as a successful place for students. Once they reached agreement on the criteria, they started to commit to what they had to do individually and collectively to make success happen. They began small with items like not letting students fail a course just because the semester ended. They carried courses into the next semester and worked with the students in question until they could demonstrate competence in the course objectives and then assign a final grade. Little successes led to bigger ones, and teacher belief started to change. By 2013, as evidenced by detailed qualitative study data, teachers’ belief in their own ability to make a difference in the lives of students rose exponentially.

We know from research that teachers’ beliefs in their own abilities to make a difference in the lives of students is a contributing factor to school and student success (Bandura, 1982, 1993; Goddard, Hoy, & Hoy, 2000). We also know from teacher professional learning literature that before they will put into practice a “new way of doing things” teachers must first

accept that the new way is better than the old (Timperley, 2011; Timperley, Wilson, Barrar, & Fung, 2007). Additionally, Demmert, McCardle, Mele-McCarthy, and Leos (2006) and the work of the National Colloquium clearly indicate that for Aboriginal schools to be successful the following points must be attended to: research-based training for teachers to be academically and culturally competent; creation of a school environment that is culturally and linguistically congruent with the community served; establishment of partnerships among all stakeholders that will expand the traditional notion of extended families and expect and promote an attitude of confidence and success; development of linguistically and culturally fair teaching and learning strategies, along with assessment tools for monitoring student progress with these strategies, and creation of stimulating early learning environments that promote all areas of development in young children. With the exception of the early learning environments mandate, all points made by Demmert et al. (2006) have been attended to in the PLC process of this high school and actualized by teachers as they grew in their own belief that they were making a difference in the lives of students. ■

AUTHOR BIO

Dr. Carmen Mombourquette is an Associate Professor of Education specializing in Educational Leadership at the University of Lethbridge. For many years he was an elementary, junior high school, and high school principal in Alberta and Ontario.

**LOOKING FOR THE ULTIMATE
OUT OF CLASSROOM EXPERIENCE?**

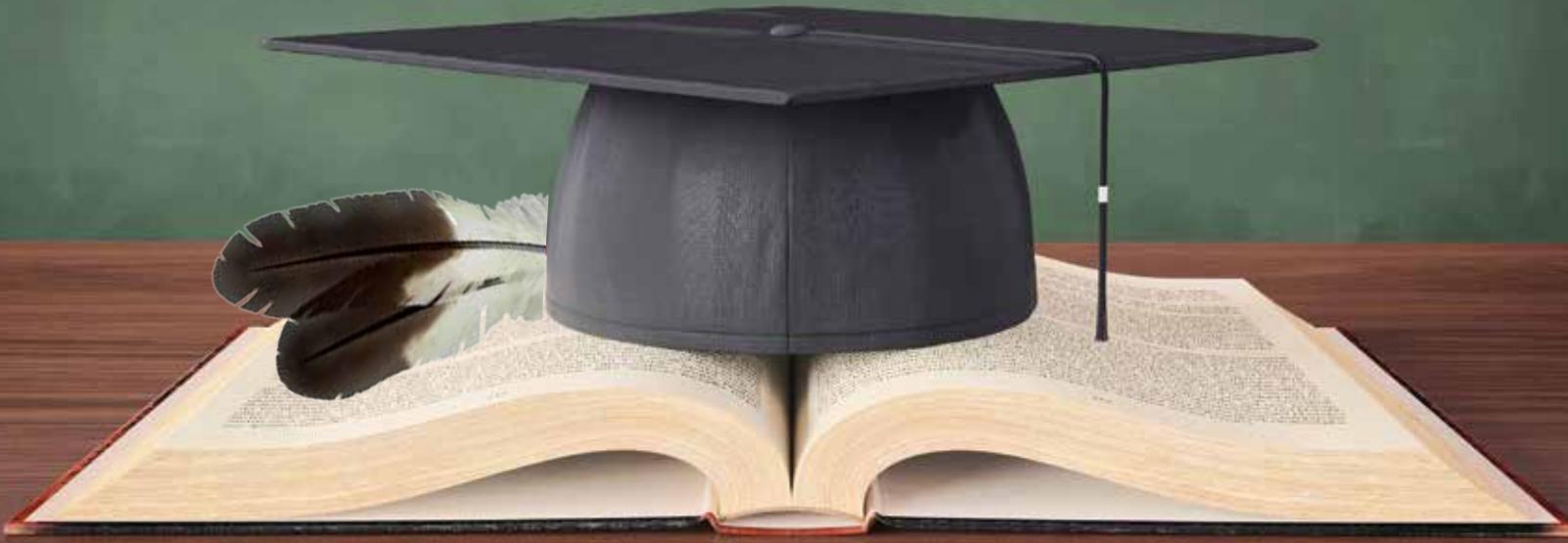
APPLY NOW!
www.parl.gc.ca/teachers

**TEACHERS INSTITUTE
ON CANADIAN PARLIAMENTARY DEMOCRACY**



Aboriginal Success in Northern Alberta

By: Deborah Kitching



©iStock/evirgen

Father Patrick Mercredi School is located in Fort McMurray, Alberta, 4 1/2 hours north of Edmonton. Over the past few years we have seen growth in our Aboriginal school population due to the positive measures we have taken to ensure the success of the students. We have over 250 students of Aboriginal decent in grades 7-12.

Aboriginal success in our school is a competency we practice. Relationships built with students and their families form the foundation and provide a school culture that shows honour and respect. Students want to know they matter and that they are safe in their environment. In our school, we strive towards making that possible. We have a philosophy that is unspoken. We act and react in ways that make Father Mercredi School a positive learning and growing experience.

Positive caring relationships with students must occur in and out of the classroom. Students come to school with a lot of family and personal issues. This is typical for all teenagers and is not limited to those who are Aboriginal. Instead of being greeted by adults who are telling them they are late or have been absent, we smile, say good morning and tell them we are glad to see them. Our students need to know they are valued and matter. We begin each day by living this philosophy.

Our school administrator spends time getting to know students individually. Whether they are coming to say hi, looking at attendance or reviewing academic progress, students know coming to the office isn't associated with something bad. During these conversations, Aboriginal students share personal stories and issues surrounding their lives. Our administrative team encourages them, praises them

and tells them how well they have done in our school. Our team also assures them of how well they can do in the future. We talk of dreams and give them hope to do anything they put their mind to. We tell them what it is like to pursue a post-secondary education and how we see them being successful. Our positive, collaborative communication helps our Aboriginal students know we love and genuinely care about them long after they graduate.

Our school is known for high graduation rates. Part of this is attributed to how we work alongside parents. When students are struggling with coming to school or with their academics, our school team comes together to figure out how to support them. Aboriginal parents want their children to succeed and are grateful to a school that helps them, not blames them.

Aboriginal liaisons are key to supporting our Aboriginal students. We have Elissa Whiteknife for students in grade 7-9 and Trudie-Ann Plamondon for grades 10-12. They work full time to help support students. One of the most important aspects is that these adults are local and know many of our families. They contact families and make home or community visits when needed. Students regularly visit with them throughout the day. They visit with them during breaks or at lunch. During this time our liaisons develop deep relationships with our students. They ensure students are not hungry and supply them with personal items when needed. Both liaisons provide spiritual support by smudging regularly. They talk about their culture and practice their customs visibly. Both Aboriginal liaisons courage activities in the school that promote Aboriginal ways of knowing. They bring in presenters and visit classrooms to speak with students. They also provide academic support by ensuring students go to class and complete their work.

Father Mercredi School has over 250 Aboriginal students in grades 7-12. This year we have 55 Aboriginal grade 12s and I am proud to say that we will have a 90%+ graduation rate with many of them already enrolled in post-secondary institutions. We celebrate their success by organizing an annual Traditional Celebration of Achievement (TCOA). The TCOA is an annual opportunity for the communities of the Wood Buffalo Region to celebrate the graduating achievements of its grade 12 First Nations Metis and Inuit (FNMI) students. TCOA first began in 1998 with only 11 graduates and continues to grow each and every year.

Some of our Aboriginal students struggle with their academics. If students have been with us from grade 7 they tend to be in a better position to have all their credits for graduation. At the beginning of each school year many students who are struggling at other schools ask to join us. It is with these students that we have to put in the most effort. They come in below grade level with poor reading and work habits. They also have poor attendance. One such student came to our school in grade nine. She had never fully attended school in the past and had tremendous anger issues. She needed to be encouraged daily and told not to give up. You cannot tell students to leave or give up at any time because they will. These students have had so many people that have given up on them that they lack self-confidence. They view themselves as less. Our students know that this is not true. They feel valued and cared for. That is not to say they don't have bad moments but they know they can start fresh every day.

Our Aboriginal students participate in many school activities and feel a part of the school despite not living in the community. We have over 40 students that ride a bus daily to attend our school. This is a tremendous achievement as it takes them over an hour and a half to ride in from Fort MacKay. They and their parents have made a conscious choice to come to our school. To fully understand the depth of this reality we had our teachers visit this community in order for them to be more understanding of how difficult the journey is. There is an assumption that students can be transported back and forth from the community. We try to educate our staff to understand the difficulty and how much they want to be with us.

For students from Janvier and Fort Chipewyan, they have to leave their families and be boarded. During this process parents have to have a secure home for their children. 90% of the students make the decision to continue their education and stay with family members who reside in the city. The first 3 months are difficult for our students. They have separation anxiety and are shy. They come to a school with a population larger than their community. They are told to come here because of the high expectations and opportunities given to them. To help with this enormous transition we provide opportunities for them to see Father Mercredi School before they make the move. During the school year, we are blessed that our industries sponsor an orientation for students coming to Father Mercredi School. The Athabasca Tribal Council supports the First Nation students and Northlands provides support for those of Metis heritage. Their room and board is paid for with attendance and academic contract expectations.

Our teachers at Father Mercredi School are amazing. Each year I am in awe of the effort they put in to ensure students are successful. They offer extra help, additional instructions and added time if needed. Students are expected to complete all assignments and maintain marks over 50%. I personally visit all grade 12 diploma classes regularly to ensure they are in attendance and help them to complete assignments that are missing. This is an expectation that I have had with my students, as I have followed them since grade 9. This does not single out Aboriginal students as all students are watched to ensure they are not failing.

Being with students for many years helps to understand each child's individual needs and maintains relationships with their family. Through my words and actions I try to ensure students know I care about them. If they are not in class I will text them, phone them and then phone their parents. They know they have to attend to be successful and that they matter outside of school. I have many students ask me for support and things that remind them to be confident in their choices. Many times I get a text late in the night saying "Miss are you there?" They know they have an adult who cares about them 24 hours a day even when they are not in school.

Extra curricular activities at Father Mercredi School involve many areas. Some of our students participate on sport and robotic teams, Skills Canada, photography and other clubs. Students who live in outlying areas do not have access to transportation like those residing near the school. One of our students had to continuously leave practice on his sports team because he needed to catch a ride back to Fort MacKay. Our students have to put in extra time and effort to be actively involved. Most of the students are shy and don't want to be highlighted in any way. They love to participate but in a quiet way.

One of the greatest strengths of our school is the promotion of Aboriginal students connecting with each other. This connection and sense of belonging based on their culture, makes the students feel secure and confident. This is evident by the relationships built and connections made to each other through their participation in the Paul Martin Aboriginal Entrepreneurship program.

Aboriginal students spend the entire year with their business teacher Mr. Hull. This year-long option allows Aboriginal students to connect with each other on a deep level. Mr. Hull has a wicked sense of humour and makes the students feel comfortable and special. This program also involves the expertise from local business leaders most of whom own Aboriginal businesses in the community. The mentors come into the class and offer advice in the area of business and culture. Mr. Hull also works hard to make the course material interesting when it is difficult. He organizes many hands on activities and field trips. One such field trip is a 3-day adventure out of school.

Each year the Aboriginal Entrepreneurship teacher, the Aboriginal Liaison and myself organize a field trip outside of Fort McMurray. We have travelled to Kelowna, Medicine Hat, Duncan and Yellowknife. On these trips we participate in business related activities, cultural events and educational opportunities. Students raise money by putting their business ideas into practice by selling items at lunch. We also get money from local Aboriginal sponsors so that all students can attend without putting a burden on their families.

Aboriginal students in our school feel a sense of comfort knowing they are loved and supported academically. We have a kind and caring teacher who provides help

in our library called the support centre. In the support centre students work ahead to complete credits for graduation. They also bring essays and other projects to complete in a smaller quieter area. If they need explaining again, then the teacher gently guides and encourages them to complete their outstanding items.

Aboriginal students have confided in me that there still is a lot of discrimination in our city. They feel they will be pulled over in their car more often or stopped by adults. They feel there is a level of distrust that still exists. In our school all students are valued and Aboriginal students are not singled out. They exist within our growing multicultural community of students. One student expressed that he has never had anything racially said about him or felt less of a person because of his heritage. This speaks volumes to the safe and caring culture that has been created.

Since we are a Catholic school we have various liturgies and masses. This year we decided to embrace the Aboriginal culture by having a learning mass with an Aboriginal focus. All of the participants in this liturgy were Aboriginal. We opened this celebration with drumming and traditional dancers. A local elder read the opening prayer and we had explanations of the symbols while we cleansed ourselves with sweet grass. We had readings and more drumming by students and adults. We ended this celebration with a round dance. For the first time I heard students of all backgrounds express how much they enjoyed it. It was a proud moment for our Aboriginal students. The more we rejoice in their culture, the better school we become.

An important part of supporting our Aboriginal students is the team of resources available. We have an amazing counselling and special needs department. These groups of professionals seek to provide private and career counselling to those students who need someone to talk to. Although some of their stories are horrific, they still come to school and try to do their best. The special needs and individual program or behavior plans are implemented in the classrooms of teachers. Students use computers to help them compose or read information. They do their tests in small quiet areas and have extra time when needed. These supports ensure students work to their fullest potential.

A high quality education is a priority for our Aboriginal students. They deserve the best teachers, programs, resource personnel and administration. Their needs whether they are emotional or academic should be realized. Students choose to come to Father Mercredi School because they feel valued and supported. They stay with us because they have come to believe an education is worthwhile and can be obtained with work and determination. They are not alone as they are surrounded by people who value them. They are living proof that finishing high school will help them be confident adults. We are only one step on their journey... a journey that will move them closer to achieving their dreams. ■

AUTHOR BIO

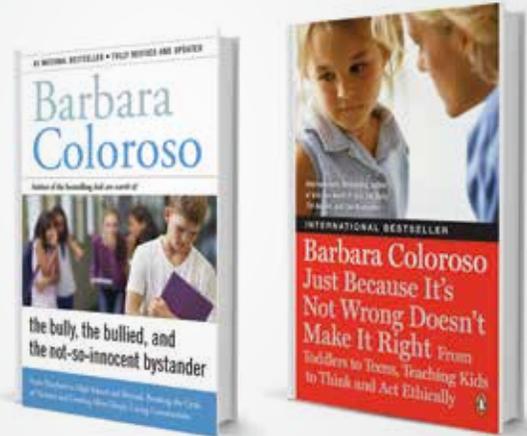
Deborah Kitching began her career in Fort McMurray in 1985 and is currently the Vice Principal of Father Patrick Mercredi School. Deborah was the district Science, Language Arts & Technology Coordinator since 1994. She most recently led the district in building the innovative Science & Technology Centre at Father Patrick Mercredi. Deborah is an instructional leader and advocate for Aboriginal youth. Recently she taught Aboriginal Education to Pre-Service teachers through the University of Alberta. She is currently an Association Administrator Instructor Corps member of the Alberta Teachers' Association.



not so innocent
The bully, the bullied and the bystander

It takes much more than an anti-bullying program to break the cycle of violence and to create more deeply caring communities. Brave-hearted kids willing to step up and step in can't do it alone. They need all of us to pitch in.

Internationally recognized author and educator can help your school division break the cycle of violence and create a more deeply caring community.



To invite Barbara Coloroso to speak in your school division, visit:



www.kidsareworthit.com
info@kidsareworthit.com
 800-729-1588
 303-972-3244

Fries

ens



RE-MINDING OUR 4PS: PERSPECTIVES POLICY PROGRAMS & PARTNERSHIPS

By: Kirk Anderson

The Association of Canadian Deans of Education (ACDE) is a pan-Canadian association of deans, directors, and chairs of education.

ACDE is the Faculty of Education version of the Canadian Association of Principals (CAP). A question to most school administrators is what bearing does ACDE have on CAP and its membership? Plenty, I would suggest: the deans represent the institutions that had provided all of your teacher education and most of your leadership education. Like CAP, we also meet regularly to advocate for improvements to education across the country. Also, as CAP does, we produce research and related documents to support our position. This is particularly true in relation to recent moves by CAP to become even more inclusive of Indigenous peoples.

With the release of the Final Report (2015) of the Truth and Reconciliation Commission (TRC), followed by the election of a federal government that is committed to honouring the report, national and pan-Canadian groups are taking serious steps to embrace the TRC's recommendations for change as well as seeking to better understand Canada's Aboriginal reality. This has particular importance to all Canadians as we seek to improve our efforts to move to a more inclusive society: one that honours and celebrates the perspectives of Aboriginal peoples. As a reflection on this process, I will share what I like to call the 4P's of success for all children in our schools as we strive to become truly inclusive.

©iStock/fergorey

Perspective

The first P is perspective, that of changing our perspective on Aboriginal peoples and embracing a concept some of us call Indigenizing the Academy (Indigenizing schools in CAP's case). To the perspective that much needs to be done, there also needs to be an acknowledgment that much is already happening. For those wondering about what has been done, a quick Google search of Sharing our Success will produce two sets of studies sharing 20 cases of schools across Canada that have done just the kind of thing many school leaders seek to do now. There are challenges yes, but there are many other examples of success that can guide us.

Policy

The next two P's are Policy and Programs, which are enhanced by a fourth P, namely Partnership. CAP is a significant influence on education across Canada, a country that does not always embrace a pan-Canadian view of schools. ACDE wrestles with this same context in our provincially controlled pan-Canadian context. Even though First Nations and Inuit education is a federal responsibility, it still works within provincial systems. Like CAP, ACDE has had some successes in influencing the pan-Canadian agenda. This means it has impacted leadership development and teacher education as well. Much of ACDE's policy positions are reflective of the issues faced by school leaders. In direct connection to CAP's concerns, our work parallels the major issues leaders face, albeit within our context. ACDE's influence heightened considerably from 2005 to today with the creation of a series of "Deans' Accords." The Deans' Accords are policy documents, or guiding frameworks, that address the importance of issues such as Indigenous education, early learning, educational research, internationalization in education, and teacher education. The Accords are actively used to shape policy in the over 60 faculties, colleges, schools, and departments of education across Canada. The Accords are also used by other interests seeking guidance on educational issues across Canada and internationally.

Our Accords and the background materials of others are particularly relevant to school leaders in Canada as we seek to embrace the challenges and strengths of making our schools places where Aboriginal students and their families feel welcome. More than making them feel

welcome, we also need to ensure that their worldview is reflected in our schools and universities. This is a concept some of us refer to as Indigenizing the Academy. Although not involved in its development, as a person of Aboriginal ancestry, and a researcher into success in Aboriginal education, I am particularly proud of the Accord on Indigenous Education (2009). As we move to indigenize the academy, this work is being felt in all of our B.Ed. and M.Ed. programs, so it is a concept that you will see more of in teacher development and leadership programs. As is the case with our Accords, whether you know them or not, CAP members are pro-active and many school leaders are already working on these issues. I would suggest however, that as we work to "indigenize our schools," the Accord on Indigenous Education (www.ACDEAccords.ca) is well worth the read. It gets to the question of what is meant by Aboriginal or Indigenous. It also aims to end the problematized stance often taken in understanding Aboriginal peoples and seeks to celebrate the strength and contributions of Aboriginal peoples to our society, including schools and universities. This work has gained renewed emphasis with the release of the final report of the Truth and Reconciliation Commission (2015).

Programs and Partnership

Still reflective of the theme of Indigenous education and perspectives, following are a few examples of successful partnerships showing multiple ways to indigenize our relationships in a way that respects the strengths of Aboriginal peoples.

Initial Teacher Training

The Faculty of Education at Memorial and the Government of Nunatsiavut partnership is an example of how our faculty is working to make a difference in this area. The community-based teacher education program in Happy Valley-Goose Bay, Newfoundland and Labrador will graduate teachers qualified to teach anywhere in Canada and who will also be conversational in Inuktitut. While this process started in 2013 in response to Memorial's Presidential Report of Aboriginal Issues, it is consistent with the Report of the Truth and Reconciliation Commission released in late 2015. But the transition is not about changing programs to support Indigenous students; rather, it is transformative for everyone as we seek to introduce required courses in our programs reflective of the reality of Aboriginal peoples across the country.

Post-Degree Induction to the Field

Many provinces have induction programs of some sort. Most teacher associations value this work in improving the transition to schools as well as the likely improvement in teacher tenure as a result. Similarly, and filling a gap in what is largely a federal area of responsibility, is the induction and mentorship program lead by a not-for-profit foundation known as Teach For Canada, and their work to improve the time our teachers spend in northern and native schools. This process speaks to what I feel is a Canadian sense of partnership, a strong support for public education, and the support and development of highly qualified teachers and school leaders. This is just one example demonstrating a program designed to build on the strengths in indigenous communities. Part of indigenizing our schools is to see the strength in Aboriginal world views and build on those strengths.

Finally, I'd like to conclude by highlighting the potential in partnerships. During a recent meeting of ACDE, the Right Honourable Paul Martin PC CC, who over the past number of years has advocated for Aboriginal rights and is an admirer of the Accord on Indigenous Education, spoke to the group of Canadian deans. Mr. Martin specifically celebrated the work of Dr. Patricia Canning (Memorial University) and Dr. Julia O'Sullivan (University of Toronto) for their role in a research project showing promising gains in educational literacy for Indigenous students in Ontario schools. Also reflective of partnership, Mr. Martin praised ACDE as a significant force as its members seek to improve education for Indigenous people.

I see CAP as a similarly significant force and note the many strong parallels between the work of CAP and of ACDE. Working together will make our actions even stronger. ■

AUTHOR BIO

Kirk Anderson is a former school principal and SAC/CAP member (1987–2002), a lifetime member of the Newfoundland and Labrador Teachers' Association, and currently the Dean of the Faculty of Education at Memorial University of Newfoundland. He has also worked at universities in Alberta, New Brunswick, and Saskatchewan. He was recently elected president of the Association of Canadian Deans of Education (ACDE). He officially steps into the role as president-elect in May 2016.

Kirk can be reached at: kirk.anderson@mun.ca

Why Language is Important to Me

by: Elijah Tigullaraq

I HAD A SPEECH DELAY WHEN I WAS A CHILD. I REMEMBER CLEARLY WHEN THE MEDICAL SHIP C.D. HOWE CAME TO CLYDE RIVER (WHERE I GREW UP)

for its annual visit; my parents were told that I would never learn to speak. The doctors recommended to my parents that I should not attend school, as I would never learn to speak. My parents, being humble and all followed the recommendations. At that time and age, people from the South were considered superior, it was scary and almost taboo not to follow the directions of the doctors, in fact all Southerners followed their recommendations.

During my childhood, I had problems pronouncing everyday words but I could understand every thing that was said or that was directed towards me. Therefore, I had my own way of saying things, words, or phrases. I still have many of the words today that I made up when I was a child. My immediate family could understand exactly what I was saying but other people could not. Because they could not understand me, I used to get teased. They

called me names. I was not accepted like the other children. I was different, I could not speak properly. However, I did not stay out of school for too long, because I got into school by sneaking in.

When a new teacher arrived in the settlement, who knew nothing about me... so I thought... I sneaked into the classroom and mixed in with my age group, on the first day of the school year. The teacher sort of left me alone because I could not communicate like the others. I was able to participate quite well with hands on activities, or when it involved physical activity. In time, I was able to speak quite well. I learned to speak through imitation, through envy, and plain hard work to be able to speak, and be understood up to par with other people. I achieved that, and more. I was able to become a classroom assistant, teacher, vice-principal and after that a principal in both elementary and in high school.

Now I'm working for Qikiqtani School Operations as a Bilingual Language Consultant representing over 9000 students, and assisting 21 schools. I'd say that's pretty good for "someone who could not speak". I'm the only one in my family with a degree. I have eight other siblings. None of them had speech impairment like I did.

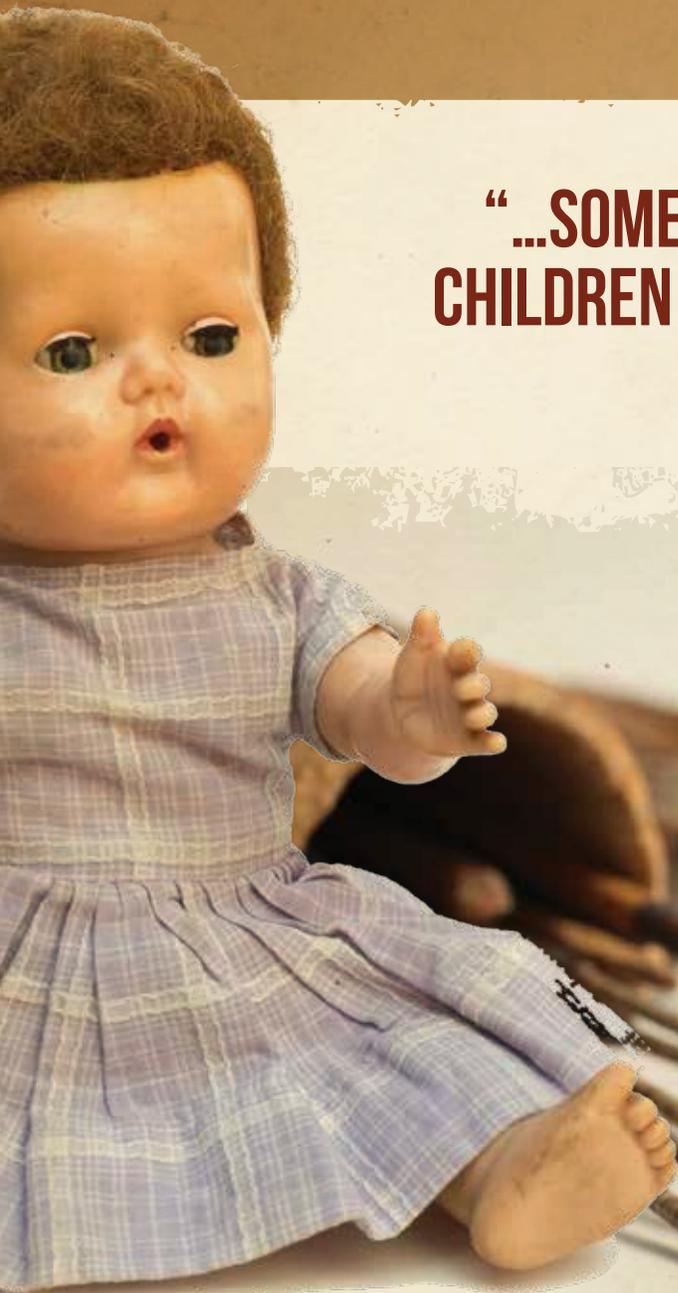
My message to you today is to tell you that ALL students are capable of learning. They may be disabled, mentally challenged, or like me when I was a child, have a speech delay. All students are capable of learning something. Their potential to learn may be limited, but they all have capacity to learn something. For a child with speech delay,

TRADITIONAL TOYS

By: Elijah Tigullaraq

“...SOME GAMES WE PLAYED WHEN WE WERE CHILDREN ALSO HELPED US TO LEARN TO HUNT...”

LEVI IQALUGJUAQ, ELDER'S CONFERENCE, 1982



©iStock/Biogeek
©iStock/ruvanboshoff



Traditionally, Inuit have made toys that are the miniature replica of the real thing(s) so that when boys and girls play they are learning how to become responsible adults. Girls/ boys were conditioned early in life to take their roles very seriously in order to do well as adults. Playing with toys helps to develop their character and foster the attitude that they must possess as adults, to become able human beings. By playing with toys, boys and girls were expected to learn and live what they learn during day-to-day contact with their adult role-models, who may be their parents, grandparents and other people in the child's life. It takes a whole community to raise a child. Children were given toys according to their gender. Girls would be given toys intended for girls only and the boys were given toys for boys. Parents were very firm that boys should not to play with girls' toys, and vice-versa. Boys were not allowed to play with dolls, so that they could concentrate solely on their roles and not get distracted. Today, you see boys playing with G.I. Joe dolls and Transformers.

Girls were not allowed to use male toys, such as a harpoon. Harpoons are for hunting and that is not meant for girls. However, being female has not prevented some girls from becoming excellent hunters. Some women are better hunters than some men. If a family does not have a son to hunt for them, then a daughter may be their only option. In my family, my eldest sister became an excellent hunter because at that time the boys were too young to hunt to help put food on the table. As the boys grew older, she hunted less and less. She only hunts occasionally nowadays. The 'boys' are now able.

Girls used to play mainly with their wooden dolls (inuujait). These dolls do not have arms or a face, but had legs and the figure of a human being. This left much for the child's imagination. Playing with dolls teaches girls how to be a better human being, by practicing social life skills, family relations, raising children, being a mother, being a wife, keeping house and organizing sleeping arrangements. Sewing mini-clothing for the dolls helps the child to understand the need for, and construction of, hand-made clothing. Girls also carried puppies on their backs in an amauti (woman's parka); this helped the child to practice carrying babies. A puppy has to be fed like a baby, cleaned, and properly looked after; a skill that they will need later on to properly look after a child.

Boys played mostly with their mini hunting gear, which would include a small harpoon, a fish spear, a snow knife, bow and arrow, sling-shots, dog whip, qamutiik (sled), or even a pocket knife. A boy would spend hours and hours practicing to use his weapons on snow figures, rock targets, anything resembling an animal or made to look like the real thing. Boys were encouraged to be outside as much as possible. As they grew up their outings became much longer. When boys spend time outdoors, their personality and attitude improve, and they are happier most of the time compared to others who never leave town. Boys are usually encouraged to play outside when they are not in a good mood because they normally come back happier and their attitude improves. Even grown men need "fresh air" to have a clearer mind.

Both boys and girls are encouraged to play outside to practice being out of doors. While playing outside, the child learns the snow textures, types of snow, the coldness and the environment. Preparing the child to be out in the cold for a length of time. Outside play increases as children get bigger. As adults, they may stay outside for extended periods.

Playing with snow teaches the child about different types of snow. Boys used to play with snow animal figures such as seals, polar bear, walrus, etc. They would practice harpooning the pretend animals for a quick death, aiming for their hearts or areas that would kill the animal with minimal suffering. Playing with snow also makes the boys more aware of snow that is right for snow-house building. By playing with snow, the boys learn about skinning, cleaning and butchering animals. All the while the child is at play, he pretends to be his father, grandfather or an older brother, hunting animals for his family, providing the main necessities for his own imaginary family of the future.

Playing with dogs teaches the child patience, championship, endurance, trust, friendship and working together with the dogs. Taking proper care of the dogs is a big responsibility. The child has to learn to work and play with them. A boy was always advised not to abuse his dogs; otherwise, the dogs will not listen. Boys were often told that raising dogs was similar to raising children. Well treated dogs will take you a long way. Boys were not allowed to harness themselves like dogs with used harnesses, for it was believed that wearing a used harness may lead to epileptic seizures. I have no proof of this but do not question it. However, they were allowed to use brand-new harnesses as human harnesses. Children would play the different roles the dogs have on the team. A child might pretend to be the 'lead dog' of the team and be the 'enforcer' or the 'turner', etc. Acting out the different responsibilities of the dogs taught the child to learn that the dogs have different roles on the team. Playing with dogs makes the child practice the IQ guiding principles of 'Pilmaksarniq' (practice), 'Piliriqatigiinganiq' (Working together) and 'Inuuqatigiingniq' (Relationships and caring for people).

Schedule Your High School

with our *WebSched* online scheduler

ADVANTAGES

- Fast - schedule 1,000 students in under a minute
- Flexible - respond to every change in demand
- Simple - no computer complexities
- Conversion to and from your mainline system
- Confidential data never leaves your school
- Inexpensive - \$199 to completely schedule your school

FREE TRIAL

- Build your schedule with your students, teachers, classes and requirements
- Convince yourself that it works for your school
- www.harts.com/offer

websched@harts.com

1.888.734.1119

www.harts.com

HARTS
SYSTEMS LTD

Traditional Toys

Children are not allowed to handle sharp and edgy objects until such time that they are no longer considered at risk to seriously hurt themselves or others by cutting or poking, especially in the eye. Playing with actual tools such as a knife or an ulu (Woman's knife) would be permitted only when the child has better eye-hand coordination. When he or she is no longer likely to be hurt or hurt others too seriously, the child may be allowed to cut himself, with the hope that he will learn and not do it again. The same 'lesson' would apply to girls playing with a sharp ulu.

I believe that parents made miniature items to occupy their children while the adults went about their chores. Children used to play with rocks instead of the real thing. Qarmannguaq (imaginary sod house), qajannguaq (imaginary kayak), qiturnngannguaq (imaginary baby), etc. There are still many rocks laid on the ground alongside actual old sod houses, that were meant to represent a sod house, qajaq, or other objects. A boy could pretend to hunt on his qajaq without leaving the play area. It was believed that if a child carried rocks in her amauti as pretend babies, she would learn to bear and carry heavy children when she reached adulthood. This seems true, and, again, I do not question it. The IQ guiding principle 'Pilimmaksarniq' applies while the child practices.

Another thing that parents encouraged was playing with animal parts – bones. Children must learn to properly care for his/her tools to do well in life. Practice-hunting makes the person accountable for the things he does. He will not waste animals (even in play) because to be wasteful is certain to have a negative consequence for yourself and your family in the future. It would be terrible to waste food, and then when food got scarce, to regret the fact that they wasted food when there was plenty.

Inuit only hunt what they need, knowing they have to leave some for the future, for themselves and future generations. This is where the IQ guiding principle 'Avatimik Kamatsiarniq' is applied, because animals live on/occupy the land.

By playing with toys, boys and girls learn to practice Inuit Qaujijamatuqangit principles: Pilimmaksarniq (Practice); Inuuqatigiitsiarniq (Relationships and caring for people); Pijittirniq (Serving others); Piliriqatigiingniq (Working together); Qanuqtuurniq (Being innovative and resourceful); Avatimmik kamatsiarniq (Respect for the land and the environment); Tunnganarniq (Being welcoming and inclusive); Aajjiqatigiingniq (Decision making through discussion and consensus). All are practiced throughout their lives, for them to be able human beings.

Today, children have modern toys made in China and occasionally from Canada!

When I write, I do not include everything – that leaves some things for your imagination (I just hate to admit that I have limited knowledge on the subject), which gives you a reason to approach someone who knows more about traditional toys. If I wrote everything down, you would not have any questions and your mind would not grow as fast. Now, go ask someone before you forget your question! ■

Elijah Tigullaraq, Qikiqtani School Operations, April 2012



YMCA
Youth Exchanges
Canada Program

**Connect.
Exchange.
Discover.**

*Give your group the
experience of a lifetime!*

Groups aged 12 to 17 will:

- Discover new places and explore their own community
- Meet new friends
- Learn about Canada's diversity
- Have fun with a wide variety of educational activities

Apply online and start your group's journey today! **1-877-639-9987** **ymcaexchanges.org**

Building healthy communities

  | **Canada**



CANADIAN ASSOCIATION OF
PRINCIPALS
2016 **34TH ANNUAL**
CONFERENCE

Tides of Change
Oceans of Opportunity

SAINT JOHN, NEW BRUNSWICK

The Future of the
Principalship in Canada

MAY 16-19, 2016



For more information, go to www.nbta.ca

EATING TOGETHER

By: Elijah Tigullaraq

Background information...

Inuit have gone through hunger, hard times and even starvation in the past. Inuit have survived due to “Inuqatigiittiarniq”, the concept of respecting others, relationships and caring for people and “Pijitsirniq”, the concept of serving and providing for family and/or community. GN guiding principles.

Like everywhere in the world, eating together is extremely important in the Inuit culture. A person does not like to eat alone. A meal is so much better when you share. It is common knowledge that food gets people together. Besides that, it's fun and great to see other relatives when they come over for dinner. Food keeps families together. Hungry relatives may come in only to eat, but in the process they are seeing and being with each other. Spending time with relatives builds better relationships.

Inuit believe that food does not belong to anyone. Animals do not belong to any individual, they belong to everyone. Inuit do not believe in caging animals as they are born to roam.

Unlike on a farm or in a store, people have to hunt and harvest wildlife from the land. People often choose the animal they wish to get. Some animals may be mating, bearing young, or the season may be a wrong time for certain animals. People have to be careful. Some people may hunt large or mature animals but they are often not so good for eating. Younger animals are more tender and easier to digest. When Inuit hunt, they make sure that they get something edible or they will not hunt or shoot them at all. Some animals may be out of season but should be alright for eating later on in the season. What may be “Bull Tasting” could be edible as the season progresses. Bull tasting animals are not ideal for eating as the meat tastes awful, especially when they are mating. People are very careful not to waste animals unnecessarily so there are animals to harvest in the future. People do not kill animals for fun. People hunt for food and clothing only. Children are brought up knowing not to waste animals. This is passed on from generation to generation. Inuit are great environmentalists and great conservationists regarding wildlife. Inuit have done this for thousands of years. It continues today.

Inuit often eat raw meat. When they do, they use one hand to hold the meat and the other hand to cut the meat, using a knife or an ulu. Some people may find eating with their hands disgusting but

Inuit are unique and will continue to do so. Many people around the world eat with their hands. Knives and forks came around much later than the hands!

In the North, like anywhere else, people invite others for meals. Some people in the North are not financially able to keep up with high inflation. They may rely on country food as it is cheaper and more nutritious than store bought food, to supplement their daily nutrition. People are known to give their last bit of food to others who are less fortunate than they are. When people drop by, they are most welcome to join in a meal even if the food is limited. People know that food will come around in abundance when it is possible. People do not starve like they used to, everybody helps. Nobody starves in the Arctic anymore! Thank GOD! ■



**Learn today.
Vote tomorrow.**

Civic education resources designed to complement your curriculum. Access your free resources at elections.ca/civiceducation.

**Apprendre aujourd'hui.
Voter demain.**

Des ressources en éducation civique qui enrichissent votre curriculum. Obtenez-les gratuitement à elections.ca/educationcivique.

1-800-463-6868 (TTY / ATS 1-800-361-8935)



©iStock/praisaeng

USING STANDARDS OF PRACTICE TO DRIVE SCHOOL GROWTH: STORIES FROM THE FIELD

By: Carmen Mombourquette



©iStock/David Marchal

Jurisdictions throughout the English-speaking Commonwealth are establishing standards of practice for their principals and others involved in school leadership. England adopted its first version of leadership standards in 1997, updated them in 2004, and to some degree revised them again in 2010; the Professional Development Council of the Australian Principals Associations produced five leadership propositions in 2003; New South Wales adopted standards in 2005; Alberta adopted a guideline containing dimensions of school leadership in 2009 and then produced competencies in 2012; Ontario established its framework for school leaders in 2012; and the British Columbia Principal and Vice Principal Association updated their guidelines in 2013. Many of these documents share a strong degree of commonality with

iterations of the Interstate School Leadership Licensure Consortium (ISLLC) standards that inform educational leadership preparation in the United States.

It is acknowledged that, particularly in the United States, the intent and effects of the standards of practice movement has been subject to some criticism (English, 2006). However, despite the criticism, a wider and more substantive position is being formed around the demands of school leadership in the 21st Century necessitating preparation, job placement, ongoing development, and school leader supervision and evaluation that is focused and clearly sighted on the core of the school leadership mandate. In Alberta, the mandate is expressed as “The principal is an accomplished teacher who practices quality leadership in the provision of opportunities for optimum learning and development of all students in the school” (Alberta Education, 2009, p. 4).

Alberta education stakeholders proposed that to ensure optimum learning and development occurs for all students the school leader practices quality leadership encompassing the following competencies:

- Fostering Effective Relationships,
- Embodying Visionary Leadership,
- Leading A Learning Community,
- Providing Instructional Leadership,
- Developing & Facilitating Leadership,
- Managing School Operations & Resources,
- And Understanding & Responding To The Larger Societal Context.

These competencies appear, in one form or another, in most of the above named standards of practice, including the American ISLLC standards. The competencies of relationship building, visionary leadership, learning community establishment, instructional leadership, distributed leadership, school management, and schools existing within a certain context receive wide acceptance in the literature associated with educational leadership.

Over the course of 2013 and 2014 my colleague, Dr. George Bedard, and I explored, from an Albertan perspective, the competencies of school leadership as prospective policy, including relevant tools and the support for each competency in current literature. We interviewed school leaders from urban, small city, and rural areas of Alberta. Principals from small elementary schools to

very large high schools and everything else in between were represented in our sample of highly effective school leaders. Because of our ongoing relationship with various First Nation school organizations we were also able to include a number of school leaders employed by Band operated school authorities. In the end, we were able to garner the views of 27 school leaders along with various supporting documents and data elements to come to a series of valid interpretations about the ways in which principals were not only meeting but also excelling at enacting the professional competencies.

In a soon to be released book we articulate the lived experience of 10 of these 27 principals so as to provide novice school leaders with a 'how to' of sorts to implement the professional practice competencies found in Alberta and, by extension, meet the standards inherent in other Canadian, American, English, and Australian policy documents.

THE FOCUS WILL BE THE STORIES OF LEADERSHIP AS TOLD TO US BY THE PRINCIPALS ABOUT HOW THEY MET THE MANDATE OF THE COMPETENCY IN QUESTION AND THE IMPACT THAT FULFILLMENT OF THE COMPETENCY HAD ON THEIR SCHOOL COMMUNITIES.

We will also be writing, in summary fashion, a series of articles for the Canadian Association of Principals' CAP Journal. Each article will feature one of the competencies. The focus will be the stories of leadership as told to us by the principals about how they met the mandate of the competency in question and the impact that fulfillment of the competency had on their school communities. The first article in the series is found in this issue and centered on fostering effective relationships. Principal stories about how they fostered healthy and productive relationships with teachers, students, parents, and the wider community will be shared.

Look for more articles on this series in future issues. ■



Which road will you take to your Master's in Educational Leadership at VIU?

Weekends/Summer Option:
Six Friday evenings and six Saturdays per semester and one July residency.

Distance Option:
Study online and enjoy two brief summer residencies.

Full-time Option:
Study full-time at VIU for one year.
Complete your degree in three semesters.

Contact us to help you start your journey today.

Dr. Harry Janzen, Dean, Faculty of Education,
Harry.Janzen@viu.ca

Donna Nelson, Donna.Nelson@viu.ca
Phone: 250.740.6221

viu.ca/education



References

Alberta Education. (2009). Principal quality practice guideline: Promoting successful school leadership in Alberta. (LB2831.926.C2 A333 2009). Edmonton, Alberta: Alberta Education Retrieved from <http://education.alberta.ca/admin/resources.aspx>.

English, F. W. (2006). The unintended consequences of a standardized knowledge base in advancing educational leadership preparation. *Educational Administration Quarterly*, 42(3), 461-472. doi: 10.1177/0013161x06289675



TELLING SOMEONE ELSE'S STORY: A STUDENT'S PERSPECTIVE

“ONCE WE REFLECT UPON OUR OWN PAST EXPERIENCES, WE WILL BE BETTER ABLE TO MAKE CONSCIOUS DECISIONS ABOUT THE INFORMATION AND ATTITUDES WE ARE PASSING ON TO OUR STUDENTS.”

The Truth and Reconciliation Commission published its Recommendations for Educators last year, and they have already changed the face of the Primary/Elementary education program at Memorial University of Newfoundland. As a student who is currently enrolled in this program, I have been invited to share with you some of what my graduating class has learned about teaching topics concerning Aboriginal history and culture in the Canadian classroom. While I am only getting started in my teaching career and still have a lot to learn, I hope that, because of these recommendations, some of the things that have been included in my education are helpful to those teachers with many more years of experience than me.

During my class's training program, the importance of using research and facts to ensure the academic accuracy of our lessons was obviously emphasized. Certain professors were careful, however, to demonstrate that it is just as important to reflect on the sources of these facts and our own prejudices. We must always be aware that our unspoken attitudes can profoundly shape a student's perspective on any subject. A simple example of this effect that everyone would recognize is that if a teacher finds a subject boring, then their students will probably also find it boring. The true feelings of the teacher shine through, regardless of their efforts to hide their prejudices. We must ask ourselves who has shaped our thoughts, feelings, and knowledge about a subject matter, and how does this affect the way we teach?

THE HARBOR

BY JOSTENS

LIGHTS. CAMERA. CHARACTER.



WATCH STUDENT CHARACTER DEVELOPMENT. ONE EPISODE AT A TIME.

The Harbor gives students character-building tools, real-life perspectives and a forum for discussion by addressing the challenges and opportunities they face on a daily basis.



Connect with the Harbor:

Online: jostensrenaissance.com/theharbortv



www.jostens.com

Once we reflect upon our own past experiences, we will be better able to make conscious decisions about the information and attitudes we are passing on to our students.

Once our own learning story has been realized through this reflection, the question of how to broach the subject of Aboriginal culture and our country's treatment of certain marginalized groups must be answered. In our post secondary education, we have been reminded that we are, in fact, speaking on behalf of someone when we teach history in the classroom. It is important to present learning material as if the people of whom we speak are sitting in the room with us. To help combat the challenges of telling someone else's story in an authentic way, instead of tip toeing around difficult subjects, it was suggested to us to invite members of marginalized groups into our classrooms to speak for themselves. With so many community resources available such as local leaders and community centers— especially in today's world of high speed communication and interaction— we should take advantage of the opportunity to avail ourselves of this living and breathing knowledge base.

The history of Canada's treatment of its Aboriginal peoples is rife with horror and the idea of introducing these lessons in any depth to our students can be daunting. However intimidating as it may seem, it has been relayed in our classes that it is important not to gloss over these subjects in an effort to "spare" our students or shield them from tough discussions. One strategy that was highlighted during our Social Studies course was that of taking a large, difficult subject and breaking it down into smaller more easily managed ideas. For example, the examination of residential schools was highlighted as being particularly well suited to this approach. We were taught that an effective way to handle such a difficult subject was to do exactly this— focus on smaller more authentic stories, perhaps by exploring a single school and the experiences of those who attended that specific institution, or to read literature written by survivors of residential schools. By thoroughly examining a smaller piece of the historical landscape, we allow our students the opportunity to better understand certain events of the past, and the effects that those events still have on our country today.

Finally, our role as leaders is something that was always at the heart of our lessons. I have learned that if I find myself in a position where I can set an example for my colleagues by reviewing my prejudices and by telling localized and authentic stories to my students, that I should invite other teachers and their classes to do the same. I know that my teaching career is just beginning, but it is with this spirit that I encourage you as leaders in your school to rethink how we tell the stories of others in our classes, and to begin doing so in a way we would like our own stories to be told.

I would like to thank Sarah Dunbar for her contribution to this piece and Kyran Dwyer for the opportunity to write it in the first place. ■

AUTHOR BIO

Kasi is a 24-year-old student in the Faculty of Education at Memorial University of Newfoundland. She currently holds a Bachelor of Arts in Linguistics and Geography and is planning to pursue graduate studies in Educational Technology. She is presently completing her internship in a Grade 5 class at St. Matthew's School in St. John's, NL. Her personal research interests include alternate education and self-directed learning.

Using Standards of Practice to Drive School Growth:

STORIES FROM THE FIELD COMPETENCY ONE:

Fostering Effective Relationships

By: Carmen Mombourquette and Nicole Pesta

In the lead article for this series that we are calling “Using Standards of Practice to Drive School Growth: Stories from the Field,” we spoke of the evolution of the Alberta Education standards of practice for school leaders. Through our research with high achieving school principals, seven core professional competencies emerged, which when practiced by educational leaders will optimize learning and development for all students. In this article, we focus on the first of the competencies in this seven part series, fostering effective relationships.

Adhering to the Guideline

“The principal builds trust and fosters positive working relationships, on the basis of appropriate values and ethical foundations, within the school community—students, teachers and other staff, parents, school council and others who have an interest in the school” (Alberta Education, 2009, p. 4).

Previous research shows that principal leadership style is paramount in supporting student achievement through collaboration with teachers (Wahlstrom & Seashore-Louis, 2008). Teacher efficacy and student achievement are increased when these interactions are based on positive relationships which foster social capital grounded in fairness, dignity, and integrity (Goddard, Tschannen-Moran, & Hoy, 2001; Tschannen-Moran, 2003). The principal is central in the development of healthy relationships with teachers, but also through community building actions which have a direct impact on students {McNeely, 2002 #1052}.

To be a transformational leader, a principal must model, promote, and communicate a vision and mission that is inclusive and focused on student learning needs. This is especially important as Canada’s schools continue to become more culturally diverse, and so relationship building is best supported by principals:

- treating the school as a whole rather than attending to the fragmented parts;
- working with school district leadership to blend district and school-based initiatives;
- having the ability to communicate a compelling rationale to school stakeholders;
- knowing that secondary and elementary schools need to differentiate the support systems put in place to support diversity; and
- using data extensively for tracking progress with instructional improvements (Elfers & Stritikus, 2013; Higgins-Norman, Goldrick, & Harrison, 2009).

The role between effective principal and effective teacher is one where instructional leadership is shared, communication is clear, problem-solving skills are utilized, and the principal is accessible for advice (Friedkin & Slater, 1994). The result of a structured relationship of this nature is a clearer understanding of how student achievement is impacted (Printy & Marks, 2006). In situations where relationship dissension occurs, the onus is on the principal to restore the relationship back to a trusting nature in a timely and sincere manner (Kutsyuruba, Walker, & Noonan, 2011).

All of the above considerations must be carried out while adhering to the professional standard of conduct outlined by the Alberta Teachers' Association¹, across all relationships pertaining to the principal.

How Are Principals Measuring Up?

Through our interviews with 10 high achieving and successful principals, themes around fostering effective relationships emerged. All interviewees spoke of the importance of trust and teams, while a majority also spoke of processes, learning, knowledge, communication, and support. Underlying key concepts that were further expanded upon included fairness, dignity, and integrity.

Our principals advocated that trust, the cornerstone of effective relationships, was built with purpose, through hard work, and with attention to detail. Relationships, they argued, were not just critical in supporting learning for students, but that the climate and culture that were cultivated as a direct result of established relationships rendered them moral imperatives.

When developing relationships with students, staff, and parents, our interviewees spoke to the importance of ensuring a respectful climate and culture, one focused around the importance placed on distributed leadership and the development of a team approach to school organization. Furthermore, they clarified that maintaining inclusivity among diverse communities meant not just focusing on students, but also inviting their parents to observe and to be part of the learning taking place.

The weightiness of effective relationships meant that our principals were willing to engage in challenging conversations, promote open dialogue, and establish collaborative working environments between staff, students, and community members. Practicing transparency ensured that teachers and students understood the deeper purpose behind school projects and goals. Visibility in halls, classrooms, and the community was also deemed highly important for facilitating two-way dialogue.

Communication, facilitation, and problem-solving skills were additional relationship building strategies used by our principals. Clarifying expectations with students (routines and procedures), teachers (adherence to the Teaching Quality Standard), and support staff (decision-making processes) was integral within the principals' communication loops. Facilitation took the form of informal and formal conversations, visibility, and the establishment of leadership-type committees. When conflict arose, principals noted the importance of honesty and acumen in order to garner support for a program or to benefit the general culture being established.

Interview Conclusions

Fostering effective relationships on the basis of appropriate values, ethical foundations, and within the school community (Alberta Education, 2009, p. 4) are the foundational bedrock of our 10 principals in the varying contexts in which they were placed. The principals spent much time, school-wide, team-, and individually-focused, identifying and supporting relational networks, norms, and trust—structural and functional forms of social capital. This was not done on the basis of an end in itself, but rather as a means to create unity and cohesion around the central goal of serving students and their parents and making student need the focal point of professional adult conversations and activities. These mutually supportive roles are dependent upon principal leadership style (Aydin, Sarier, & Uysal, 2013) and supporting student achievement through principal-teacher interactions (Wahlstrom & Seashore-Louis, 2008).

In our present age, fostering effective relationships also means recognizing and making room for diversity of communities, socio-economic conditions, language, religion, sexual orientation, and student learning

VIU: Your choice for studies in Special Education



Master of Education in Special Education

Part-Time Option:

Blended model that is accessible from anywhere in BC and beyond.

Full-Time Option:

Study full-time at VIU for two semesters. Complete your degree in three semesters.

For more information contact

Dr. Rachel Moll, Chair, Graduate Programs

Rachel.Moll@viu.ca

Donna.Nelson@viu.ca

Phone: 250.740.6221

viu.ca/education



abilities. If the students were hungry they were fed, and when children were cold they were clothed. If the parents were reluctant to enter a relationship with the school, special invitational means were devised. Compelling rationales were created for school stakeholders, and data were used extensively to track instructional and developmental changes (Elfers & Stritikus, 2013; Higgins-Norman, Goldrick, & Harrison, 2009). The common purpose articulated was to prepare all students for post-secondary futures, academic mastery, training for the trades, or entry into the world of work. Conflict and lack of trust were endemic when several of our principals entered their schools, and they met these challenges head-on (Kutsyuruba, Walker, & Noonan, 2011) with effective communication, facilitation, problem-solving skills, and by being more accessible to teachers for advice (Friedkin & Slater, 1994). The doors were opened! When faced with those who made it clear their attitudes and teaching performance were not about to change, several principals did not shirk their obligation to remove recalcitrant individuals from the building. In the end, relationships were built around the central ethos of care for the individual acting as a driving force for optimum learning for all students. ■

References

- Alberta Education. (2009). *Principal quality practice guideline: Promoting successful school leadership in Alberta*. (LB2831.926.C2 A333 2009). Edmonton, Alberta: Alberta Education Retrieved from <http://education.alberta.ca/admin/resources.aspx>.
- Aydin, A., Sarier, Y., & Usyal, S. (2013). The effect of school principals' leadership styles on teachers' organizational commitment and job satisfaction. *Educational Sciences: Theory & Practice*, 13(2), 806-811.
- Elfers, A., & Stritikus, T. (2013). How school and district leaders support classroom teachers' work with English Language Learners. *Educational Administration Quarterly*, 20(10), 1-40. doi: 10.1177/0013161X13492797
- Friedkin, N. E., & Slater, M. R. (1994). School leadership and performance: A social network approach. *Sociology of Education*, 67, 139-157.
- Goddard, R., Tschannen-Moran, M., & Hoy, W. K. (2001). A multilevel examination of the distribution and effects of teacher trust in students and parents in urban elementary schools. *Elementary School Journal*, 102(1), 3-17.
- Higgins-Norman, J., Goldrick, M., & Harrison, K. (2009). Pedagogy for diversity: Mediating between tradition and equality in schools. *International Journal of Children's Spirituality*, 14(4), 323-337.
- Kutsyuruba, B., Walker, K., & Noonan, B. (2011). Restoring broken trust in the work of school principals. *ISEA*, 39(2), 81-95.
- McNeely, C. A., Nonnemaker, J. M., & Blum, R. W. (2002). Promoting school connectedness: Evidence from the national longitudinal study of adolescent health. *Journal of School Health*, 72(4), 138-146.
- Printy, S. M., & Marks, H. M. (2006). Shared leadership for teacher and student learning. *Theory Into Practice*, 45(2), 125-132. doi: 10.1207/s15430421tip4502_4
- Tschannen-Moran, M. (2003). Transformational leadership and trust. In W. K. Hoy & C. Miskel (Eds.), *Studies in leading and organizing schools*. Charlotte, NC: Information Age.
- Wahlstrom, K. L., & Seashore-Louis, K. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational Administration Quarterly*, 44(4), 458-495. doi: 10.1177/0013161x08321502

AUTHOR BIO

Dr. Carmen Mombourquette is an Associate Professor of Education specializing in Educational Leadership at the University of Lethbridge. For many years he was an elementary, junior high school, and high school principal in Alberta and Ontario.

Nicole Pesta is pursuing her Masters of Education in Counselling Psychology at the University of Lethbridge. From 2011 to 2015 she managed three psychology firms specializing in Organizational, Vocational, and Team Psychology. Following her studies, Nicole aspires to become a Sex Therapist and Relationship Counsellor.


Mom's Pantry
CANADA'S FUNDRAISING SPECIALISTS

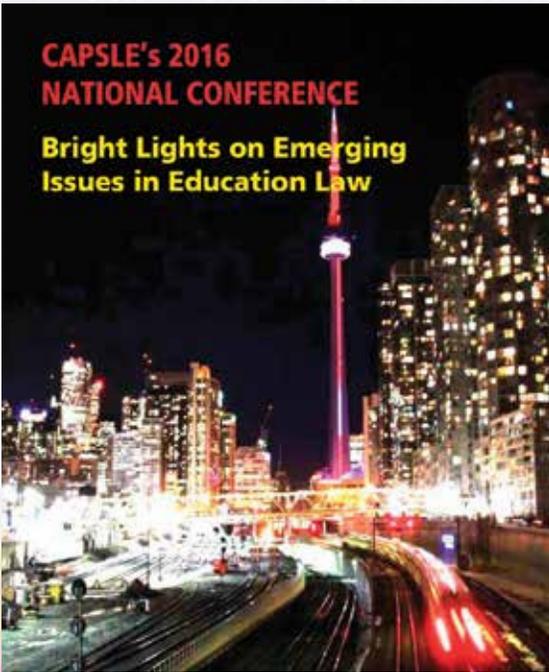


DISCOVER A NEW FUNDRAISING EXPERIENCE
EASY. PROFITABLE. TRUSTED.

1 (800) 350-MOMS (6667)
WWW.MOMSPANTRY.CA
INFO@MOMSPANTRY.CA

**CAPSLÉ's 2016
NATIONAL CONFERENCE**

**Bright Lights on Emerging
Issues in Education Law**



**CANADIAN ASSOCIATION
FOR THE PRACTICAL
STUDY OF LAW IN
EDUCATION**

**Toronto Ontario
May 1- May 3, 2016
Delta Toronto Hotel**



For more information,
please visit **capsle.ca**

Advertiser Index

AE Money Quests	13
Canadian Association of Principals	29
Capsle	38
Cineplex	4
Les Plan Education Services.....	12
Soft Surfaces	3
Elections Canada	30
Flinn Scientific	IBC
Friesens	22-23
Harts Systems Ltd.....	27
Jostens.....	34
Kids are Worth it	19
Mom's Pantry	37
Library of Parliament.....	16
Queens University.....	8
Solution Tree.....	OBC
Sun Butter	IFC
The Canadian Trillium College	38
University of South Dakota	25
Vancouver Island University	32 & 36
Vesey's Bulbs Fundraising	7
YMCA.....	28
Poetry Institute of Canada	38



**YOUNG
WRITERS**

FREE

Annual Writing Contests

Creative writing: March 15, 2016
Poetry: November 30, 2016
Open to ages 5-18 years old
Cash/book prizes & awards

www.youngwritersofcanada.ca

T: 250-519-0446

Encouraging students to write
and enjoy English since 1993!



PRINCIPALS - TEACHERS - EDUCATORS

A Chance to Work & Explore in China!

The Canadian Trillium College (CTC) is a certified Ontario secondary school program in China, offering Chinese students the opportunity of acquiring credits for an OSSD. To do this we need motivated and Ontario qualified Principals, Vice-Principals and classroom teachers of:

- ESL, (Levels 2 – 5)
- Intermediate & Senior – English, Mathematics, Business, Chemistry, Physics, Computer Studies & Social Sciences
- Courses vary for each school

CTC has 3 campuses offering O.S.S.D. located in mainland China: Shanghai; Quanzhou (close to the sea across from Taiwan) and Jinhua (close to Shanghai).

2 Campuses offering Intensive ESL/English programs: Nanjing & Taiyuan.

Benefits: Competitive salary (CAD), paid return air, private furnished accommodation provided, medical insurance assistance provided and more.

This is a very unique opportunity for retired educators, newly qualified educators and educators on "funded leaves" to experience the ancient culture and dramatic changes of China.

You can visit our website at: <http://www.ctc-school.com>

Apply now!

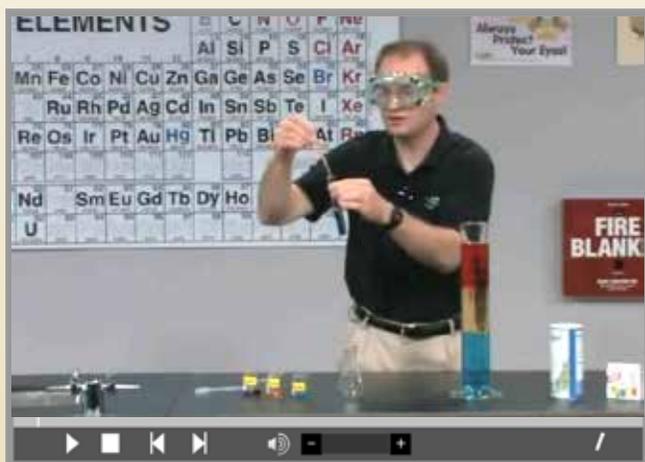
Forward resume and cover letter to:
Supervising Principal
The Canadian Trillium College, Toronto Office:
Fax: 416 – 763 – 5225
Phone: 416 – 763 – 4121
Email: dmfolz@hotmail.com

How Safe are Your Science Laboratories?

- Are laboratory chemicals stored safely and properly in your schools?
- Are the cabinets used for storing flammable and corrosive chemicals in safe condition?
- Do your prep rooms and science labs contain up-to-date and compliant safety equipment? Is it functioning properly?
- Have your science teachers been adequately trained in safety?



Depend on **FLINN** Scientific Canada to help you evaluate and improve the safety profile of your science laboratories for your teachers and students.



Free online Laboratory Safety Training Courses available to all teachers

“Flinn has all of the resources our teachers need in order to ensure a safe lab environment.”

—Darren White, Science Coordinator,
ASD-South, New Brunswick

FLINN 
SCIENTIFIC CANADA INC.
“Your Safer Source for Science”
www.flinnsci.ca



PLC
AT WORK™
INSTITUTE

October 3–5, 2016

Edmonton, AB

DoubleTree by Hilton Hotel West Edmonton

Where do you get the tools to transform your school or district?

This institute gives you and your team the knowledge and tools to implement the powerful and transformative PLC process in your school or district.

For three days, you will have the opportunity to network with some of the most insightful minds in education. The presenters, all educators who have successfully led schools through the PLC process, are accessible to you throughout the event.

The program includes time for questions during the breakouts, a panel of experts to address questions from the audience, and time for teams to reflect and seek the advice of the presenters. During team time, you will focus on next action steps, with presenters on hand to guide you.

Bring a team! Collaborate during breakouts and work with our experts to create a plan and action steps. Receive a group rate for teams of five or more!

“After studying PLCs last year via books and webinars, coming to the session with background knowledge really helped me make sense of the whole process. I feel much more confident in both the reason for PLCs and how to implement it in our school.”

—Joann Bartley, director of religious education,
Holy Spirit SD, Lethbridge, AB



Register today!

solution-tree.com/EdmontonPLC