

LEADERSHIP UPDATE

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2014 Educational Leadership Academy

presents

Leading School Change: Bringing Everyone on Board



With *Dr. Todd Whitaker*, an internationally recognized speaker on a variety of educational topics, including teacher leadership, instructional improvement, change and leadership effectiveness. Dr. Whitaker's work has been published in the areas of teacher leadership, instructional improvement, change, leadership effectiveness, technology and middle-level practices.

**Banff Park Lodge, Banff, Alberta
July 6–10, 2014**

This workshop provides a step-by-step approach to successfully implement change that you want to bring to your school. "Leading School Change" is perfect for individual leaders, leadership teams or any combination of people whose mission is to effectively lead change throughout their school or district.

- Workshop participants will learn to
- understand the three levels of change—procedural, structural and cultural;
 - ensure that the first exposure to the change idea is compelling;
 - work with "superstars," "backbones" and "mediocres" and understand who matters most to the change process;
 - find and understand the entry points to change;
 - learn how to diminish the influence of resisters; and
 - look past buy-in to action and make it happen together.

Space is limited; early registration is recommended.

Register online at <https://event-wizard.com/events/ELA2014>.

For additional information, contact Leslie Kaun at 780-447-9410 (Edmonton) or 1-800-232-7208 (toll free from elsewhere in Alberta); e-mail: ELA@ata.ab.ca.



- **A program for those who hold or aspire to leadership positions in schools**



**As we
express our
gratitude, we
must never
forget that
the highest
appreciation
is not to utter
words, but to
live by them.**

**—John
Fitzgerald
Kennedy**



Council for
School Leadership



Imagineaction and Alberta Schools



The Canadian Teachers' Federation (CTF) and its members have unanimously endorsed a partnership initiative on sparking youth dialogue in seeking solutions to the eradication of child poverty. The challenges are many, the stakes high, but poverty levels are increasing, so once again the time for the issue is now. CTF has also partnered with key organizations on a national human rights initiative that seeks to identify contemporary Canadian defenders of human rights within our own backyard; yes, human rights are also an issue in our own communities, so why not encourage students to self-identify as local defenders of human rights? CTF sits on the Mental Health Commission of Canada's Opening Minds Educational Steering Committee, actively working in collaboration with other stakeholders from education and community health sectors to break down barriers and eliminate stigma altogether. These three themes—poverty, human rights, mental health—are only three of the numerous social justice issues prevalent in our school and local communities. They are also among the social justice issues reflective of Imagineaction/www.imagine-action.ca.

Three years ago, the Canadian Teachers' Federation developed a social action program to engage teachers and students in social justice issues within a framework of existing curriculum, critical thinking and creativity. In three academic years, more than 105,000 students participated in social action projects or special Imagineaction initiatives tied to social justice issues.

More than 1,800 teachers have registered on the site to access resources such as small financial subsidies, lesson plans and community support.

Social justice issues are so numerous, interconnected and relevant to today's youth and society that they are assigned to one of six themes that are the foundation of Imagineaction:

CONNECT—the value of relationships that lies in connecting with individuals, which is key to promoting what is desirable and good for everyone in developing and sustaining healthy and vibrant communities. Grades 5 and 6 students of St Elizabeth Elementary School, in Edmonton, have created an intergenerational project with seniors from Shepherd's Care Millwoods Care Centre; students will develop relationships and share their skills and gifts with those at Shepherd's Care. This is a great example of a social action project that seeks to build community and break down stereotypes and barriers.

ENGAGE—the value of active and participatory citizenship that lies in expressing ourselves through voice, opinion and action. Grades 5 and 7 students of Springbank Middle School, Calgary, took on a special project to assess the importance of voting to democracy. They surveyed school and family members, developed a website and took up discussions at home with other family members. This is an example of individual and collective responsibility as citizens to ensure that we sustain healthy and vibrant communities.

THRIVE—the value of health and wellness that lies in a state of complete physical, mental and social well-being. Students from a mental health classroom (inpatients in the Child and Family Psychiatry Unit of the Glenrose Rehabilitation Hospital, in Edmonton) explored how feelings and emotions can be translated through inanimate objects in digital photography. These inpatient students and teachers took on a project titled "Mental Health Through the Eyes of Adolescents." Students learned the art of photography, took a field trip to the Alberta Legislature grounds and developed an exhibit that combines art and emotion. The exhibit is the students' legacy at Glenrose Hospital, and the photos are to potentially be used for future fundraising by the hospital. Students, teachers and hospital staff expressed gratitude for the creative and engaging manner that addressed stigmatization of mental health. From the words of a participating teacher, "It has helped me with my development as a teacher and lifelong learner."

LEAD—the value of leadership that lies in motivating others to join in the achievement of a goal toward a common good. School student leaders are often drawn from the same small group. One of Imagineaction's goals is to engage all students directly in leadership within their own education through social action projects. Fifty-five Grade 4 students from Crestwood School in Medicine Hat decided that two things needed to be addressed in their community: the increasing



number of mosquitos and the need to provide warm clothing and accessories to the homeless. In partnership with community organizations and community volunteers, they built 30 bat boxes and knitted scarves and toques for the area's homeless. All the students took pride in their leadership capabilities.

LIVE—the value of environmental sustainability that lies in recognizing that we must live to meet our individual and collective needs today while not compromising the needs of others tomorrow. At-risk students from Grades 10, 11, and 12 from the alternative learning environment of the Black Gold Outreach School, in Leduc and Beaumont, partnered with Communities in Bloom and got involved in community cleanup efforts. Students contributed to their community, learned how to work to become more employable and earned high school credits—all with a view to understanding the importance of environmental sustainability and the impact of one's actions on one's community.

CARE—the value of eliminating poverty that lies in recognizing that poverty is one of the root causes of many social and economic ills. Grade 3 students from St Clement School, in Edmonton, developed and delivered an overwhelmingly successful project that exemplified their knowledge of how they can actively give back to their community. Through various initiatives, their Winter Helping Hands project saw a mountain of warm winter clothing collected and donated to local shelters and missions.

Special initiatives are growing in terms of their innovation and



importance. For example, the Imagineaction Aboriginal Twinning initiative was easy to develop but challenging to implement. The Canadian Teachers' Federation prides itself on its partnerships, and we walk the talk when it comes to partnership; we believe that partnerships with members, national organizations and other educational stakeholders should be active partnerships, not passive ones. Yet another reason that Imagineaction was implemented is that we're all in this together as we strive to be socially just citizens and communities. As the First Nations Nipisihkopahk Elementary School in Hobbema,* Alberta, twinned with the Gaspé

Elementary School in Quebec, so eloquently put it in their video, reconciliation is about moving forward together and learning from one another. We learn from them too.

Onward with Imagineaction!
www.imagine-action.ca

For additional information, please contact Pauline Theoret, program officer with the Canadian Teachers' Federation, at info@ctf-fce.ca, or through CTF's program Imagineaction, at info@imagine-action.ca.

* Editor's note: the community of Hobbema, Alberta, officially changed its name to Maskwacis on January 1, 2014.

Fair Dealing



The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and postsecondary educational institutions.

These guidelines apply to fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

GUIDELINES

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
 - a) as a class handout;
 - b) as a posting to a learning- or course-management system that is password-protected or otherwise restricted to students of a school or postsecondary educational institution;
 - c) as part of a course pack.
4. A short excerpt means:
 - a) up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - b) one chapter from a book;
 - c) a single article from a periodical;
 - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - e) an entire newspaper article or page;
 - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g) an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.



Is Inclusion Working in Your School? Tell Us Your Story

Students with special needs could be falling through the cracks—that's why Alberta's teachers are collecting information to make inclusion meaningful and successful in this province.

At this year's Annual Representative Assembly (ARA), teachers endorsed the establishment of the Blue Ribbon Panel on Inclusive Education. The panel will study inclusive education in Alberta and recommend ways to ensure that teaching and learning conditions are optimal for all.

In 2009, Alberta Education published *Setting the Direction*. The government's response to the framework included 12 recommendations. Since then, teachers have seen little improvement at the classroom level for students with special needs. In some cases, assistance has been reduced.

In June, Provincial Executive Council approved the terms of reference and named panel members. Four meetings are planned for the 2013/14 school year to review data on inclusion. The panel's final report will be submitted to ARA in 2014.

Panel members represent a range of grade levels, teaching assignments and experience. Marc Arnal, dean of the Campus Saint-Jean, University of Alberta, will serve as chair. Panel members are Dorothy Arts, administrator, in-school, Edmonton Public Teachers Local 37; Nancy Grigg, Faculty of Education, University of Lethbridge; Lori Hogue, special education teacher, Calgary Public Teachers Local 38; Carrie Luckwell, classroom teacher, Red Deer City Local 60; Kathy Olmstead, administrator, Central Office,

Livingstone Range School Division 68; and Carol Henderson, ATA past president. Joni Turville, ATA executive staff officer, will serve as secretary.

Teachers and administrators are invited to make a submission to the

Blue Ribbon Panel until January 25, 2014. Visit www.albertainclusion.ca.

For information, contact Joni Turville, ATA executive staff officer, Professional Development, by e-mail at joni.turville@ata.ab.ca.



The Blue Ribbon Panel on Inclusive Education in Alberta, in collaboration with researchers from the University of Alberta, is studying the current state of inclusion in Alberta Schools.

Log onto www.albertainclusion.ca and share your experiences.

 The Alberta Teachers' Association

CSL Alberta Distinguished Leadership Awards

The Council for School Leadership is pleased to invite nominations from throughout Alberta for the CSL Alberta Distinguished Leadership Awards. The awards are in a new format, and recipients will be honoured in May.

The CSL Distinguished Leadership Awards program creates a learning community of outstanding principals throughout Alberta who can share professionally, interact collegially and

act as mentors to new colleagues. It provides avenues for research and sharing of best practices. The cadre of Distinguished Alberta School Leaders are people who seek to challenge the status quo, improve learning in their contexts and equip themselves for higher levels of leadership. These people will become role models in a vibrant network of educational leaders with the confidence and capabilities to lead innovative change for 21st-century

learning—the Council for School Leadership.

Nominate a deserving school leader for consideration for this honour.

To nominate a school leader, complete your nomination online at <http://tinyurl.com/CSL-Leadership>.

The deadline for nominations is midnight, March 31, 2014. All nominees must be active members of the Council for School Leadership to be eligible to receive the award.



Q & A

GORDON THOMAS
Executive Secretary

Q: Is it true that if at any time the board has paid wages to a teacher in excess of the amount due to the teacher at the time of payment, the board may deduct an amount equal to the overpayment from any money owed to the teacher by the board? Does it matter if my personal contract gives them permission? How far back can they go?

A: Our review of the Employment Standards Code and the case law dealing with deduction authorizations suggests a few things that should provide some guidance, specifically,

1. the case law has generally found a “blanket authorization” clause, which may be found in many personal teaching contracts, to be unenforceable because a specific amount to be deducted is not provided and the employee is therefore not making an informed consent;
2. authorizations are not generally actually required to deduct salary overpayments, because overpayments are not “wages,” which are defined as money received for time worked;
3. in the event of overpayments going back more than six months, the internal policy of Employment Standards is to require an authorization, whether the claim is made by the employee or the employer. Therefore, the ordinary rules, requiring an authorization to be specific, should apply. A complaint for an improper deduction, if one is made, is therefore likely to succeed; and
4. further, if the claim is over two years old, it should also be barred by the *Limitations Act* if the employer tries to enforce it by civil action.

For further information, I encourage you to call my colleagues in Teacher Welfare.



Fierce Conversations Workshop

Tackle and resolve challenges while building an open,
direct and respectful culture.

May 15–16 in Calgary (location to be determined)

Due to popular demand, the Council for School Leadership is providing another opportunity to receive the foundational Fierce Conversations Certification Training.

Fierce Conversations teaches attendees how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. Participants will explore how to shift old paradigms and build a skill set that paves the way for productive, respectful and often difficult conversations. Participants will learn to tackle tough issues with increased confidence and skill and have an opportunity to practise the model during the session.

The components of the program are

- Foundation: Three ideas and seven principles that set the stage for change
- Team Model: Create and promote genuine buy-in and collaboration, and make the best decisions possible
- Confrontation/Feedback Model: Strengthen relationships while tackling tough issues and move toward resolution.
- Coaching Model: Build capacity, improve decision-making ability and foster self-discovery



More information to follow regarding location and registration link.

To find archived issues of *Leadership Update*, go to www.teachers.ab.ca and click on Publications > Other Publications > School Administrators.

Feedback is welcome. Please contact Konni deGoeij, associate coordinator, administrator assistance, Member Services, at konni.degoeij@ata.ab.ca.