



# LEADERSHIP TIMES

*The newsletter of the Council on School Administration  
of the Alberta Teachers' Association*

**December 2008**

## **President's Message**

**Garnet Goertzen**

As the new president of the Council on School Administration, I follow the strong leadership of Kathleen Murphy-House, who represented administrators in Alberta so confidently and eloquently. We are fortunate to have her in the role of past president. Kathleen has many years of service to CSA and holds a wealth of our CSA corporate history. I salute Kathleen for her continuing dedication and the responsibilities she continues to maintain with the CSA executive. Stepping into the role of president of the Council on School Administration this fall has already brought me challenge and reward.

My experience includes 31 years as a teacher in Sturgeon School Division, with 19 of those years in administration at all levels of schools from kindergarten to Grade 12 and a two-year term in central office. I look forward to continuing the work of CSA as the recognized voice for school administrators in Alberta. Principals and vice-principals are people of influence and credibility in our school communities and, as such, they have a meaningful role to play in working with education partners to create schools that are more satisfying places of work and learning. With a focus on professional development opportunities for our members and advocacy for education, we will enhance students' well-being and success.

In my first month in my new role, I represented CSA at two meetings—the Canadian Association of Principals meeting, in Ottawa, on November 9–11, and the School Administrator Issues and Concerns Committee, at Barnett House, on November 20.

CSA has been affiliated with the Canadian Association of Principals (CAP) for many years. CSA pays annual dues in the amount of \$10 per member to enable CAP to carry out business and bring forward positions that are central to our concerns as school administrators. All ten provinces and three territories are represented on the CAP board of directors.

One benefit of being a member of CAP is being part of an organization that sits on national committees that seek the wisdom of school administrators to guide

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recommendations and policy on a wide range of topics about the needs of and services for children. It is important that CAP maintain a Canada-wide membership so that it can speak on behalf of all administrators in the country. The CSA has sometimes struggled with rationalizing the payment of dues to CAP. Over the next few months I will endeavour to clarify the benefits of CAP membership. For more information on the Canadian Association of Principals, visit [www.cdnprincipals.org](http://www.cdnprincipals.org).

Through our CAP affiliation, CSA is eligible to make nominations for the Canada's Outstanding Principals award. The nominee from Alberta this year was CSA member and principal Mrs Sandra Rhodes, from the Calgary Board of Education.

Please mark your calendars and plan to attend the Canadian Association of Principals conference, in Winnipeg, May 13–15, 2009. More information will be available in the next few months.

On November 20, Kathleen Murphy-House and I represented CSA at the School

Administrator Issues and Concerns Committee (SAICC) meeting. The agenda focused on the research project done by Dr Ann Sherman and Paul Stevenson entitled "The Role of the School Administrator in Alberta." Sherman and Stevenson surveyed a sample of Alberta principals and vice-principals, and reached conclusions that validate what we hear from our CSA colleagues. The credibility of findings from scholarly research will serve our members well as we begin to advocate for our role in education and our ability to make a difference in teaching and learning. The objective of the November 20 meeting was to develop recommendations that will be forwarded to various education stakeholders for consideration and action. SAICC meets again in January to review the recommendations and develop a strategy for presenting the findings of the study. The study confirms the increased expectations placed on school administrators, the sometimes challenging working conditions under which administrators perform their roles within the current context of Alberta schools and the competing influences in the educational system.

CSA, through its regional affiliates, is leading an exciting project—the Real Learning First initiative. Over the next few weeks CSA regionals will host invitational meetings designed to ignite conversations about the educational reforms required to prepare our students for the next 20 years. CSA members will participate in this initiative.

I invite you to contact me at [president.csa@teachers.ab.ca](mailto:president.csa@teachers.ab.ca) if you have questions or comments.



# Past President's Message

**Kathleen Murphy-House**

A colleague recently pointed out to me that I am the longest-serving administrator working in our school district. At first I was annoyed that he was, perhaps, referring to my age, but after some reflection I realized that it was a positive comment, one that I am particularly proud of at this point in my career. I am also proud to have served on the Council of School Administration. Soon after becoming an administrator 25 years ago, I became involved with CSA at the regional level. In 1992, I attended my first provincial executive meeting in my role as regional president. I felt somewhat intimidated by the collective wisdom in the room; however, I was also hooked by the prospect of learning from administrators from around the province. So I stayed.

Many years have passed, and I have been honoured to serve on the CSA provincial executive as communications officer, secretary and president. We have weathered the storm of a strike and a possible removal from the ATA. I have had the privilege of serving on many committees, not least the Blue Ribbon Panel on the School Administrator.

We are now at a crucial time to promote our position as school administrators, a time when we need to encourage those potential leaders in our schools to step up and become school administrators. But we also need the support of our CSA specialist council. So get involved, ladies and gentlemen. Take advantage of the wonderful professional development and the collegial support offered by CSA and the ATA. Remember to support CSA by being an active member. During an election you hear about how much your vote counts. Well, the CSA needs you to become a member so that it can stay strong and viable. Visit the ATA website and choose CSA. It has enhanced my work as an administrator and I know it will do the same for you.

# A Delicate Balance: Shared Leadership in a Learning Community

**Dawne Kurtz-McNaught**

*Dawne Kurtz-McNaught is principal of Rycroft School, in Rycroft, Alberta.*

For the past ten years, the development of learning communities has been heralded by many as the most promising way to improve schools. Sergiovanni (2000) contends that “developing a community of practice may be the single most important way to improve a school” (p 139). But learning communities also present a unique leadership conundrum. As with most change initiatives, strong central leadership is required (Dufour and Eaker 1998). However, for a learning community to develop and thrive, leadership should be shared among members. The challenge for school leaders, then, becomes how to successfully balance both aspects. “Schools are trapped by a leadership dilemma: they require skilled, effective principals in order to outgrow their dependence on such principals” (Donahoe 1993).

The successful development of a learning community requires that leadership become a shared process as principals recognize the potential of teacher collaboration and actively build leadership capacity on a schoolwide level (Lambert 2000). As a participant in shared decision making, the principal is expected to support and coordinate a group of professionals. The dilemma arises when the demand for the principal to be the facilitator of such things as shared decision making is coupled with the demand to also be the autonomous educational leader and school site manager.

School leaders who wish to embrace the learning communities model can no longer depend on a hierarchical structure in which

control resides at the top and roles and responsibilities are delineated. Principals who embrace a learning approach see themselves as leaders who work at the centre of organizations to strengthen social and professional relations. “To have the greatest impact, principals must define their job as helping to create a professional learning community in which teachers can continually collaborate and learn how to become more effective. Principals must recognize that this task demands less command and control and more learning and leading, less dictating and more orchestrating” (Dufour and Eaker 1998, 184). In a learning community, leadership throughout the school should be performed by a variety of individuals and in a variety of ways, depending on the task (Sackney and Mitchell 2005).

The importance of effective leadership in any change process is well established. Dufour and Eaker (1998) contend that “strong principals are crucial to the creation of learning communities, but the image of how a strong principal operates needs to be reconsidered” (p 183). Principals cannot transform a school through their individual efforts. Today’s leaders need to be able to incorporate skills that include and support all members of the school community and to facilitate efforts to reach the shared goals of the organization. Sharing leadership and building leadership capacity, the foundations of learning communities, represent a different perspective of organizational leadership than exists in many schools.

Leadership of a learning community requires that principals (a) accept and promote teacher competence by providing teachers with opportunities to lead, (b) deviate from the hierarchical model in matters related to teaching and learning, and (c) focus staff efforts on the improvement of student learning (Williams 2006). Leadership evolves as administrators and teachers collaborate, support each other’s growth and redefine their systemic roles as professionals (Hoerr 1996). For principals,

this means taking on the role of colearner and collaborator in some matters and that of supervisor and school authority in others.

Creating a learning community is a collective effort, but that effort has little chance of success without effective leadership from the principal. In my opinion, a top-down approach to shared leadership is possible and often necessary, especially in the initial stages of learning community development. However, learning community development needs to be based on a culture of trust, caring, equity and democracy that supports collaboration through shared leadership and shared power. “The individuals who sit at the top of the hierarchy have the first responsibility for creating the conditions under which power flows through all levels of the system” (Sackney and Mitchell 2005, 280).

Learning communities require a new form of leadership, one that mobilizes teacher participation and shares both decision making and responsibility among educational stakeholders. Principals who adopt a collaborative decision-making style base their relationships with teachers on support rather than control. They build leadership capacity among their colleagues while maintaining a long-term focus on student achievement. “Building a community of leaders—and building a learning community—is not simply a process of tinkering at the margins of what we already do in schools. Instead, it constitutes a profound shift in thinking about how we do the work of education and the work of schooling” (Sackney and Mitchell 2005, 289).

School improvement and the type of leadership required to facilitate it is a complex, multifaceted issue. Principals are expected to share power with other members of the school community—to be more collaborative and participative. At the same time, principals are also under pressure to provide clear leadership to guarantee the efficiency of school management processes and to be more accountable to external stakeholders and provincial authorities.

A proliferation of research from the past decade suggests that the establishment and maintenance of learning communities may lead to desired school improvements, but this model has a substantial impact on the knowledge, skills, and attitudes required of school leaders. A dilemma arises because leadership for school improvement or in a learning community requires shared leadership, teamwork and collaboration as well as clear direction, efficiency and accountability. In addition, there is no one best way. Those who endeavour to achieve improvements through the learning communities model will need to adapt the principles and philosophies to make them compatible with their own leadership styles and the distinct circumstances of their school or district.

## References

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# News from the Regionals

## Peace Area

### Rodney Lee

The major event for the Peace Area regional is the PARCSA fall conference, held annually in Grande Prairie. PARCSA 2008, "Leadership Challenges of the Future," was held on September 18–19, with 75 participants. The Thursday evening supper was followed by Steve Donahue's presentation on change, leadership and inspiration, "Follow a Compass, Not a Map," which was enthusiastically received by all. The Friday session featured Dale Armstrong, from the Alberta Assessment Consortium. His session was entitled "Leading Changes in Assessment" and focused on the school administrator's role in leading the move to authentic assessment *for learning*.

PARCSA continues to award a \$500 scholarship each year to a deserving education student.

The annual general meeting, on September 19, included the election of a full executive slate, including three members new to the PARCSA executive. We thank our former executive members for their years of service and heartily welcome a new generation of leaders for PARCSA. The next executive meeting will occur on March 5, 2009, and will focus on planning for PARCSA 2009.

The Peace region continues to be a strong supporter of the CSA. Communication is always a problem in the north and we appreciate the efforts of our jurisdiction contacts to ensure that information reaches all current and potential members.

## Greater Edmonton

### Jeff Johnson

The Greater Edmonton Regional Council on School Administration (GERCSA) is continuing with its highly successful Dialogue Days for School-Based Administrators. GERCSA hosted a full-day session on technology issues, on December 2, entitled “Moving from IT (Information Technology) to ET (Educational Technology).” In the morning, several facilitators from 2Learn.ca led us through the structures and resources available at the 2Learn site. Administrators were asked to bring their wireless laptops so that facilitators could display some of the resources. Administrators were able to surf through the sites to gain personal comfort and understanding they can use to assist teachers in their own schools. The afternoon featured conversations with staff from Alberta Education’s Technology Stakeholder Branch, who discussed some of the new directions for technology and helped us develop strategies for integrating technology into our schools and creating a culture of innovation.

At the time of drafting this newsletter, we had more than 60 registrations for our Dialogue Day.

We are hearing from many school principals that the new technology being introduced into their schools is limited in value, due to many factors beyond their control—for example, lack of PD, tech administrators who have secured access so that teachers cannot use the equipment effectively, lack of time to learn, and infrastructure limitations, such as wiring in schools and installation cost overruns. We hope to have fruitful conversations at our meetings to assist administrators in dealing with these matters.

Watch for our winter and spring sessions to be announced.

## Central East

### Morris Holota

I am pleased to introduce myself as the newly elected president of CERCSA. I have taken over from Patrick Rivard, who has moved on to central office duties as assistant superintendent with St Paul Education Regional Division No 1. I am looking forward to representing school administrators from this region.

My first duty was to attend the CSA executive meeting, in Kananaskis, on October 22, 2008. The meeting stretched late into the evening, and I was extremely impressed with the people on the CSA executive and with the tremendous amount of work they are doing in promoting the work of CSA. I also enjoyed WCEAC ’08, which followed on October 22–25. The professional development opportunities were wonderful, and I have gained new friends in colleagues across the province.

One of my foremost duties as regional president will be to promote membership in CSA. Since the ATA began providing free specialist council memberships our membership has actually gone down. Memberships do *not* automatically renew, so please take the time to go to [www.teachers.ab.ca](http://www.teachers.ab.ca), log in to TNET and renew your membership.

## Calgary

### Lindy Arndt

The Calgary chapter of CSA is looking forward to a busy year. We are planning to have two speakers this year, both at dinner or appetizer/dessert meetings. We hope to welcome more people from both Calgary districts to our events.

We continue to encourage Calgary administrators, in both public and separate schools, to become involved in CSA, not least because it is a free professional development opportunity. Please sign up on the ATA website at your earliest convenience.

Watch for more news on our upcoming events in your inbox.

## Fort McMurray

### Valerie Dyck

We kicked off the 2008/09 CSA year with a fun golf tournament. This has been a tradition with the Fort McMurray CSA for a number of years. Attendance was down this year and we got rained out—not the best way to start a year!

This was my first year to attend WCEAC, in Kananaskis, and I found it extremely informative and a lot of fun. It was great to network with so many other administrators and hear what's going on around the province.

We have had one executive meeting to make plans for the year. Our local had planned a supper professional development session with the ATA this fall, but the speaker's flight couldn't take off from Edmonton because of poor weather up here. Such is life in the north! We are planning to reschedule this session for January and host another supper PD session in spring. We are also working through the glitches with the automated registration system.

## Distinguished Leadership Award

The Distinguished Leadership Award recognizes administrators for the outstanding work they are doing in their schools. Each regional will select one nominee and forward the nomination to the CSA secretary. A committee comprising the CSA secretary, the CSA president and the ATA staff advisor will review the nominees and, based on the information given, select the winner of the Distinguished Leadership Award. The nomination deadline is April 15, 2009.

Outstanding work is being done in our schools every day. With the presentation of this award, we are looking forward to recognizing those who do that work.



## Council on School Administration (CSA)



The CSA advocates for school administrators and speaks on behalf of children through the Alberta Teachers' Association.

The CSA supports the professional development of its members through the creation and delivery of a variety of events and activities. A special program acknowledging contributions to the field of educational administration recognizes and rewards excellence among members at both the local and provincial levels. CSA develops and maintains national and international links with other school administrator organizations. In addition, the CSA promotes lifelong learning and strives to maintain and foster close relationships with the colleges and universities of Alberta. To foster knowledge and professionalism in the field of educational administration, the CSA encourages and supports both theoretical and practical research.

The annual WCEAC conference provides an excellent opportunity for networking and communication among members.

## **Julius Buski Leadership Grant**

The Julius Buski Leadership Grant recognizes projects and practices that have contributed to the enhancement of teaching and learning within a school. An individual teacher or a group of teachers may be nominated for this leadership grant. Nominated initiatives must have been in place for a minimum of one calendar year and must show evidence that teaching and learning have benefited.

The Julius Buski Leadership Grant will be awarded annually unless there is no suitable applicant. The school that receives this grant will be awarded \$500 in support of the initiative and will be formally recognized during a CSA conference.

Applications must include the names and signatures of the school's principal or vice-principal and one teacher on staff who has worked with or has knowledge of the project. The respective administrator(s) must be a member of the Council on School Administration, and the president of the Council on School Administration must verify that membership prior to the consideration of the nomination. The application deadline is March 1, 2009.

Application forms are available from any member of the provincial executive; a copy of the form is included with this newsletter.

## **CSA Memberships Do Not Renew Automatically**

Alberta teachers are now entitled to a free membership in one specialist council. This began last year and many of us took advantage of the opportunity to join CSA if we had not already done so. This year, our membership list is dramatically smaller; we believe that many of you thought that the membership renewal was automatic. Not so—at this time the renewal needs to be done manually. All of us need to log on to TNET and renew our membership.

When doing your renewal, please be sure to indicate which regional you belong to. To help you, a list of which jurisdictions belong to which locals is included.

Please pass this message on to your colleagues who may not have had the opportunity to renew their membership.



# Jurisdictions Within CSA Regionals

## Greater Calgary Regional

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Calgary Roman Catholic Separate School District No. 1  
Calgary School District No. 19  
Canadian Rockies Regional Division No. 12  
Christ the Redeemer Catholic Separate Regional Division No. 3  
Foothills School Division No. 38  
Golden Hills School Division No. 75  
Greater Southern Public Francophone Education Region No. 4  
Greater Southern Separate Catholic Francophone Education  
Region No. 4  
Prairie Land Regional Division No. 25  
Rocky View School Division No. 41

## Central Alberta

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Chinook's Edge School Division No. 73  
Clearview School Division No. 71  
Red Deer Catholic Regional Division No. 39  
Red Deer School District No. 104  
Wild Rose School Division No. 66  
Wolf Creek School Division No. 72

## North East

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Aspen View Regional Division No. 19  
Buffalo Trail Public Schools Regional Division No. 28  
East Central Alberta Catholic Separate Schools Regional  
Division No. 16  
East Central Francophone Education Region No. 3  
Lakeland Roman Catholic Separate School District No. 150  
Northern Lights School Division No. 69  
St. Paul Education Regional Division No. 1



The Alberta  
Teachers' Association

## Greater Edmonton

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Battle River Regional Division No. 31  
Black Gold Regional Division No. 18  
Edmonton Catholic Separate School District No. 7  
Edmonton School District No. 7  
Elk Island Catholic Separate Regional Division No. 41  
Elk Island Public Schools Regional Division No. 14  
Evergreen Catholic Separate Regional Division No. 2  
Grande Yellowhead Regional Division No. 35  
Greater North Central Francophone Education Region No. 2  
Greater St. Albert Catholic Regional Division No. 29  
High Prairie School Division No. 48  
Living Waters Catholic Regional Division No. 42  
Northern Gateway Regional Division No. 10  
Parkland School Division No. 70  
Pembina Hills Regional Division No. 7  
St. Albert Protestant Separate School District No. 6  
St. Thomas Aquinas Roman Catholic Separate Regional  
Division No. 38  
Sturgeon School Division No. 24  
Wetaskiwin Regional Division No. 11

## Fort McMurray

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Fort McMurray Public School District No. 2833  
Fort McMurray Roman Catholic Separate School District No. 32

## Peace Area

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Fort Vermilion School Division No. 52  
Grande Prairie Roman Catholic Separate School District No. 28  
Grande Prairie School District No. 2357  
Holy Family Catholic Regional Division No. 37  
Northland School Division No. 61  
Northwest Francophone Education Region No. 1  
Peace River School Division No. 10  
Peace Wapiti School Division No. 76

## South East

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Grasslands Regional Division No. 6  
Medicine Hat Catholic Separate Regional Division No. 20  
Medicine Hat School District No. 76  
Prairie Rose School Division No. 8

## South West

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Holy Spirit Roman Catholic Separate Regional Division No. 4  
Horizon School Division No. 67  
Lethbridge School District No. 51  
Livingstone Range School Division No. 68  
Palliser Regional Division No. 26  
Westwind School Division No. 74

# CSA Executive 2008/09

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Personal information regarding any person named in this document is for the sole purpose of professional consultation between members of the ATA.



## BLS '09 REGISTRATION FORM

Council on School Administration &  
The Alberta Teachers' Association  
Banff Leadership Seminar 2009

### *How to be an Outstanding Communicator in the School Community*

**March 26 - 28, 2009 in Banff**

Banff Park Lodge, Banff, AB  
1-800-661-9266

Register with **Margaret Patterson** at:

Mail	Phone	Fax	E-Mail
BLS '08	403-269-6872	403-237-6459	margaret.patterson@cssd.ab.ca

St. Angela School  
231-6 Street NE  
Calgary, AB T2E 3Y1

Please complete the following form in full as it is needed for nametags and registration.

*In registering for this specialist council conference, you are voluntarily providing your personal information and consenting to its collection, use and disclosure for all purposes connected with your attendance at this conference.*

Name \_\_\_\_\_ School/Department \_\_\_\_\_

Address \_\_\_\_\_ Postal Code \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_ @ \_\_\_\_\_

Jurisdiction \_\_\_\_\_ Alberta Teaching Certificate Number \_\_\_\_\_

#### Registration Fee

Category of ATA Membership\*  Active  Associate  Life  Nonmember

CSA Annual  Membership  New  Renewal

Regular \$50, Affiliate (not eligible for any ATA membership) \$50, Student \$25 \$ \_\_\_\_\_

#### Conference Registration for members

(Includes: President's Reception, 2 breakfasts, 2 nutrition breaks and 1 lunch) \$320.00 \$ \_\_\_\_\_

Not eligible for Specialist Council membership\* \$620.00 \$ \_\_\_\_\_

**Please make cheques payable only to BLS '09** TOTAL \$ \_\_\_\_\_

\*Central office staff who did not elect active ATA membership cannot be members of specialist councils. The superintendent and deputy superintendent of school jurisdictions and teachers in direct charter, federal or private schools must be ATA Associate members in order to qualify for specialist council membership. If you have questions about eligibility, please call the ATA, 780-447-9400 or 1-800-232-7208.

**NO REFUNDS on Cancellations after March 10<sup>th</sup>, 2009.**

**There is a \$50.00 fee on all cancellations prior to March 10<sup>th</sup>, 2009. Confirmation will be sent to you by e-mail**

CSA GST Registration #R127492791

Member is defined as the Council on School Administration, the BC Principals and Vice-Principals Association, The Saskatchewan Council on School Administration, the Manitoba Principals and Vice-Principals Association, the Manitoba Association of School Superintendents, or the equivalent organization in other provinces or states.

## How to Be an Outstanding Communicator A One-Day Seminar

### Course Description

Develop your personal charisma to gain respect and win over others. Work more effectively with others, create better relationships with key people and build on your leadership potential.

### Course Objectives

If you are or want to be a person of influence and you realize that strong and effective relationships would help make you even more successful, then you must attend this dynamic day of training.

Learn the following action techniques to polish your professional image:

- **Presentation:** Win respect, loyalty and trust
- **Poise:** Gain admiration with sparkling rapport
- **Conversation:** Use clarity and assertiveness to make your point
- **Leadership:** Increase collaboration with coworkers and customers

### Who Should Attend

Administrators, managers, supervisors, team leaders, project leaders or members of a team

### Course Overview

Learn how to get support from employees and coworkers, project a confident self-image and master the key communication skills that influence the growth rate of your career. **How to Be an Outstanding Communicator** offers you the skills to strengthen your emotional bonds with others so they'll look to you for guidance and support. You'll also gain the following:

- ❖ Develop skills to project poise and power in every situation
- ❖ Get your ideas recognized, accepted and implemented
- ❖ Learn to quickly recover from the occasional verbal mistake
- ❖ Use your people skills to earn greater respect and influence
- ❖ Turn ordinary interactions into memorable business relationships
- ❖ Make a positive impression when you speak

- ❖ Become an effective listener and develop a persuasive presence
- ❖ Learn to use your physical surroundings to your advantage when interacting with bosses, coworkers and clients
- ❖ Dazzle your boss, coworkers and clients with refreshing poise and polished professionalism
- ❖ Turn conflict and criticism into positive learning experiences
- ❖ Convince others to see your point of view
- ❖ Present and conduct meetings with world-class style and poise

### Revolutionize Your Communication Skills

Get plenty of valuable how to's at this workshop. And to make sure that you don't skip a beat once you return to the office, we've combined every trick, tip and technique into a handy workshop workbook. Use this comprehensive training summary to continue to develop your strengths, polish your professionalism and boost your career.

# How to Be an Outstanding Communicator

## A One-Day Seminar

### AGENDA

#### **The Ins and Outs of Interpersonal Communication**

- Learn the five unbreakable laws of listening
- Get simple guidelines for interacting with difficult coworkers or customers
- Discover the secret to speaking assertively while saying less
- Find out common communication etiquette do's and don'ts
- Recognize body language cues you can use to consistently project a calm and collected demeanor
- Use nonverbal communication to encourage positive responses from others
- Use the "silent strategy" to encourage the sharing of information
- Avoid the seven deadly sins guaranteed to kill your message
- Get eight tips for becoming a captivating voice over the phone for your company
- Speak with a smile in your voice to turn demanding callers into lifelong advocates for your organization
- Learn seven magic words to etch into your daily vocabulary to foster dignity, respect and power
- Turn every e-mail into a powerful communication tool with our five quick tips

#### **Timeless Principles of Leadership**

- Use your walk, talk and attitude to make yourself memorable to your boss and other higher-ups
- Learn how to use written requests to get time with your boss
- Win loyalty from others with more than your charm
- Resolve conflict quickly (before it dampens your energy)
- Learn the "language of winners," the dynamics of confrontation
- Discover the secret to presenting a self-image that's courageous, fearless and bold

- Develop healthy self-esteem and become a people magnet
- Take a 10-step journey to better communication in a leadership role

#### **Building Robust Relationships for Success**

- Work a room with prestige and authority
- Use polished communication to create successful relationships
- Reignite business acquaintances and old friends with on-the-spot rapport builders
- Convey power and conviction with your handshake
- Use proven networking techniques to deliver an unforgettable first impression
- Handle name lapses gracefully and reconnect without skipping a beat
- Discover 10 surefire ways to stand out in a crowd
- Convey strength, courage and confidence when meeting people face to face

#### **Managing Meetings With Style**

- Know how to be assertive and respected in meetings
- Understand your audience and how to reach them
- Overcome stage fright: turning fear into enthusiasm
- Deflect a personal attack with grace
- Learn the top 10 words to avoid when presenting to a group
- Gain nine pivotal steps to reduce stress before making a presentation
- Keep your "game face" on in a long meeting and always transmit energy
- Evaluate your self-preparation and how it affects your success

# Application for the Julius Buski Leadership Grant

Sponsored by the Council on School Administration of the  
Alberta Teachers' Association

Please PRINT or TYPE the following information:

## Part 1:

School Name: \_\_\_\_\_

School Mailing Address: \_\_\_\_\_

School Phone Number: \_\_\_\_\_

School Board, District or Jurisdiction: \_\_\_\_\_

Principal's Name: \_\_\_\_\_

## Part 2:

Attach a one-page description of the school, the project and or practice, and specific examples of how teaching and learning have been enhanced because of the project. Dates when the project and/or practice was implemented and reasons for implementation should also be included. (Applications submitted without this description will not be considered.)

## Part 3:

I am a current member of the Alberta Teachers Association.

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Signature of teacher who has worked directly with the project

I am a current member of the Council on School Administration.

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Signature of principal/assistant principal(s)

**Deadline for application: Postmarked no later than March 1**  
Send completed forms to the CSA President-Elect/Past President

**Council on School Administration**  
**The Alberta Teachers' Association**  
**Distinguished Leadership Award Nomination Form**

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Information to Support the Nomination of

\_\_\_\_\_

Last Name                      First Name                      Middle Name

**Principal/Vice Principal for Recognition**

Name of School and District: \_\_\_\_\_

School Street Address: \_\_\_\_\_

City/Town: \_\_\_\_\_

Postal Code: \_\_\_\_\_ E mail: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

School Information: Grades: \_\_\_\_\_ Enrollment: \_\_\_\_\_

Home Street Address: \_\_\_\_\_

City/Town: \_\_\_\_\_

Postal Code: \_\_\_\_\_ E mail: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

CSA Regional nominating this candidate: \_\_\_\_\_

This Principal/Vice Principal is a current member of CSA:

Yes             No

Name and contact information for person(s) completing this form:

\_\_\_\_\_  
\_\_\_\_\_

**Deadline for Nominations to CSA Secretary is April 15**

**I. AWARDS & DISTINCTIONS**  
(recognizing services to students and/or teachers)

**II. EXPERIENCES IN THE FIELD OF EDUCATION**  
(school-based activities that have benefited students and teachers)

**III. PROFESSIONAL GROWTH**  
(indicators of the candidate's desire to keep abreast of current knowledge and trends in education; participation in research; publication of articles; conducts workshops; etc.)

**IV. PROFILE OF COMMUNITY SERVICE**

**V. PHILOSOPHY OF STUDENT LEARNING:  
A Statement by the Nominee**

**(maximum 300 words)**





Canadian Association  
of Principals

Association canadienne  
des directeurs d'école



CAP President 2008 - 2009

## A Message from the President

December 1, 2008

Dear Friends and Colleagues,

Over the last couple of years the CAP board has worked hard to promote the position of the school administrator in a very professional light. The past year has been a very busy one and the 2008-2009 year is shaping up to be another one of policy growth. I would encourage all members to read the Annual Report for 2007-2008 for a complete list of activities for the past year. I believe that all members would be amazed at the amount of CAP involvement in developing policy and influencing decisions on the national scene. The Annual Report can be found on the CAP website at <http://www.cdnprincipals.org/>. Our CAP Journal has developed into a strong communicating tool for us. Please take time to read it and share it with your staff.

We continue to develop our partnerships with national organizations that focus on issues that affect all of us. These include partnerships with organizations that develop policies on substance abuse, school safety, anti-bullying programs, comprehensive school health, literacy and media awareness. Our international connections include partnerships with both the National Association of Secondary School Principals and the National Association of Elementary School Principals in the United States. Our partnership with The Learning Partnership continues to evolve and we are happy to be able to help promote the Canada's Outstanding Principals initiative.

The principal's role gets more complex each year. This becomes more obvious to me as many of our affiliates report that it is getting more difficult to recruit administrators. Over the next year we will continue to work on a statement on the **Role of the Principal**. We are all aware of the common issues that face administrators all across the country.

Much work has been completed on Comprehensive School Health, an issue that attempts to include the whole school environment. The inclusion of the 'four pillars' of the program: social and physical environment; teaching and learning; healthy school policy; and partnerships and services in a harmonized way is intended to build healthier students. *"Health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier."*

We attempt to work closely with national organizations that have the same goals as CAP. These include the Canadian Association of School Administrators, the Canadian Home and School Federation, the Canadian School Board Association and the Canadian Teachers' Federation. We had the opportunity to meet with the Canadian Home and School Federation and the Canadian School Board Association at the CAP board meetings in Ottawa. Emily Noble, president of CTF, addressed the board on November 9th. CAP and CTF laid wreaths adjacent to each other at the national Remembrance Day service in Ottawa on November 11<sup>th</sup>.

## CAP Journal

The next journal should arrive at your school by mid-February. The topic for this issue is *School Leadership – The Role of the Principal*. The Journal has been a real success for us. Enjoy it and share it with staff – especially those who aspire to be administrators.

## CAP 2008

Our annual conferences have been very successful over the past number of years. We are attracting large numbers of participants and fabulous presenters. The social events have been very entertaining. This is an opportunity for excellent PD and a chance to meet and learn with leaders from all across the country. This year's event is in Winnipeg, Manitoba from May 13-15, 2008. It promises to be a great opportunity for educational leaders. Registration will soon be open at <http://cap2009.cosl.mb.ca/>

## Awards & Deadlines

We get so busy with all of our duties that we seldom take enough time to celebrate our successes. Our schools benefit greatly when our students, staff or schools get recognized for their hard work and great achievements. I encourage you to participate in our awards programs by being involved in the nominations.

CAP Student Leadership Award and the Elementary Recognition Award

Deadline date to nominate: **March 1, 2009**

Details: <http://www.cdnprincipals.org/awards.htm>

CAP Distinguished Vice-principal Award and the CAP Distinguished Principal Award

Deadline to nominate and submit form to your provincial association: **February 15, 2009**

Details: <http://www.cdnprincipals.org/awards.htm>

Please watch for the CAP News newsletter later this week for a detailed look at all of our activities to date.

As the Christmas holidays approach, I encourage you to take that well deserved break. I wish you and your family all the best for the holidays.



Happy Holidays!

### CAP Executive

**Terry Young, President**

**Maria Di Perna, Past-President**

**Les Dukowski, President-Elect**

**Shawn Larson, Western Vice-President**

**Joycelyn Fournier-Gawryluk, Central Vice-President**

**Michael Knowles, Eastern Vice-President**

### CAP Board of Directors

**Janette Vlanich, Northwest Territories**

**Penny Prysnuik, Yukon**

**Eelee Higgins, Nunavut**

**Marilyn Merler, British Columbia**

**Garnet Goertzen, Alberta**

**James Jelinski, Saskatchewan**

**Ken Pearce, Manitoba**

**Laura Hodgins, Ontario (OPC)**

**Joan Duckitt, Ontario (CPCO)**

**Jim Jordan, Quebec**

**Eric Estabrooks, New Brunswick**

**Martine Adriaensen, Nova Scotia**

**Marian Grant, Prince Edward Island**

**Bill Tucker, Newfoundland**