



LEADERSHIP TIMES

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

December 2007

President's Message

Kathleen Murphy-House

Dear Administrators,

So much has happened in the few months since we started the 2007/08 school year. The best news, of course, is the tentative agreement reached between the ATA and the Alberta government on the unfunded liability. We appreciate the work of the ATA in their negotiations with the government; they have achieved a long-awaited pension settlement that will benefit everyone. I am sure they must have worked endless hours to reach this agreement. We must encourage our teachers to attend the ratification meetings in their bargaining units to vote on the agreement. As administrators, we must lead by example and also attend the ratification meetings.

Thank you to our president, Frank Bruseker, and the team of Association staff working on our behalf.

The CSA hosted the annual Western Canadian Education Administrators' Conference, in Edmonton, in October. Conference director Jennifer Lawley and her committee did an outstanding job of organizing the conference. The speakers were inspiring, motivational and very practical. As I sat through the sessions I couldn't stop taking notes. There were so many ideas that I was able to use in my work when I returned to school.

In November the ATA hosted the Leadership Essentials for Administrators conference, designed for beginning administrators, in Calgary. I attended the conference, along with several CSA regional presidents, to promote our specialist Council on School Administration. As an administrator with 25 years of experience, I was very impressed with the sessions and the information regarding the services provided to members by the ATA. I was also very fortunate to be a copresenter with Maureen Ference, our CSA provincial secretary. Maureen is a dynamic administrator from the Northern Lights School Division who works very hard to promote effective leadership. We had so much fun presenting together and managed to get invited back for next year!

Administrators have reported, provincewide, that this has been the busiest school year they have experienced in their careers. Many have said that they have felt

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an overwhelming sense of exhaustion early in the school year. At our CSA meetings we discuss the issues and concerns around the province. School administrators are dealing with issues such as lack of school space, new curriculum costs, special education audit, shortage of substitute teachers, three per cent funding implications and cyberbullying. We encourage you and your colleagues to become members of the Council on School Administration. We offer a variety of professional development opportunities and membership in the Canadian Association of Principals. Please take the time to visit the ATA website and choose CSA as your free membership in a specialist council.

I encourage you to take full advantage of the Christmas holidays to be with family and friends and to enjoy your well-deserved break. Happy New Year, be safe and give generously to those less fortunate at this time of year.



Reflection— Deerfoot Trail as a Societal Microcosm, or Traffic Is My Life

Gerry Varty

I was travelling through Calgary last week, following Deerfoot Trail, when I suddenly realized that I was driving through a simulation of life. The fast-moving, seething traffic suddenly seemed to take on a different context, as it resolved into patterns that I recognized. As I watched the flow of vehicles, I began to get impressions of purpose, of intent, in what had been, only moments before, a swarming mass of individual boxes, operating in a chaotic rush to entropy.

There they were—the guys in the fast lane, determined to drive 120 km/h no matter what. Riding each other's bumpers, they ducked in and out of the middle lane, busily searching for opportunities to pass, to get ahead, if by only another 10 metres. Sometimes, their brief foray into the middle lane wouldn't work out so well, because they got blocked in and had to watch, helplessly, as the fast lane passed them by until they could cut back into the line in an endless, sinusoidal dance marked by urgency, anxiety and frustration. The fast-lane guys reminded me of the teachers I know who are desperately seeking something—the next new idea, the better textbook, the latest software. In the rush to get ahead, to be first, to be the newest, I sometimes wonder if we lose sight of the goals we purport to hold as central to our purpose; sometimes, the newest, fastest, shiniest appears to *be* the goal. Watching the fast-lane guys is a fascinating exercise, though. I found myself wanting to cheer whenever somebody got blocked into the middle. Then, cringing as they forced their way back into the outside lane, I caught myself holding my breath as

they followed mere inches behind the guy in front, drafting like Ricky-Bobby at NASCAR. Finally, I would follow their progress intently as they would try to merge right across three lanes to get off the freeway and cheer derisively as I cruised by them while they turned off. I would be amused by the fact that their mad rush hadn't succeeded in getting them there much ahead of me and had nearly caused untold accidents. It was like being a kid again, at the matinee horror movie—long after being scared to death stopped being fun or novel, you somehow kept watching anyway, knowing what inevitable horror was coming up again.

Fast-lane guys make my teeth hurt.

On the other hand, I also noticed patterns in the right-hand lane, the one marked for slow-moving vehicles (all three of them—not really enough to matter, but it is their lane, after all). This lane has a distinct culture and ethos. It is populated mostly by transients—those who are either merging onto Deerfoot and are merely passing through on their way to the fast lane, and those who are merging off the freeway, consumed with the idea that they're only a few moments and an exit away from safety. The rest of the inhabitants of the right lane are just hedging their bets. They might want to merge off someday, so they are holding a place, just in case they need it.

The right lane reminds me of the schools that seem to be entry-level cultures, where teachers get their first jobs, hoping to get a chance to move to one of the flagship schools in every district. These are the training grounds for new administrators and the home of the occasional teachers who are nearing retirement, relatively safe places where the only constants are change and, strangely, the lack of change. The new administrators all try to make their mark, each following their training to revisit the school vision and mission, again and again. They merge on, accelerating fiercely, and, upon finding that magic opportunity, merge further left, heading for the fast lane, hardly noticing that their presence in the right lane didn't

really make any difference. The veterans, who have already survived a handful of these eager new administrators, are like the drivers holding a place in case they might want to merge off. They know that change doesn't really affect them, because they only have to wait it out and it will move on when the opportunity arises.

The rookies are the funniest, though. They get into the right lane, and look scared and exhilarated at the same time, torn between being proud of their accomplishment, being afraid to make a mistake while they struggle to understand the traffic flow, and wanting to play in the left lane with the big boys. They seem so full of promise and hope; when they first merge on, you can see that they might just go anywhere, but after a while in the right lane, they start to look like the guys just holding a place in case they decide to get off.

Finally, there is the middle lane, where I am. The guys in the middle lane are driving the speed limit, staying pretty much in the same lane, adjusting speed to match traffic flow, and generally trying to get from one end of the city to the other without getting killed. Middle-lane guys leave enough room between them and the car they're following; that naturally invites fast-lane people to jump in there in an attempt to race ahead, or to sweep through on their way to the off-ramp. People from the slow lane see these gaps as opportunities to move up in the world, and so the middle lane becomes more crowded as the freeway moves through the city centre, and then starts to depopulate toward the outskirts as more people leave the road.

Middle-lane people are the glue that holds all of this chaos together; the average speed of the freeway is pretty much dictated by the movements of the middle and, as frustrating as that may seem to the fast-lane types, the middle lane really does move almost as fast, while providing an inviting destination for the new people to merge in from the right. Being in the middle lane is stressful, though. People are merging in from

both directions; the big trucks occasionally box you in on both sides or take up residence on your tail, trying to influence you to drive faster (that must be the reason; they can't really be trying to draft off my little car, can they?), but the middle lane has a clear vision that keeps things moving. We know that it will be crazy for a while, but sooner or later, if we survive, we'll reach the open road. The fast-lane guys will be able to go fast, the slow-lane guys won't have to worry about merging off anytime soon, and the rest of us will get a little space in which to breathe and look around.

So here we are; it's late October, and we're approaching the outskirts of the city. For the past two months, since we entered the city, the freeway has seemed more packed than usual, and the speeds have been both faster and slower, which has made life in the middle lane a bit hectic. There have been a few times (actually, a lot of times) when I thought hard about just merging off to the right and getting off the road for a while, but I'm glad I stayed the course, now that I can see the open road ahead.

As the journey progresses through the year, we will pass through other cities, places of high traffic volume and congestion, and then get back to the open road again. In a way, it's too bad that the start of our journey was in the city, on the freeway, because it kept us so busy just staying alive that perhaps we didn't have enough time to reflect on why beginnings are such tenuous times. In another way, though, starting like that is a good thing, because after surviving the freeway, the open road seems even better, and the few bottlenecks ahead hold no worries for us.

Discovery consists of seeing what everybody has seen and thinking what nobody has thought.

—Albert Szent-Györgyi

Gerry Varty wrote this paper in partial fulfillment of the requirements for a master's of education from City University of Seattle.

Cross-Country Checkup

Kathleen Murphy-House

At the most recent meeting of the Canadian Association of Principals (CAP), the directors took a few moments to identify the most pressing issues in their areas. Three concerns were consistently mentioned by all regions. The first is student engagement and attendance. This is a complex issue with many contributing variables, including curriculum relevancy, employment prospects and relative level of engagement of staff members. It would be wonderful to report that CAP has insights when our governments have been unsuccessful in addressing the issue, but such is not the case. This item will probably remain a high-priority agenda item for some time.

A second concern is the role of the principal and principal workload. At first glance, the role and the workload seem to be two separate items. However, the relatively undefined nature of the principalship results in a situation in which everything is the principal's responsibility with very limited criteria for prioritizing tasks. CAP believes that the principal is the instructional leader and that tasks should be sorted according to the extent to which they promote leadership in instruction. CAP will develop a position statement and undertake advocacy at the national level with governments, boards, and central office personnel to promote the vital role of the principal in instruction.

The third pressing issue at the national level is protecting our leaders and schools from community or parent attacks, including slander. It sometimes seems that those in the greatest need of the services provided by schools are often the most aggressive in their confrontation. Conflict resolution skills are an asset. However, the positive impact of legal action against the most inappropriate behaviours can serve as a strong deterrent.

CAP will be working with provincial affiliates to develop capacity and set clear boundaries.

A fourth issue was often mentioned during the meeting and should receive comment. It is the issue of administration recruitment and succession planning. Many regions of the country are having difficulty attracting administrators, and very few teachers indicate an interest in being an administrator. This may be related to the issue of the role of the principal and principal workload. It may also be an economic issue. Progress in defining the role and compensation would go a long way in resolving recruitment issues.

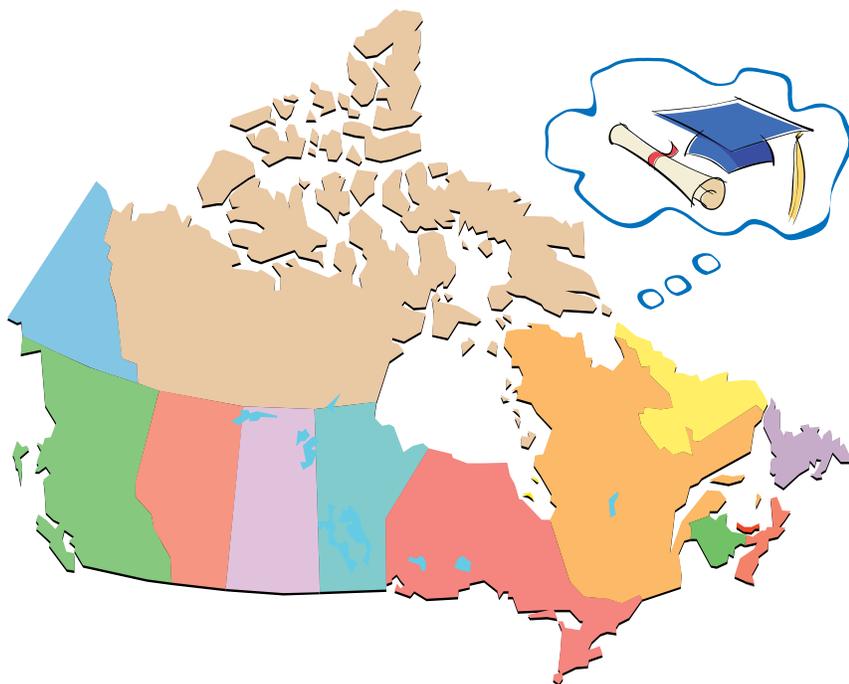
Other issues were more regional in nature, and what follows is a quick summary. In the western region (Yukon, Northwest Territories, British Columbia, Alberta, Saskatchewan), First Nations education is a collective concern. Yukon also mentioned the high turnover of senior education officials. British Columbia is working on a number of health-related initiatives, including daily physical education, tobacco bans and policy on the types of food allowed in schools. Saskatchewan raised a number of questions and expressed some frustration with the voice

of administrators within the Saskatchewan Teachers' Federation.

In the central region (Manitoba, Ontario Principals' Council, Catholic Principals' Council of Ontario, Quebec, Nunavut), member welfare was mentioned a number of times. Manitoba also raised the issues of the role of education assistants and the use of electronic devices in schools. The Ontario Principals' Council expressed a concern about the next round of teacher collective bargaining, especially with respect to supervision and caps to class size. It seems that the relationship between administrators and teachers is becoming more legalistic, with large amounts of money being spent by both sides in court disputes. The Catholic Principals' Council of Ontario is very sensitive to current debates regarding the future of Catholic education in Ontario. Quebec mentioned the implementation of a provincewide report card using number grades and class averages, contrary to known best practices. Nunavut is working hard to implement native language for instruction.

In the eastern region (Nova Scotia, Prince Edward Island, New Brunswick, Newfoundland and Labrador), there is a great deal of excellent work being done in the area of professional development. Nova Scotia also mentioned a very positive process of school accreditation. Prince Edward Island seeks to build a stronger professional organization for its members. New Brunswick did not report to the meeting but Newfoundland and Labrador talked about the excellent program planned for the CAP 2008 conference, in St John's, on May 14–16.

In summary, it appears the general mood across the country is an awareness of issues and a general level of optimism regarding the future of education in the country.



News from the Regionals

Calgary

Lindy Arndt

The final meeting of the 2006/07 year was held on June 5. The executive for the 2007/08 school year was confirmed. Plans for speakers for the upcoming year were discussed, as well as plans to encourage participation of the local districts in CSA.

Several members of the Calgary Regional executive attended the Western Canadian Educational Administrators' Conference. A variety of workshops and discussions provided opportunities to meet members of other regions, both in and outside of Alberta.

The Banff Leadership Seminar was held on March 18–20. Congratulations to the planning committee for a powerful conference, which included keynote speaker Ian Jukes's presentation, "Understanding Digital Children." Representatives from our Calgary Regional executive attended.

This September we welcome Lindy Arndt as a cochair of the Calgary Regional CSA. Many thanks to Shawna Kinzer for her leadership this past year. If you are interested in joining the CSA executive, please contact Lindy Arndt or Linda Dudar.

Greater Edmonton

Garnet Goertzen

On November 27, GERCSA hosted a Dialogue Day for Administrators, at Barnett House. More than 50 school-based administrators attended this full-day session, which featured three topics:

- Konni DeGoeij addressed the pitfalls of teacher supervision and evaluation, and other issues that can back administrators into a corner. Konni's reminders about the importance of thorough documentation and fairness always hit home with administrators trying to accomplish more in the day than is humanly possible.

- We had a presentation from Const Terry Mishio of the Edmonton Police Service, who confirmed many of the frustrations in dealing with cyberbullying. We learned that although the webmasters of sites like Nexopia have a conscience and will close down their members who abuse policy, the only reasonable approach to shutting down the student-to-student bullying is to get the students together and talk through the issues. In his role as a school resource officer, Const Mishio sees counselling students as a more practical solution than prosecuting them.

- The professional development that GERCSA is providing to our members is focused on the Principal Quality Standard (PQS), which is still in draft form. Two of the dimensions in the PQS refer to the principal as a visionary leader. As a result, we selected for our afternoon session Dr Stephen Murgatroyd, who identifies himself as a "chief scout" looking into the future. His analysis demonstrates that advances in technology and the possibility that emerging powers will leap ahead of the Western powers, as well as other global factors, will and must influence government policy, education, health care, our standard of living and our economy. He spoke of the economic power shift occurring in the world—demographics and environmental forces have the potential to turn the future of North America upside down. He painted a bleak future for complacent systems operating on a model that worked 40 years ago. He believes that we are not preparing our students for the future that is unfolding. It was a very provocative and thought-provoking message.

Watch for our next GERSCA-sponsored session, to be held on January 29. This will be an evening session with a dinner and a guest speaker yet to be confirmed.

Central Alberta

Dave Khatib

I would first like to acknowledge the work that Carol Johnson has done in her years as CARCSA president. Carol's tireless work with the CSA has elevated the administrator specialist council to a high status in the central zone. Her passion for education is evident in everything that she does, and she will continue to provide leadership in her capacity as past president.

CARCSA and CARC (Central Alberta Regional Consortium) planned a pre-session to the Leading and Learning conference, held November 29 to December 1, 2007. The focus of the pre-session was on assessment through the eyes of school administration. Damian Cooper led a day-long session for school leaders in which he introduced participants to the "Eight Big Ideas of Assessment" that provide the foundation for his latest resource, *Talk About Assessment: Strategies and Tools to Improve Learning*. As teachers plan classroom assessment, they feel torn between the competing demands for increased accountability and the knowledge, now supported by research, that the most effective assessment strategies provide feedback in words, not scores, and are characterized by responsiveness to students. Through a combination of presentation, discussion, video clips and activities, this session gave school leaders ideas to help them implement a balance of assessment *for* learning (to promote learning) and assessment *of* learning (for grading and reporting). Further information about Damian Cooper is available at www.damiancooperassessment.com (accessed December 11, 2007).

Go confidently in the direction of your dreams. Live the life you have imagined.

—Henry David Thoreau

Peace Area

Rodney Lee

Each year, the major event for the Peace Area Regional is the PARCSA fall conference, held in Grande Prairie. PARCSA 2007 was held on September 20–21, with 70 members in attendance. Thursday evening supper was followed by a session on cyberbullying, presented by SAFFRON (the Strathcona Sexual Assault Centre). The Friday session featured Charlie Coleman, an award-winning school administrator from British Columbia; he has been named as an ASCD Outstanding Young Educator and as one of Canada's outstanding principals. His session, "Essential Elements for Student Success," focused on building a results-oriented learning community, with particular emphasis on the issues and challenges in schools with extremely diverse (ethnic, linguistic, socioeconomic) populations. Participants rated his presentation as outstanding.

PARCSA continues to award a \$500 scholarship each year on behalf of our members to a deserving education student.

PARCSA has also entered into an agreement with the Mighty Peace Teachers' Convention to help sponsor John Izzo at the 2008 convention.

The next executive meeting will occur on March 6, 2008, and will focus on planning for PARCSA 2008, which will be held at the Stonebridge Hotel, in Grande Prairie, on September 18–19.

The Peace Region continues to be a strong supporter of the CSA. Distances always make communication a problem in the north, and we appreciate the efforts of our jurisdiction contacts to ensure that information reaches all current and potential members.

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 winner will receive a beautifully framed certificate at a CSA function. CSA will cover any expenses related to the presentation of this award.

Contact your regional president if you would like to nominate someone in your area. The nomination deadlines may vary between regionals, but the submission deadline for nominations from the regionals to the CSA secretary is **March 1, 2008**.

Outstanding work is being done in our schools every day. Take the time to recognize those doing that work by nominating them for this award.



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 of benefiting teaching and learning.

The Julius Buski Leadership Grant will be awarded annually, unless there is no suitable applicant. The school that receives this grant will be awarded a \$500 grant in support of the initiative and will be formally recognized during the Western Canada Educational Administrators' Conference (WCEAC).

Applications must include the names and signatures of the school's principal or assistant principal(s) and one teacher on staff who has worked directly with or has knowledge of the project.

Criteria

Applicants are required to

- be current members of the ATA. The principal or assistant principal(s) must be current member(s) of the CSA;
- provide a one-page write-up describing the school and the project and/or practice, including 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;
- be available for a brief interview (in person or by telephone), during which a member of the selection committee will ask questions concerning the innovation. An interview schedule will be developed; and
- be willing to make a one-hour presentation on the initiative to colleagues at the WCEAC following the awarding of the grant. Any reasonable costs associated with this presentation (including transportation to and from the conference and one night's hotel accommodation if necessary) will be covered by the WCEAC program planning committee.

The selection committee for the Julius Buski Leadership Grant will include the CSA president-elect and WCEAC directors. **The deadline for application is February 15, 2008.**

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THE INSTRUCTIONALLY INTELLIGENT LEADER... NO OPTIONS



BANFF LEADERSHIP SEMINAR

April 10- 12, 2008
at the Banff Park Lodge, Banff Alberta

WITH KEYNOTE SPEAKER – **Barrie Bennett**

Dr. Barrie Bennett is an associate professor at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT). He is an expert in the fields of teacher learning, instructional intelligence, and pedagogy. He works with school boards around the world, focusing on ways teachers can integrate instructional strategies, tactics, and skills to create more meaningful learning experiences and environments for all students.

Dr. Bennett has taught at the university, high school, middle school, and elementary levels. He combines his classroom experience with a vast amount of research on educational topics. Dr. Bennett is the co-author of *Cooperative Learning: Where Heart Meets Mind*, *Classroom Management: A Thinking and Caring Approach*, and *Beyond Monet: The Artful Science of Instructional Integration*.

CONFERENCE SCHEDULE 2008

Thursday, April 10, 2008

4:00–7:00 p.m.

Registration

◆ In the Banff Park Lodge lobby

◆ Pick-up registration package and get ID

7:00 p.m.

Opening comments

7:15–8:30 p.m.

Keynote ◆ **Barrie Bennet** ◆ In the Summit and Assiniboine rooms

This session illustrates the critical role school and system leadership plays in enhancing the instructional expertise of teachers. The information is based on Barrie Bennett's work over the last 26 years in 15 districts who have worked systemically to impact teachers' instructional repertoires. That information will be juxtaposed with what the current research is reporting that parallels our efforts. Note that the focus of these projects is on how to intersect provincial curriculum, assessment, instruction, how students learn, change and systemic change in order to impact the life chances and learning chances of all students. Currently, Barrie is working in 11 districts in three countries, Canada, Australia, and Ireland ... and, although we have a lot to learn, Barrie says that one thing is clear -- what the principal does or does not do, makes most of the difference.

Thursday, April 10, 2008 (continued)

8:30–11:00 p.m. President's Reception ♦ Wine and Cheese (included in your registration fee) In the Castle and Alpine Meadows rooms

Friday, April 11, 2008

7:00–8:45 a.m. Breakfast in the Alpine Meadows, Castle and Glacier
(Included in your registration fee)

9:00–10:15 a.m. Speaker ♦ **Barrie Bennett** ♦ In the Summit and Assiniboine rooms

10:15–10:45 a.m. Nutrition Break in Alpine Meadows room

10:45–12:00 noon Speaker ♦ **Barrie Bennett** ♦ In the Summit and Assiniboine rooms

12:00–1:00 p.m. Buffet Lunch in Alpine Meadows, Castle and Glacier
(Included in your registration fee)

1:00–3:00 p.m. Speaker ♦ **Barrie Bennett** ♦ In the summit and Assiniboine rooms

Saturday, April 12, 2008

7:00–8:45 a.m. Breakfast in Alpine Meadows, Castle and Glacier
(Included in your registration fee)

9:00–10:15 Speaker ♦ **Barrie Bennett**

10:15–10:45 Nutrition Break in Alpine Meadows room

10:45–12:00 Speaker ♦ **Barrie Bennett**

♦ Closing comments and evaluations

For Accommodations information
please visit our website at:

<http://members.shaw.ca/bvarem/CalgaryCSA/bls.html>





BLS '08 REGISTRATION FORM

Council on School Administration &
The Alberta Teachers' Association
Banff Leadership Seminar 2008

THE INSTRUCTIONALLY INTELLIGENT LEADER... NO OPTIONS

April 10 - 12, 2008 with Keynote: Barrie Bennett

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) \$300.00 \$ _____

Not eligible for Specialist Council membership* \$600.00 \$ _____

Please make cheques payable only to BLS '08 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 25th, 2008.

There is a \$50.00 fee on all cancellations prior to March 25th, 2008. 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.