

FALL 2014

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Thoughts from the CAP President

Greetings Colleagues,

It is an honour to assume the role of CAP President for the 2014-2015 school year.

The CAP Executive and Board of Directors is a dedicated group of school leaders anxious to provide a unified voice to our profession and colleagues across the nation. We know that the release of the research study, *The Future of the Principalship in Canada*, will attract attention from stakeholders both within and alongside education and will be a useful tool for those who influence educational growth and improvement. CAP also anticipates that this work will ignite a desire to further extend research into those critical areas which continue to shape the landscape of leadership. It is a difficult but exciting time to be a school leader.

I wish you all the best as you embrace another year of change and challenge. Be proud of the work you do. It extends far into the future.

Kindest regards,

Tina

Tina Estabrooks has an M. Ed from the University of New Brunswick, and undergraduate degrees in Business and Education. She lives with her two children, Samantha and Jake, in a small community outside of Saint John, New Brunswick. Tina is currently the Principal of Centennial Elementary, a provincially designated high priority school in the New Brunswick Anglophone South School District. In 2013 she was nominated by her staff and received the Vince Sutherland Educational Leadership Award. Tina began her teaching career at Kennebecasis Valley High School. In addition to classroom teaching and school leadership, her career includes tenures for her Board and for the New Brunswick Department of Education. Tina is passionate about building partnerships that secure equal opportunities for children residing in high priority neighbourhoods and she is dedicated to fostering inclusive learning environments. She is devoted to life-long learning and empowers her staff to pursue professional growth opportunities at all times. Tina's interests outside of education include athletic training and family.



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Canada's principals hopeful about the future but often overwhelmed

While Canada's school leaders find their work very fulfilling, the growing complexity and competing demands of school and community life make the job untenable at times. This is one of the key conclusions of a national research study undertaken by the Canadian Association of Principals (CAP) and the Alberta Teachers' Association (ATA).

The Future of the Principalship in Canada project involved 500 principals from across Canada who participated in 40 focus groups over a two-year period. Participants identified the trends shaping their day-to-day work, also taking into account the emerging critical influences that will impact schools in the next two decades. The report provides detailed provincial and regional analysis; yet, overall the experiences of school leaders are remarkably similar across the country. For example, while policymakers stress the importance of the school principal as an instructional leader, the competing demands during a typical 58-60 hour work week limit most of the country's principals to only 5 hours a week to work directly with teachers to support exemplary instructional practice.

Bookended by analyses from two of education's leading experts, David Berliner and Dennis Shirley, this study makes a valuable contribution to the goal of supporting the work of principals, now and in the future.

School leaders appreciated the opportunity to provide their perspectives on the current and future forces shaping their work and the teaching and learning conditions in schools across Canada. While an international research team contributed to the study, the authoritative views of Canada's principals clearly emerge. As the study argues, "In order to understand the work of school leaders—as it is now and as it will be in the future—the voices of those undertaking that role must be heard by stakeholders and policymakers." Though focused on Canada's principals, this study also makes productive global comparisons based on the recently published Teaching and Learning International Survey (TALIS) Results sponsored by the Organization for Economic Cooperation and Development (OECD).

Advance reviews signal the significance of this study. "In this important pan-Canadian study, the authors set out what is happening to the principalship from sea to sea," says Andy Hargreaves, Thomas More Chair in Education at Boston College's Lynch School of Education, who further observes that "principals are, in many ways, at the centre of a rapidly changing society and the impact it is having on its children."

The full report and an executive summary are available at www.teachers.ab.ca (Publications>Other Publications). For more information on the national findings please contact the lead researcher, J-C Couture (jc.couture@ata.ab.ca), by telephone at 1-800-232-7208 or the CAP President, Tina Estabrooks (tina.estabrooks@nbed.nb.ca), by telephone at 506-658-5334.

CAP Annual Conference, May 11-14, 2015, Whistler, British Columbia

The British Columbia Principals' and Vice-Principals' Association invites you to attend the 2015 Canadian Association of Principals Conference being held in beautiful Whistler at the Fairmont Chateau Whistler. This conference will give delegates the opportunity to engage in professional development entitled "Connecting Leaders: Inspiring Learning". The conference will highlight building capacity, digital tools (not toys), balanced leadership, aboriginal achievement and beyond 21st Century Learning. Keynote speakers include Simon Breakspear, Wab Kinew, Jesse Miller and Stephanie Hirsh.

For more information, please visit our website at www.bcpvpa.bc.ca

CAP 2014 Conference Recap

Our CAP conference is a wonderful opportunity for principals from sea to sea to come together in a celebration of leadership. One of the greatest things about being at a conference like this is to actually be in a room filled with people and not be the oldest person in the room. So often we are so isolated within our schools whether we live in urban centres or remote communities. We stay connected today through email and social media but there is no replacement for sitting at the table and sharing meals, laughter and conversation with each other. We know that our roles as principals keep changing and there is a tremendous work load placed on us. Our principals are as diverse as our nation. Our schools are as diverse as our principals. Having said that, it is so heartwarming to meet all of these great people that take the helm at our country's schools. The connections we make in person are so important in our connected world. Sometime we forget the importance of meeting with our colleagues face to face. Each year the Canadian Association of Principals has a conference which all Canadian principals should consider attending. It allows us to share our thoughts and feelings about leadership with each other. It allows us to realize that our issues at our schools are all of our issues and that there are more commonalities than differences within our diverse educational systems and schools. It also allows the opportunity to see some of the great places our country has to offer. I hope to see you all in Whistler, B.C. May 11-14, 2015.

“Citizenship - Connecting to the Community - Making a Difference”

by Blake Robichaud

The Canadian Association of Principals has honoured Suzanne Gallant of Fredericton’s Garden Creek School with its national “Vice-Principal of the Year Award.” The Award was presented at the CAP Conference held in early May in Halifax. Originally from Bathurst, Suzanne is a graduate of UNB and STU and has teaching experience in Edmundston, Oromocto, Cambridge-Narrows and Fredericton.

For Suzanne Gallant, student projects are an essential part of learning, developing good citizens and connecting to the community. “Creating opportunities for students, teachers, parents and even community members to come together for a common goal has always been my focus. The projects really celebrate learning and they are a great way to tap into the interests and skills of all students.” From Heritage Fairs, to Grassroots (technology), to geocaching, cooking for seniors and caring for animals at the SPCA, her 24-year career has resulted in a lot of projects in a lot of schools.

“Students and staff are really proud of what they accomplish in these projects and their lasting effects. We’ve written letters to soldiers in Afghanistan, *created artwork for the pediatric ward, made caring quilts for the Montreal Ice Storm*, and raised money for the Stan Cassidy Center through “Creeker Chairs for Charity.”

Suzanne Gallant is a successful author (Oxford University Press, *RK Publishing & Cheneliere*), professional learning resource developer and presenter. She also has made extensive contributions to the NBTA, serving as President of Middle Level Council, as President and Vice-President of two separate NBTA Branches, on several committees and in numerous other roles.

“For so long I’ve tried to turn my beliefs into something students and others can see, experience and learn from. Receiving this award is an emotional thing for me because it demonstrates that others have seen the value of this work as well.”

Barb Stegemann – Learning in the New Information Age

Ms. Stegemann’s message was inspiring and uplifting. Her presentation focused on the need for leaders to be aware of and guided for change, through the stoic wisdom of the philosophers. Ms. Stegemann shared examples of many philosophers, and went into further details around following the 7 Virtues: 1) Wonder, 2) Moderation, 3) Truth, 4) Courage, 5) Justice, 6) Wisdom, and 7) Beauty. She shared how important education was not only to herself, but in the welfare and well-being of her family. In applying these virtues, leadership capacity would positively support adaptations needed to be successful in a multi-generational work environment.

Ms. Stegemann is an engaging presenter that is well known for her entrepreneurial skills as well as an author. She shares a philosophy of living that can be applied to both professional and personal life. From her personal experiences, she feels that living with an attitude that “... everything that comes at us, is an opportunity”, has propelled her to reach out beyond herself, and has empowered her to share these timeless ideas.

Look for Ms. Stegemann’s best-selling book “The 7 Virtues of a Philosopher Queen” .

Why Young People Go To School and Why They Don't by Dr. Michael Ungar

When people arrived for Dr. Ungar's break out session they found themselves faced with standing room only.

Dr Ungar began with a few references to school engagement but quickly landed on a particularly extreme at-risk case, that of an irregular school attender. Dr. Ungar went into details of this girl's profile and concluded by saying this student attended school more regularly when she found she had a role to play other than that of student. He suggested that school represents more than a place of academics for the marginal student, that they need a place and opportunity to develop their self-esteem, self-worth, etc. Dr. Ungar went on to speak of students with Mental Health challenges and that suppressing the symptoms of a condition through medication may not necessarily enhance the student's well-being without other supports. He referenced one of his experiences in a third world country where they were making significant gains with attendance by making real personal attachments with each and every student. He went so far to say that troubled youth are less likely to be suicidal with increased school connectedness. Dr. Ungar mentioned that a student's "resilience capacity" depends on the youth's ability to navigate their way through social, cultural, physical and psychological resources that sustain their well-being and to navigate for these resources TO BE provided if they are not.

Dr. Ungar concluded by referencing nine things all children need:

1. Structure
2. Consequences
3. Parent-Child Connections
4. Lots and Lots of Nurturing Relationships
5. A Powerful Identity
6. A Sense of Control
7. A Sense of Belonging / Cultural Roots / Life Purpose
8. Fair and Just Treatment
9. Physical and Psychological Safety

Jason Dorsey, a Gen-Y energetic Texan, helped me sift through the rubble of reasons and explanations for today's generational aptitude. His discussion struck a personal cord and opened my mind to possibilities for relating to the newest members of my workforce.

Gen-Y, the grandchildren of baby boomers, is raised by parents who provide for and support their every perceived need. Without an expression of need, Gen-Y folks are perhaps given every possible material thing a parent can provide resulting in an unhealthy taken-for-granted attitude and sense of entitlement bordering on the extreme. Baby boomers were raised by parents who worked hard to protect their families from the elements and to meet the basic personal and physical needs. The children of boomers were nurtured to understand that goals, work, and commitment were important and that your reason in life was to build a future and create circumstances that were better than

your parents. We were raised to respect the honour and sacrifice of those who have gone before us and to take their examples as guideposts. We've been so busy meeting every perceived need of our children, perhaps even non-existent ones, we have not considered the long term effects of our own behaviour. We have filled our Gen-Y children with a dangerous sense of entitlement and a lack of desire to develop and achieve stable and reasonable long-term goals. The sins of overzealous parents and the pedesticular treatment of children have resulted in a generation who lack organization and commitment, who expect the best without having to work for it, and who know that perhaps someone else will be there to pick up the pieces when everything fails. Our children make up the generation that's raised without a sense of independence and desire.

Jason Dorsey's talk was lively, funny, invigorating and allowed us to understand the newest members of our profession. His suggestions for offering structure and guidance to these folks were valuable and applicable to our particular responsibilities. His follow-up video and subscribed e-mail are worthy additions to a professional library.

Additional information on Jason Dorsey can be found @ www.jasondorsey.com .

Distinguished Principal of the Year Award 2014/2015

This prestigious award, honouring leadership in school administration in education, is sponsored by Jostens and the Canadian Association of Principals.

If you would like to nominate a school principal for this award, please print the nomination form located on our website and submit to your provincial principal association prior to February 15 (Please note date).

Distinguished Vice-Principal of the Year Award 2014/2015

This prestigious award, honouring leadership in school administration in education, is sponsored by the Canadian Association of Principals.

If you would like to nominate a school vice principal for this award, please print the nomination form located on our website and submit to your provincial principal association prior to February 15 (Please note date).

Website: www.cdnprincipals.org

