

2003 SUMMER LEADERSHIP ACADEMY

August 10-12



Sunday, August 10

- 1:00 - 6:00 p.m. **Academy Registration @ The Grand Okanagan Hotel**
- 3:00 - 6:00 p.m. **Golf Tournament @ Gallagher's Canyon Golf & Country Club**
- 6:00 - 7:00 p.m. **Wine & Cheese Reception hosted by SDS Software**
- 7:00 - 9:00 p.m. **Canyon Barbecue Buffet**

Monday, August 11

- 7:30 - 8:30 a.m. Academy Registration & Continental Breakfast Ballroom
- 8:30 - 8:40 a.m. **Welcome and Opening Remarks** Ballroom
Julie MacRae, President, and **Geoff Jopson**, Pro-D Chair
- 8:40 - 10:30 a.m. **SESSION 1A *Choice, Flexibility and Responsiveness*** Ballroom
- ***One Person's Technical School is Another's Comprehensive School*** –
– **Rick Carruthers**, Director of Instruction, School District 42 Maple Ridge-Pitt Meadows –
This session will look at the creation—from concept to concrete—of Samuel Roberts Technical Secondary, a school of choice that will include a regular high school plus Career Technical (CTC) post-secondary options. The planning principles for this comprehensive school include:
 - improve students' transition to the world of work;
 - create more choices for learners;
 - add magnet and value-added programs;
 - offer dual credit and post-secondary options;
 - maximize academic learning time;
 - provide flexibility in learning styles;
 - emphasize applied skills in technology and trades;
 - create choice with a *Graduation Plus* option;
 - increase academic rigour in mathematics and sciences;
 - ensure all subject disciplines will embrace technology in the delivery of curriculum;
 - provide more relevant career information in all grades to parents, students and teachers;
 - develop and support technology, which will enhance the teacher learning process; and
 - encourage interdisciplinary approaches in terms of curriculum and programs.Questions for discussion: Why did the board choose to look at a technical school in the planning of its newest high school? How are the dual-credit post-secondary options funded, and what impact do they have on facilities? How will technology impact on the teacher learning process at Samuel Robertson Technical Secondary School?

- **Riverside College – Trades Training in Secondary School**
– Nancy Wells, Superintendent, School District 75 Mission –
Primarily a school for the kinesthetic learner, the Riverside Trades, Training and Technology Centre, which opened in February 2002, is an outgrowth from a strong apprenticeship program in the district. The program offers secondary school graduation and employability skills, and transitions students directly from school to the workplace.
- **Soccer School**
– Sheila Rooney, Superintendent, School District 41 Burnaby –
The Burnaby School Board and the B.C. Soccer Association are committed to working collaboratively so that youth may be successful in both their educational and personal goals. To this end they have teamed up to develop a Program of Education and Soccer Excellence. It will provide student athletes with the opportunity to achieve their secondary school goals while training and participating in a provincial/national calibre soccer development program.
- **KPlus**
– Geoff Jopson, Superintendent, School District 45 West Vancouver –
Three years ago, the West Vancouver School District opened a controversial new full-day and user-pay kindergarten class in an attempt to maintain public school enrollment. Today the district provides the program in almost every elementary school, competing very successfully with local independent schools and generating substantial revenue for the district. Learn more about this innovative and highly popular initiative.
- **Preschool Partnerships**
– Juleen McElgunn, Assistant Superintendent, School District 23 Central Okanagan –
As educators we provide a wide range of program options and early intervention supports in the primary years, but what about pre-kindergarten? Research clearly indicates that one of the greatest impacts on student achievement is early intervention prior to kindergarten. As a K-12 system, how do we work with our community partners to effect positive change for children before they enter school? This presentation provides insights and strategies on developing preschool partnerships.
- **Community Literacy: Building Learning Together**
– Candice Morgan, Assistant Superintendent, School District 69 Qualicum –
The Qualicum School District is a founding partner of Building Learning Together, a community initiative started in 1999. The Building Learning Together working committee involves regional staff from various ministries, community agencies, local business, service and nonprofit groups, parents, First Nations and government representatives in sharing resources, ideas and expertise to improve literacy. The common goal of this partnership is “to enhance children’s development (0-6 years) by supporting strong family relationships and community capacity through effective learning opportunities.” There are 15 preschool literacy projects currently under way, as well as numerous other projects that bridge preschool and kindergarten in order to enhance children’s opportunities for learning success.

10:30 - 11:00 a.m. Nutrition Break

11:00 - 12:45 p.m. **SESSION 1B Choice, Flexibility and Responsiveness**

Ballroom

- **International Education**
– Russ Pacey, Assistant Superintendent, School District 40 New Westminster –
The New Westminster School District has become a provincial leader in the provision of a wide variety of international education programs. More than simply international students attending district schools, these programs continue to seek new ways to generate revenue for the district. This presentation will explore many of the ideas behind New Westminster’s innovative programs.
Questions for discussion: Have you looked at unique resources for your school district or community that could form the basis for a successful business operation? Have you considered partnerships that could enable you to enter into such a business?
- **Hawthorne Wins, Thorndike Loses: Effects of a Modified Calendar on Students**
– Mike Suddaby, Superintendent, School District 42 Maple Ridge-Pitt Meadows –
What is the impact of a modified calendar on student achievement? Some answers can be found by observing Kanaka Creek Elementary’s 60-20 model. This session will examine the nature of the modification, student achievement results, student, teacher and parent satisfaction surveys,

data analysis, and some potential pitfalls.

Questions for discussion: If you were to choose between higher achievement scores and higher levels of satisfaction, what choice would you make? What is the best way to change a school calendar: impose a district-wide model or let each school “fend for itself?” How much are you prepared to pay for “choice”—1FTE? 2FTE?

- ***The Co-Principalship***

– **Harry Janzen**, Superintendent, School District 70 Alberni –

When closing schools, districts are often faced with a surplus of principals and vice-principals. Boards may be reluctant to pay severance or create district principalships. Returning to a teaching position may not be an option where declining enrollment has led to a very senior teaching staff. And, a significant investment has often been made in developing a skilled cadre of school leaders which the district does not wish to lose as they will be needed in a few years.

Early in the school closure process, the Alberni School Board affirmed its support of the district leadership team by passing a motion that reduction in school administration would occur through attrition. The district is closing five schools and undergoing significant restructuring in the 2003-2004 school year. There is strong belief that at a time of such significant change, more—not less—leadership is required. Therefore, co-principalships were created in certain key schools. Administrative time was not increased in these schools and students are benefiting from the excellent teaching skills of these principal teachers. It is proving to be a cost-effective and educationally sound temporary solution.

Questions for discussion: If your district has closed schools, what was done regarding surplus administrators? What strategies do you employ to retain skilled principals and vice-principals given the many vacancies in the province?

- ***Leadership Development and Management Succession***

– **Fred Renihan**, Superintendent, School District 36 Surrey –

This session will describe how administrators and teachers have been engaged in exploring and describing the dimensions of effective instructional leadership. Participants will visit the Surrey Leadership Academy Web site, which is directed, in large measure, to fostering leadership development and the sharing of school-based action-research projects designed to enhance student learning.

- ***Schools of Choice in the Greater Victoria School District***

– **Irene Corman**, Director of Instruction, School District 61 Greater Victoria –

Sundance Elementary and South Park Family School have been two extremely successful and long-standing schools of choice in the Greater Victoria School District. Both of these schools operate in a way that is different from other schools, as well as from one another. The attributes they do have in common are: long wait lists for entry; a high degree of family involvement in the classroom, decision-making, school culture and all other aspects of the school; a registration process that does not involve a catchment area; outstanding results in student learning with respect to literacy and social responsibility; and a school population that is diverse with respect to socioeconomic status and learning needs. This presentation will include a description of the approaches taken by Sundance and South Park that have made them so successful over time.

Questions for discussion: How are these schools different from other elementary schools? What approaches are taken to ensure that such a high degree of parental involvement optimizes classroom work?

12:45 - 1:30 p.m.

SESSION 2 *Teacher Supervision Project*

Rick Davis, Superintendent of Field Liaison, Ministry of Education

Ballroom

6:00 p.m.

Summerhill Winery Tour, Tasting & Dinner

The tour starts at 6:00 p.m., followed by dinner at Summerhill’s Sunset Veranda Restaurant at 7:30.

7:30 - 8:30 a.m. Continental Breakfast

8:30 - 10:15 a.m.

SESSION 3 *What Matters Most? Great Teaching!*

Ballroom

- ***Demonstration Schools***
 - **Brenda LeClair**, Deputy Superintendent, School District 35 Langley – Otter Elementary, an ongoing professional learning community, is a school where teachers examine their own teaching practices and share their learning with others. Operating within an alternate schedule, the staff and community engages in ongoing professional development and investigates research-based teaching strategies. In its role as a demonstration school, Otter opens its doors to professional colleagues, and encourages other educators to examine and improve their professional practice.

- ***Action Schools! BC ...***
 - **Jim Martens**, Assistant Superintendent, School District 38 Richmond – Action Schools! BC is a best practices physical activity model designed to assist elementary schools in creating individualized action plans to promote healthy living. Physical activity is integrated into the fabric of a school and is maintained through partnerships with the family and community to achieve long-term, measurable and sustainable health benefits. Action Schools! BC capitalizes on the best physical activity and education models available, valuing available resources and contributing to the development of a sustainable program model, and provides low-cost resources to educators, parents and community groups to complement physical activity programs already in place.

Questions for discussion: What ingredients are needed to increase physical activity and healthy choices at elementary schools, thereby decreasing risk factors among participants for the development of obesity, cardiovascular disease, diabetes and osteoporosis? What components of a healthy child fitness program are more critical than others to sustain the program over time? In what ways can, and will, your district implement Action Schools! BC?

- ***Creating Time for Job Embedded Professional Learning***
 - **Linda Jones**, Assistant Superintendent, School District 45 West Vancouver – During the 2002-2003 school year several conversations were held in West Vancouver with administrators, professional development representatives and the assistant superintendents on how to structure professional learning to benefit students. These conversations led to the development of a model whereby small groups of teachers would meet over time and support one another as they set improvement goals. These goals would follow from reflection on the teachers' own pedagogy, assessment practices and results, or the district's academic goals as found in school plans or the accountability contract. This session will focus on the constraints that emerged and the actions that were taken to support the professional learning community initiative within the school district.

- ***Math 44***
 - **Robin Brayne**, Superintendent, School District 44 North Vancouver – Curriculum leadership has been a hallmark of the North Vancouver School District for many years. Now the success of Reading 44 has prompted the development of Math 44, a new program designed to evaluate the teaching and learning of mathematics at all grade levels. See how this program could help your staff deliver the best in mathematics.

- ***Building Strength, Confidence and Success for Our Students: Nisga'a School District Story***
 - **Bernadette Rymer**, District Principal, Special Education/Literacy, School District 92 Nisga'a – This presentation will provide an overview of the Nisga'a School District's Literacy Initiative / Student Success Initiative, which began in September 2001. It is a case study of developing quality teaching and learning in a remote, sparsely populated and geographically isolated district in which student success has, in the past, been limited. It focuses on building leadership throughout the district among teachers and administrators, and developing links to the community. This presentation will trace the steps taken to develop and implement the initiative, including: unified district-level vision; comprehensive inservice and support for all teachers and support staff; appropriate materials and resources; instructional activities and strategies; classroom-based assessment; timelines for program evaluation and evidence of growth; school and district-level administrative support and involvement in the initiative; and school board trustees support. Programs include Balanced Literacy, Johns Basic Reading Inventory, BC Performance

Standards, Performance-Based Schools, Summer and Parents programs, T.A. Training, Leadership Institute and Professional Partnerships. The results of classroom-based assessments and FSA scores documenting the increase in literacy skills will be shared.

Focus questions: In the era of huge budget restraints, how can you do this? How did we get administrators and teachers to “buy into” this initiative? How do we maintain momentum?

10:15 - 10:30 a.m.	SPECIAL UPDATE: <i>Ethics in Education Initiative</i> Chris Kelly , Superintendent, School District 39 Vancouver The BCSSA will support involved school districts as they work to build capacity for ethical reasoning and decision-making within their educational communities. While the process and content provided by the Institute for Global Ethics (IGE) provides a foundation for this initiative, it is understood that each district will have unique needs and resources to bring to the adaptation and implementation of the concepts. To that end, BCSSA’s role will be one of ongoing liaison, communication and coordination, along with sponsoring the development of a provincial cadre of facilitators accredited to support planning and training within the districts.	Ballroom
10:30 - 11:00 a.m.	Nutrition Break	
11:00 - 11:45 a.m.	SESSION 4 <i>Student Achievement and the Role of Technology</i> Stewart Ladyman The reality is that computer hardware and software, in isolation from appropriate teaching and learning strategies, cannot improve student achievement. Apple Canada has engaged the services of a number of educators in addressing issues that will help low-achieving schools improve student achievement. A question-and-answer period follows this presentation, which will include an examination of: national and international data on student achievement; risk factors that lower student achievement; the British experience; socio-cognitive research on learning; learning approaches that make a difference; helping teachers use assessment to improve student achievement; what is needed in the way of technology; and pilot projects under way in B.C., Canada and the United States.	Ballroom
11:45 - 1:15 p.m.	SESSION 5 <i>Ministry of Education Update</i> Emery Dossdall , Deputy Minister of Education	Ballroom
1:15 p.m.	Conference Close	

Special thanks to

corporate sponsor

School District Systems (SDS)

corporate prize donors

Apple Canada

Gallagher’s Canyon Golf & Country Club

Grand Okanagan Lakefront Resort

IBM Canada

Idea Incentives

Royal Bank of Canada

Summerhill Winery

and



Professional Development Committee

Ron Allen

Gary Graf

Linda Kaser

Brenda LeClair

Juleen McElgunn

Linda Rossler

Geoff Jopson (Chair)

Kim Young, Pro-D Coordinator