

MASS Spring 2025 **Journal**

The official magazine of the Manitoba Association of School Superintendents



Public Education: *Leading in a Good Way (Part Two)*



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On the cover: We know it's spring and this issue's cover features wintery snow, but these pictures were just too fantastic to ignore! Turn to page 20 where authors from the Whiteshell School Division (WSD) "spill the tea" about their students playing and learning outdoors as part of WSD's place-based education.





The Sam Waller Museum is the hidden jewel of Northern Manitoba. Located in The Pas, Manitoba, the museum is open every day, year-round, allowing visitors to come learn and enjoy the history of the Tri-Community Area and that of its founder, Sam Waller. Sam Waller was a man who collected anything and everything that caught his eye. He was built in the mold of a Renaissance man as he moved from place to place and came into contact with a diverse number of people who helped him build this massive collection with which he used to found the original Little Northern Museum.

In 1991, the museum would be renamed The Sam Waller Museum and it was moved into the now vacant old courthouse, which itself has since been designated as a provincial historic site. The museum features three galleries, one dedicated to Sam Waller and his founding collection, another dedicated to the history of the Tri-Community Area and a third ever changing exhibition space that hosts anything from traveling exhibits to local art shows. The museum features a community space downstairs as well as a discovery centre. Finally, the museum also features an exhibit that uses the original jail cells from when the building operated as the regional courthouse. We also have a gift shop filled with artisanal works from local artists who we partner with in the community. At The Sam Waller Museum, there is something for everyone and we encourage you to visit when you get the opportunity.



The Sam Waller Museum
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Public Education: *Leading in a Good Way*

When reflecting on leadership in public education and leading in a good way, my thoughts quickly turn to the late Minister Nello Altomare.

His life's work, whether in a school or the Legislature, was inspired by a deep passion for public education and commitment to the success and well-being of all students. We saw this through his tireless commitment to the creation of Manitoba's universal nutrition program to ensure that every child has access to nourishing food at school. It was truly inspiring to work with Nello, and it is with great respect and gratitude that I follow his footsteps as Manitoba's Minister of Education and Early Childhood Learning.

On behalf of the Government of Manitoba, I am pleased to bring greetings to the members of the Manitoba Association of School Superintendents (MASS). Effective leadership at all levels of the education system is paramount to fostering an equitable, high-quality education for all children and youth. Effective leaders are committed to building a school community where each student is valued, nurtured and given learning opportunities in environments where they feel safe, respected and belong.

Leading in a good way promotes and provides learning environments that highlight the gifts of each student. Leaders pursue an equitable approach to education and advocate for their learners' best interests. They ensure Indigenous perspectives are included in our education system, promote a learner-focused school climate, build capacity of staff and self, and foster a learning environment that is engaging and positive.

It is crucial that we recognize the importance of public education, along with those that lead within it. Effective leaders strive to make learning accessible and inclusive for all, creating a just and thriving Manitoba for generations to come. As we read about the effective leadership and excellent learning opportunities occurring in school divisions/districts, schools, and classrooms across Manitoba, let us reflect on Minister Altomare's commitment to students and honour his memory by working together to provide learning spaces where all children and youth belong, are valued, and are provided the skills and knowledge necessary to reach their full potential and live 'The Good Life.'

Thank you for your courageous and unwavering leadership and for advocating in the best interest of all Manitoba children and youth. Every Child Matters.

Honourable Tracy Schmidt

Minister of Education and Early Childhood Learning



Bien diriger en éducation publique

Lorsque je réfléchis au leadership en éducation publique et à la manière de bien diriger, je pense tout de suite au défunt ministre Nello Altomare. Animé d'une grande passion pour l'éducation publique, il a consacré sa vie à la réussite et au bien-être de tous les élèves, que

ce soit dans le cadre de son travail à l'école ou à l'Assemblée législative. Nous l'avons constaté par son engagement indéfectible à mettre en œuvre le programme d'alimentation universel au Manitoba pour que chaque enfant ait accès à des repas nourrissants à l'école. Travailler avec Nello Altomare a été une véritable source d'inspiration, et c'est avec beaucoup de respect et de gratitude que je prends la relève en tant que ministre de l'Éducation et de l'Apprentissage de la petite enfance de la province.

Au nom du gouvernement du Manitoba, j'ai le plaisir de saluer les membres de la Manitoba Association of School Superintendents (MASS). Diriger de manière efficace dans l'ensemble du système d'éducation est essentiel pour favoriser une éducation équitable et de haute qualité pour tous les enfants et les jeunes. Les bons leaders s'engagent à bâtir une communauté scolaire au sein de laquelle chaque élève est valorisé, bien entouré et a l'occasion d'apprendre dans un environnement où il se sent en sécurité, respecté et à sa place.

Bien diriger consiste à promouvoir et à créer des milieux d'apprentissage qui mettent en valeur les dons de chaque élève. Les leaders adoptent une approche équitable en matière d'éducation et défendent les intérêts de leurs apprenants. En plus de veiller à ce que les perspectives autochtones soient prises en compte dans notre système d'éducation, ils instaurent un climat scolaire axé sur l'apprenant, renforcent les capacités du personnel et de soi, et favorisent un environnement d'apprentissage stimulant et positif.

Il est essentiel de reconnaître l'importance de l'éducation publique et des leaders qui en font partie. Les leaders efficaces s'efforcent de rendre l'éducation inclusive et accessible à tous dans le but de bâtir un Manitoba juste et prospère pour les générations à venir. En lisant sur les excellentes possibilités d'apprentissage et le leadership exercé de manière efficace dans les divisions scolaires, les écoles et les salles de classe du Manitoba, réfléchissons à l'engagement du défunt ministre Nello Altomare envers les élèves. Honorons sa mémoire en travaillant ensemble pour créer des milieux d'apprentissage où tous les enfants et les jeunes ont leur place, sont valorisés et acquièrent les compétences et les connaissances nécessaires pour atteindre leur plein potentiel et avoir une belle vie.

Merci de faire preuve d'un leadership inébranlable avec courage et de défendre les intérêts de tous les enfants et de tous les jeunes du Manitoba. Chaque enfant compte.

Madame Tracy Schmidt

Ministre de l'Éducation et de l'Apprentissage de la petite enfance

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My strong belief is that public education is one of the foundations of our democratic society, and the incredible work being done in our public schools every day is proof of the dedication, passion, and resilience of teachers, staff, and leaders across Manitoba.

We must also take a moment to acknowledge a profound loss. The passing of Nello Altomare, our Minister of Education and Early Childhood Learning, is deeply felt by all who knew him. He cared deeply about public education and the students we serve. His legacy and leadership remind us of the responsibility we carry as leaders in public education to serve with purpose, to listen with empathy, and to act with conviction and strength.

The theme of our Spring Journal, *Public Education: Leading In A Good Way*, reaffirms our commitment to the foundational elements of what public education stands for. We hope you find the articles contained to be valuable and insightful. Across the province, school divisions are working together in innovative and collaborative ways, ensuring that best practices and resources are shared to enhance learning opportunities for all students. These partnerships are a testament to the strength of our education system and our shared value in the power of collective action.

At the heart of all we do are the relationships we build with students, families, our staff, and the communities we serve. Meaningful relationships create a sense of belonging, foster engagement, and ultimately empower students to do more than just merely get by, they create the environment for them to thrive. Every decision we make must be guided by what is best for the children and youth in our care. This immense responsibility can never be taken lightly and is in fact a great honour.

Serving as the Manitoba Association of School Superintendents (MASS) Co-President is a true honour, and it's a privilege to work alongside such dedicated leaders. Together, we'll continue to lead in a good way, always with the well-being and success of our students at the forefront of everything we do.

We hope you enjoy reading this journal and find it inspiring.

Jason Young
MASS Co-President

Je crois fermement que l'éducation publique est l'un des fondements de notre société démocratique. Le travail incroyable accompli chaque jour dans nos écoles publiques témoigne du dévouement, de la passion et de la résilience des enseignants, du personnel et des leaders du Manitoba.

Nous devons également prendre le temps de souligner une grande perte. Le décès de Nello Altomare, notre ministre de l'Éducation et de l'Apprentissage de la petite enfance, affecte profondément tous ceux qui le connaissaient. Il avait à cœur l'éducation publique et celle des élèves que nous servons. Son héritage et son leadership nous rappellent la responsabilité qui nous incombe, en tant que leaders en éducation publique, de servir avec détermination, d'écouter avec empathie et d'agir avec conviction et force.

Le thème de notre revue du printemps, *Bien diriger en éducation publique*, réaffirme notre engagement à respecter les fondements de l'éducation publique. Nous espérons que vous trouverez les articles de cette revue utiles et intéressants. Dans toute la province, les divisions scolaires travaillent ensemble de manière innovante et collaborative pour mettre en commun leurs ressources et meilleures pratiques afin d'accroître les possibilités d'apprentissage pour tous les élèves. Ces partenariats témoignent de la force de notre système d'éducation et de l'importance que nous accordons au fait de fournir un effort collectif.

Ce que nous tenons le plus à cœur dans le cadre de notre travail, ce sont les relations que nous établissons avec les élèves, les familles, notre personnel et les collectivités que nous servons. Bâtir des relations significatives permet de créer un sentiment d'appartenance, de susciter l'engagement et, au bout du compte, de donner aux élèves les moyens de faire plus que simplement se contenter de vivre. Ces relations façonnent un environnement qui leur permet de s'épanouir. Nous devons prendre chaque décision en pensant à ce qu'il y a de mieux pour les enfants et les jeunes dont nous avons la charge. Cette immense responsabilité ne peut jamais être prise à la légère et constitue en réalité un grand honneur.

Je suis très honoré d'être coprésident de la Manitoba Association of School Superintendents (MASS) et d'avoir le privilège de travailler aux côtés de leaders aussi dévoués. Ensemble, nous continuerons à bien diriger en ayant toujours la volonté d'assurer le bien-être et la réussite de nos élèves.

Nous espérons que vous prendrez plaisir à lire cette revue et que vous la trouverez inspirante.

Jason Young
Coprésident de la MASS



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Artwork by Georgia Fullerton



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MISSION

Manitoba Association of School Superintendents (MASS) provides leadership for public education by advocating in the best interests of learners and supports its members through professional services.

VISION

In the next 3 years, MASS will enhance our ability and capacity to support professional learning, connection and advocacy among our members.



LEARNING

Ensure professional learning:

- reflects the priorities of the strategic plan
- respects the diverse needs of members
- is responsive to needs in public education
- is practical/directly applicable to the work of senior leaders



CONNECTING

Ensure our approaches to networking and connection:

- support members' sense of efficacy in their divisional leadership
- deepen their understanding
- lead to meaningful collaboration/co-construction



ADVOCATING

Ensure a strategic approach to advocacy that:

- clearly outlines a compelling case for change/improvement within MASS priority areas
- maps out a cohesive plan for advocacy throughout the organization's areas of action
- ensures actions support and are aligned to the plan

HIGH LEVERAGE STRATEGIES

1

Ensure internal and external clarity about who we are, what we do and how we operate.

2

Build our capacity through increasing human and financial resources.

3

Nurture a culture of positive, meaningful and constructive engagement with members and external partners.

4

Review, re-imagine and revise structures that support all areas of our work.

5

Develop a cohesive and strategic approach to advocacy and a concrete plan to support implementation across the organization.

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A Journey Towards Inclusive Assessment Practices



Undergoing assessment. Photo and graphic courtesy of Suzanne Cottyn.

By Suzanne Cottyn and Jamie Galbraith, Mountain View School Division

Mountain View School Division's (MVSD) journey to align its assessment practices with Indigenous ways of knowing, understanding, doing, and honouring began with a desire to better engage both our students and families in the assessment process in meaningful ways that were clearly connected to their learning. Over several years MVSD engaged in conversations with a variety of stakeholders, reviewed assessment


research related to supporting Indigenous learners and worked through several iterations of an updated procedure. As a next step in the journey, MVSD made four commitments to our learners regarding our assessment practices.

1. To enhance communication between the teacher and learner.
2. To value what we teach by choosing to assess what we value.
3. To report on individual progress in ways that are accurate and helpful to all members of the learning

community (students, educators, parents/guardians, grandparents).


4. To demonstrate an understanding of an Indigenous worldview by implementing assessment strategies that reflect the belief that learning is a lifelong journey and value a holistic view of the learner.

By beginning with the end in mind, MVSD has created the conditions to allow for an inclusive and comprehensive approach to student assessment. MVSD updated their assessment procedure in 2022 to include a more




MVSD

OUTCOME-BASED ASSESSMENT Q&A




What is Outcome-Based Assessment?



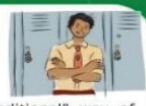
Outcome based assessment measures student progress towards specific learning outcomes. Underlying this system is a belief that each student is unique and may experience success in different ways or on a different timeline compared to others. Emphasis is placed on learning as a process, with students receiving and acting on feedback in order to improve.

How is this different from the way students were graded in the past?

"Traditional" grading schemes tend to focus on a more rigid and time restrictive system that does not account for the unique nature and circumstances of each student. Marks are seen with more "finality" as opposed to an opportunity to learn from mistakes and grow as learners. Quite often, more emphasis is placed on high stakes events such as exams.




Why bother changing what works?



For many students, past and present, the "traditional" way of grading was not working. Receiving a grade on an assignment was seen as final, and sometimes had unintended negative effects. By having a clear target, making their progress visible and letting them know what their next steps are, students now have the opportunity to improve on what they know and move towards mastery of a topic or idea.


What's so bad about getting a grade?

Some research has shown that once a grade is assigned to a piece of work, students feel that the learning is over. Policies that impose deadlines on both learning and assessing help to promote this inhibitive way of thinking. By focusing on feedback and learning from mistakes, we hope to create a generation of learners that see mistakes as an opportunity to learn and grow, not a judgement on their effort, intelligence or ability level.



What about PowerSchool & Report Cards?


By shifting the focus away from learning events to the learning process, we hope to emphasize the progress the student is making towards mastery of the outcomes in the course. We know that it is impossible to accurately summarize a student's learning in one number. Report cards will still be used but they serve as a snapshot of learning. We encourage you to have meaningful conversations with your students about their progress, and not only on the mark that appears on their report card.



What about University/College/Real Life?


Applying for post-secondary still involves the institution looking at the final grades of a select few classes. Schools and teachers still have deadlines to meet to submit these final grades, **its only the process to create these grades that is shifting.**

In "real life" we are constantly getting feedback on our actions and decisions. We aim to create an in-school experience that mirrors what students will see when they leave the building to pursue "The Good Life".



Is this more work for the student?


Possibly. It may also just be "different" work. We hope to decrease the reliance on "cramming" information and increase engagement in the learning process. We want students to be thoughtful about what they are turning in as their best work and how it relates to the provincial outcome(s) they are working on. As a result, we hope we are creating engaged and thoughtful learners for life. This process will support children achieving the global competencies of Citizenship, Creativity, Critical Thinking, Collaboration, Communication and Connection to Self.



Final thoughts...

We know that changing the idea of what school and grading looks like is a monumental task and that this will take time. We know that this may look slightly different depending on the teacher and the subject area. We know that there are going to be bumps in the road. But we also know that we are up for the challenge!

Having teachers and parents on the same page is vitally important. If you ever have any questions on grading and assessment, please contact your student's teacher.



Sources:
 BS30 MVSD Assessment Procedure, 2022
 Rethinking Classroom Assessment with Purpose in Mind, MB Education, 2006
 Aberdeen School Parent Brochure

The Mountain View School Division Outcome-Based Assessment Q&A.

direct approach to outcome-based assessment. The guiding principles at the beginning of the procedure are aligned with the Indigenous Principles for Holistic Lifelong Learning (2007)¹ and MVSD's Indigenous Framework

(2019). The guiding principles outline both what learning is and how assessment should support learning. The following is a summary of the four areas that guide MVSD's assessment procedures:

Knowing (emotional): Learning that acknowledges all things are interconnected, relational and dependent on balance and harmony within all aspects of the life journey. Learning that recognizes the role of sharing inter-generational knowledge.

Assessments foster motivation by building on student success and self-confidence, with a focus on understanding and progress.

Understanding (cognitive): Learning is a lifelong journey and is acquired through a range of learning opportunities within informal (home/land) and formal (classroom/community) settings. Assessments are based on student learning outcomes as stated in the Manitoba Education curricula, while ensuring that student voice and choice are honoured throughout the process. Assessments

reflect a broad range of strategies to gather accurate evidence about student learning to ensure a holistic view of the learner.

Doing (physical): Learning that recognizes newly acquired skills and knowledge are meant to be shared with the community and supports the community's well-being. Assessments provide frequent and timely feedback to students that is descriptive and clear, identifying both areas of strength and improvement, appropriate to a student's developmental needs. Numerous and

varied opportunities for re-assessment over time should be provided to students to improve their learning.

Honouring (spiritual): Learning starts at home and is embedded in personal stories of history, traditional knowledge, and clan/family systems. Learning that Mother Earth/the natural world grounds and roots us in living a good life (Mino-Pimatisiwin) and providing our sense of place in the world. Assessments are responsive and constructive, focusing on the process of learning. They are ongoing and fluid, involving the teacher

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and the learner in reflection, dialogue, and decision-making.

As is evident in the guiding principles, instruction and assessment go hand in hand to create a reciprocal process to learning for all students when the teacher emphasizes growth over time through a scaffolded approach. By embedding outcomes into all stages of the learning cycle, from curricular creation, to planning units and lessons, to formative and summative assessment practices, students are provided with meaningful ways to connect to their learning. Over time and through ongoing collaboration with teachers, MVSD has taken the curriculums from the province and created gradebook descriptors to ensure that all students in MVSD are given frequent and detailed feedback about their level of competency.

The benefits to engaging in this process have been increased teacher collaboration and focus on curriculum, and an increased capacity of teachers to plan for students with diverse abilities. Additionally, by creating gradebooks that communicate competence of the curriculum over completion of tasks, MVSD has created

the conditions to change the way our communities look at learning and better equip our students to achieve their goals. Most importantly, focusing on outcome-based assessment has allowed MVSD to foster practices that help shape a student's identity as an engaged, active learner focused on ongoing learning rather than individual failures or achievements.

While we still have many steps ahead of us on this journey, MVSD has been encouraged to see how our current procedure and practices align with the global competency work the province is in engaged in through the Framework for Learning and the Mamàhtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy Framework. The work of aligning our practices reflects the cyclic nature of the guiding principles we are building on, as we are continually developing in knowing, as we acknowledge the interconnectedness of all we do, understanding that our learning is acquired through a range of learning opportunities both informal and formal, doing by sharing our newly acquired skills and knowledge

with others, and honouring that learning is embedded in our personal stories and sense of place. ■

Suzanne Cottyn is the Superintendent/CEO and Jamie Galbraith is the Coordinator of Curriculum and Assessment for Mountain View School Division.

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Elzéar Goulet
Métis leader

Elzéar Goulet was a well-known Métis man because he was the mail carrier between Pembina and Red River. He made the trip between Pembina and Red River every week (which took 3-4 days).



Louis Riel
Métis leader

A lesser-known story about him took place in 1873 when he managed to sneak into the Parliament of Canada. At the time, Riel had been elected as a Member of Parliament for Provencher, but due to an arrest warrant against him, he couldn't take his seat openly. Undeterred, he and a friend slipped into the House of Commons and, under the cover of night, signed the parliamentary register before slipping away unnoticed.

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Supporting *Thriving* Communities



Carpentry students gathered to learn. Photos courtesy of Lane Curry.

By Dan Ward, Garden Valley School Division, and Lane Curry, Red River Technical Vocational Area

In the fall and early winter months of 2024, the morning routine started early for Owen Funk. He got ready for school before the sun was up, grabbing his work gloves and warm clothing for the day ahead, much of it spent outdoors. For the Grade 11 student, pursuing a secondary education was a little bit more challenging than simply popping into the closest community high school. Owen lives south of Winkler in a small village within the Garden Valley School Division (GVSD) catchment but attended last semester in Altona within Border Land School Division where he learned some of the tools and the trade of carpentry. To do this, he took three different school buses down both rural routes and highways to arrive at his destination at W.C. Miller Collegiate! Owen remains a GVSD student who attended one semester in Altona through the Red River Technical Vocational Area (RRTVA) program this school year with plans to return in the fall. Currently, he is back at his home school, Northlands Parkway Collegiate, in GVSD.

The Red River Technical Vocational Area (RRTVA), as it's known across the Pembina Valley and Red River Valley regions, is a unique consortium made up of five school divisions to ensure that students in South Central Manitoba can access high-quality vocational programming that one rural school division simply could not offer. The participating divisions include Red River Valley, Border Land, Western, Garden

Valley and Division scolaire franco-manitobaine (DSFM). In 2023, the consortium celebrated its 50th birthday, and although "middle aged," the RRTVA shows no sign of slowing down!

The consortium strongly demonstrates how local public school divisions lead in a good way as participating schools provide a plethora of programming that includes automotive technology, baking and pastry arts, carpentry, culinary arts, electrical technology, esthetics, hairstyling, heavy

duty/diesel mechanics, piping trades, welding, and autobody. These programs are offered at various high schools in communities across the region such as Morden, Winkler, Altona, Morris and Dominion City. RRTVA students typically spend one semester per year at the hosted site of the program and the other semester at their home school with most programs starting at Grade 10.

The partnership is coordinated by the RRTVA Director who works out

of an office in Altona, along with two High School Apprenticeship Program (HSAP) Teachers and an administrative assistant who keeps everything humming. The day-to-day operations can be challenging, such as figuring out how to get a student from St. Pierre-Jolys, or Vita, or Rosenort to Winkler and back. Managing students from five different school divisions with five different school calendars presents some logistical challenges for sure, but things generally run like clockwork thanks to the transportation coordinators who work hard to make these opportunities occur for all students, regardless of which division they are from.

Effective governorship is provided by a group of school trustees with each participating division represented by two board members who gather three times a year. Not only do divisions need to determine what budgets they need to set, teachers are recruited, equipment upgraded, and facilities designed to address ever evolving needs of technology and vocational education.

The success of RRTVA is apparent, not only by the fact that over 400 students are currently in the programs being offered throughout the partner divisions (with an additional 200 students in HSAP) but also demonstrated by the success of the students in their chosen areas of study and practice. For instance, in the 2024 Skills Manitoba competition at RRC Polytech in Winnipeg that includes high school students, apprentices and post-secondary students from across the province demonstrating excellence and mastery of trades on a provincial stage, RRTVA students brought home four medals with gold and silver wins in esthetics, a gold in electrical installation and a silver in carpentry, as well as students qualifying to compete in baking. Gold medal winners were eligible to join Team Manitoba that competed in Skills Canada (the national version of the competition) in Québec City in May.

RRTVA provides excellent vocational education and more. For some students, it offers a pathway toward graduation when other academic programs have not met their needs. For others, the cluster of courses and



Northlands Parkway Collegiate culinary students.

Level 1 accreditation creates a direct link between what they are learning and their future careers. No matter the area a young person chooses, they will engage in a mix of dynamic programming while honing both technical and soft skills.

Owen shares that although not every carpentry student ends up in the trade, the skills learned are transferable to other industries and the benefits are long lasting. For instance, he sees himself years from now potentially saving thousands of dollars as a homeowner as he will be able to complete household renovations and projects on his own. He credits his instructor Kevin Janz for effectively and skilfully sharing his knowledge. "Mr. Janz is an extremely good carpenter, a nice guy, and really patient with us," Owen shares. As a first-year carpentry student, Owen and his classmates worked on smaller projects such as building step stools and benches, as well as sheds for local businesses such as Co-op and McMunn and Yates. In the fall, he looks forward to the next set of courses in advanced carpentry, framing and millwork and an opportunity to demonstrate acquired skills through working together with other RRTVA programs such as electrical to build a house.

RRTVA is not only a vital program for students; it's an important

part of the local business community. In April 2024, during Manitoba Education Week, many business leaders from across the region came together for a Partners in Education luncheon in Winkler, where RRTVA celebrated the many companies taking on young apprentices learning their trade in real world situations. Stories were shared about students who were about to drop out of high school that found a new reason to continue with their secondary education due to apprenticeship and RRTVA. The program is truly a community effort.

Owen's practical advice for any aspiring RRTVA carpentry students? Wear warm clothes, get a good set of work gloves, and follow instructions. As the days get longer, it gets just a little easier for students to endure the elements. The skills and work ethic gained by RRTVA students will build resilient young people that will contribute to thriving local communities for years to come. ■

Dan Ward is the Superintendent of Garden Valley School Division. Lane Curry is the Director of the Red River Technical Vocational Area (RRTVA).

“The Tea’s Ready!”

Place-Based Education Brewing in Manitoba



Junior Outdoor Learning Coordinator, Mrs. Bennett, prepares blueberry tea over the fire for a student. Photos courtesy of Michelle Long.

By Michelle Long, Laura Bennett, and Kent Schiltroth, The School District of Whiteshell

“**T**he tea’s ready!” This isn’t perhaps a typical thing to hear an early years educator call out in the forest, nor the excited squeals of a dozen preschoolers running to a tarp spread out amongst the trees. As the students take a mug of blueberry tea, (and occasionally a muffin made from produce grown in the school garden), they settle into the happy state of sharing a warm drink with friends outside. They share with each other the stories of what they had just been doing – climbing a rock, finding bugs, building a stick house, looking at moss and lichen with magnifying glasses, as their teachers listen and ask questions designed to help them find connections between what they already know and what they would like to learn. Songs, movement games, and word play are interspersed throughout the conversations, as the educators continue to build the foundational skills begun inside the classroom and carried on outside.

The students have been coming to this same spot since September, and have seen it through late summer, fall, and winter. They have watched and felt the seasonal changes of this corner of the forest. They know which trees grow here, which one loses its leaves first, where to find the thickest moss and the different coloured lichens, which decaying logs on the forest floor have had the most slugs or worms beneath them. They are learning about their own local environment and building a relationship with the very land they live on. This is place-based education in action.



Junior kindergarten students are outside collecting samples for a class project.

Land-based learning and the nurturing of a student's connection with their immediate environment helps them answer the important questions outlined by Senator Murray Sinclair:

Where do I come from? Where am I going? Why am I here? Who am I?

David Sobel is a well-known name in Forest and Nature School and has written numerous books and articles on this topic, advocating for a place-based approach to education. He argues that it is crucial for children to first learn about their own local environment, and the issues that matter to their own community. In his book *Place-Based Education*, Sobel references a quotation from 17th century education philosopher Comenius, who said "knowledge of the nearest things should be acquired first, then that of those farther and farther off."

Of particular importance to Canadians, is the place of Outdoor Learning in the Truth and Reconciliation (TRC) Calls to Action.

Continued on page 22



Leon discovers and inspects tracks in the snow on a nature walk, which is an important aspect of place-based education.



"Knowledge of the nearest things should be discovered first." Outdoor Learning Coordinator, Mrs. Long, takes School District of Whiteshell students outside to study, "The Animals of Pinawa."

Continued from page 21

Land-based learning and the nurturing of a student's connection with their immediate environment helps them answer the important questions outlined by Senator Murray Sinclair: Where do I come from? Where am I going? Why am I here? Who am I? Students are better equipped to answer that first question, when they have first-hand knowledge of their own environment – coming to know and care for the trees, birds, bugs, animals, waterways, and air that sustain and nourish our lives.

In Whiteshell School District, having tea in the forest has been a simple, but meaningful way to take learners of various ages into the outdoors during school. It provides a focus, but the educators know that there is so much more than tea brewing out there. Countless curricular connections are just waiting to be discovered by the students, providing the educators know how to see it when it happens.

This lens is potentially the most important aspect in teachers realizing that education can happen outdoors. Being able to truly see what you are looking at opens a world of possibilities for teaching and takes the stress out of outdoor learning. When staff at our elementary school were surveyed about what some of the biggest barriers are to taking their classes outside, a lack of time and other competing demands was the biggest factor. The problem may lie in viewing outdoor learning as an additional outcome, rather than a process of achieving the academic and child development outcomes already specified in the curriculum.

So far, tea in the forest has been a large part of the Junior Kindergarten program, though students in Grades 5, 6, 7, and 8 have also participated. Each group discovers something different during their tea-time in the woods, while educators play the important role of attuned observer, taking note of the learning held within these discoveries. For

instance, one group of Grade 7 and 8's heard a woodpecker at the top of a dead tree. The students found that by putting their ears to the base of the tree, they could hear the pecking sounds reverberate all through the tree from top to bottom. The students eagerly shared this discovery with their teachers and peers, generating discussion about tree identification, the life cycle of trees, properties of sound, local woodpecker variants, and more. Other middle years students playfully buried each other in the snow, and were surprised to realize how warm and comforting it felt to be covered in nature's white blanket. They connected this observation with earlier lessons about insulation, winter shelters, and frostbite prevention, as well as stress management and the mental health benefits of being outdoors.

Across grade levels, a common thread has been that students are eager for the chance to PLAY. In between cups of tea, students of all ages sought out exhilarating play in



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the form of tree climbing, sliding down hills, jumping off rocks, wrestling in the snow, building forts, and venturing further into the forest to explore. It is heartening to see that students don't outgrow this desire for unstructured outdoor play, given how crucial it is for a child's physical and mental health.

Another common thread has been the meaningful connections that students have with the places they go to play. Whiteshell School Division is extremely fortunate to be situated in a rural setting rich in natural beauty and has an abundance of locations where we can take our learning outdoors. This year, our Outdoor Learning team has focused on identifying suitable locations and making them accessible for teachers and students, so that students may visit those spaces often and cultivate a sense of place and belonging within them.

As Manitobans, we know that the weather can significantly restrict safe outdoor play in all seasons. Weather factors fall outside our control, but as our Junior Kindergarten students would say "we can adapt!" We have been finding ways to infuse the outdoor learning approach throughout our school day, even when we are inside. For instance, Junior Kindergarten students have expressed curiosity about local animals and what they do in the winter, so we created a bulletin board of all the local animals we could think of and then sorted them by their winter behaviour. Discussions about hibernation, migration, and adaptability resonated with them, and there have been numerous instances of students recognizing their own adaptability, when they are playing, or having to change plans or wishes. At times, we laugh that adaptability is our superpower. Importantly, however, we spend our time learning about local fauna dealing with the same conditions we do, rather than exotic animals in climates that are nothing like our own. And we draw connections between our own behaviours and the animals that share our space. We are situated in our environment.

Sir David Attenborough has said that if children do not grow up valuing their environment, then they will not protect it. But, if they don't, who will? Furthermore, if we accept the basic premise that people tend to place more value on the things they know, then it is obvious that it is of prime importance to ensure children know their environment. Place-based education is of greater importance than ever. And outdoor learning is the perfect vehicle to achieve it.

If we are to draw another lesson from nature (and tea), it's that good things take

time. Just as it takes time for a tea to steep, or an acorn to grow into an oak, we must allow time for an emerging program to take shape. As is our role in the natural world, we can serve as attentive and nurturing stewards, putting forth our best effort to ensure the program grows in a good way. ■

Michelle Long is the Outdoor Learning Coordinator, Laura Bennett is a Junior Outdoor Learning Coordinator, and Kent Schiltroth is the Superintendent for the School District of Whiteshell.



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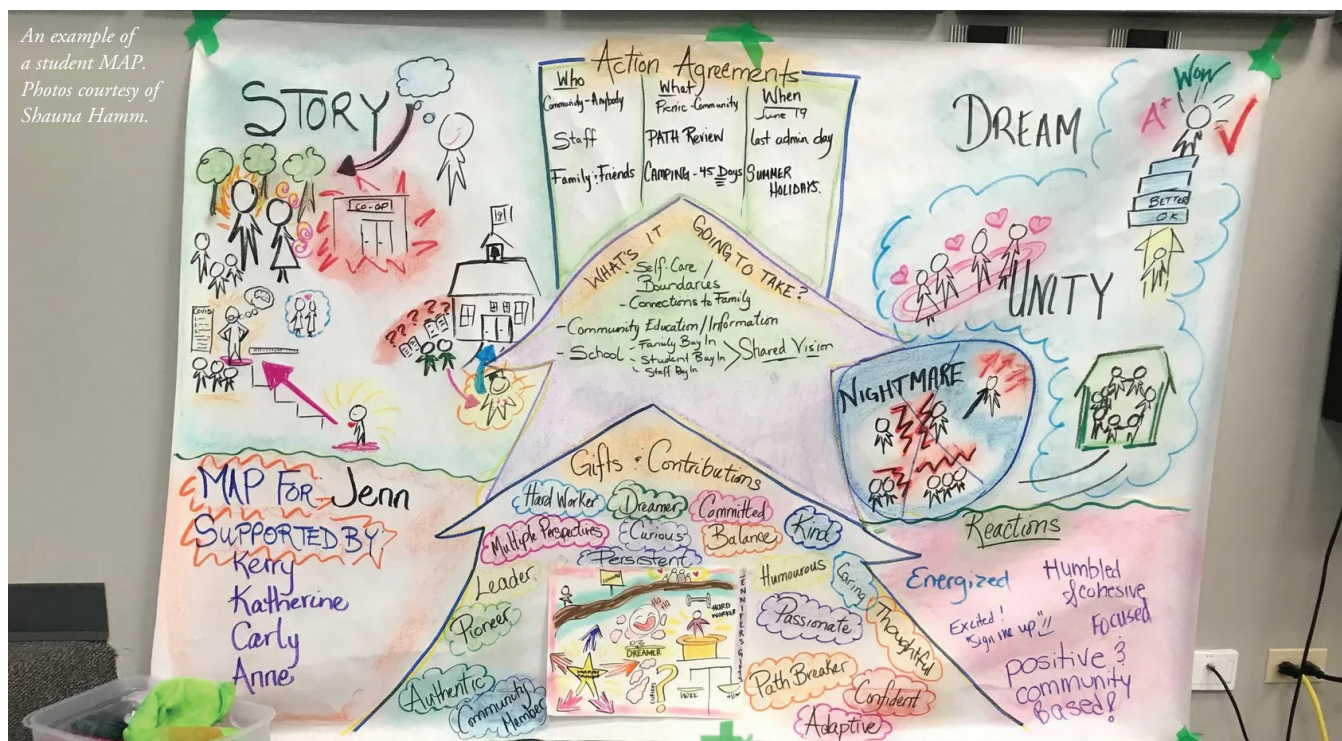


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Empowering Students Through Person-Centred Practices

An example of a student MAP.
Photos courtesy of Shauna Hamm.



By Franklin Rempel and Shauna Hamm, Border Land School Division

Manitoba's School Leadership Framework calls for leadership that views the work through the lens of equity, diversity, and inclusion, and truth and reconciliation. This lens involves putting students at the center, promoting authentic involvement, and requires us to identify and eliminate barriers for students. Person-centered approaches, including person-centered thinking and planning, support educators that have adopted this lens to empower students in concrete ways.

Person-centered planning and person-centered thinking emerged in the late 20th century as a response to traditional, system-centered approaches to supporting individuals with disabilities. It was developed through collaborative efforts of advocates, families, and professionals who sought to advance inclusion. The approaches emphasize collaboration, community involvement,

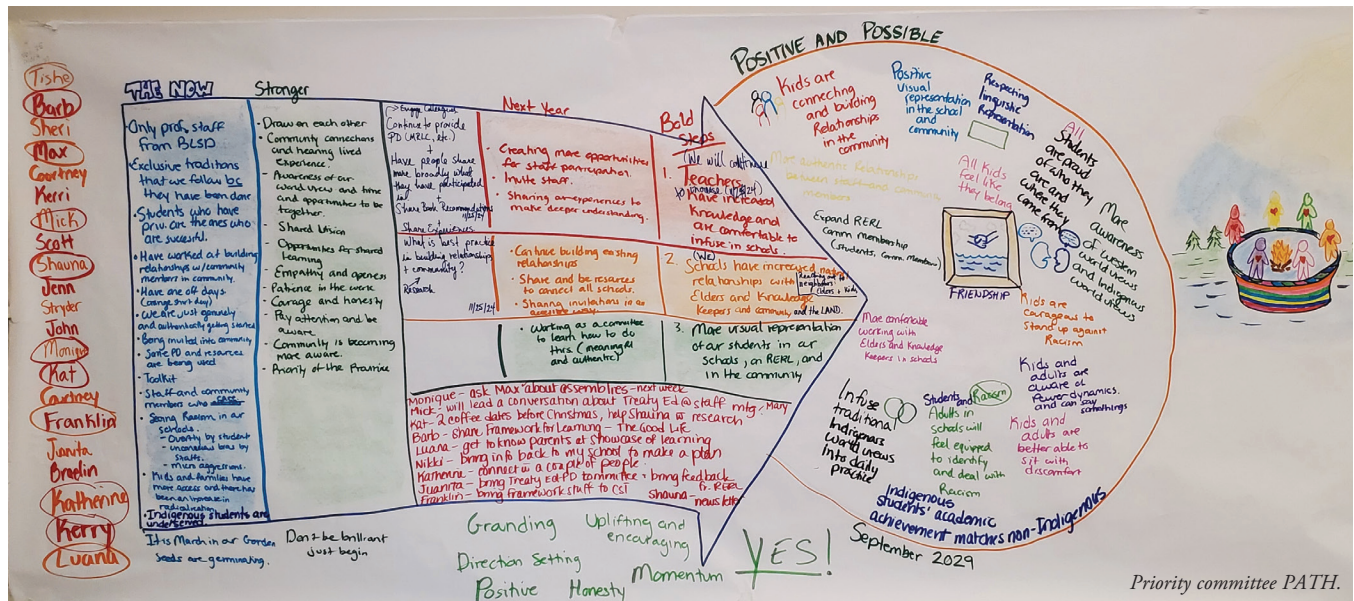
and centering plans on a person's vision of a good life.

Shifting away from a system-centered deficit-based medical model, person-centered approaches focus on a person's voice, autonomy, and support to work toward their goals for a good life. The use of person-centered approaches helps people to have control over their lives and choices by focusing on what is important to them and what is important for them. The image below shows a MAP that was facilitated during training for Border Land School Division (BLSD) staff. A MAP is a facilitated process that uses stories to reveal the person's gifts and potential, and to plan next steps with the team to create opportunities within the community for the person to contribute their gifts.

In BLSD, the goal is to embed person-centered thinking with leadership provided by a Person-Centered Thinking Team, which is comprised

of the student services coordinator, resource teachers, school leaders, and classroom teachers. This team supports on-going, job-embedded professional learning and coordinates PATH and MAP processes for students and the organization. Person-centered approaches are used to support strength-based planning for students, staff, and the organization.

On-going professional learning for resource teachers and guidance counsellors in BLSD has led to person-centered approaches being embedded in student-specific planning. According to Kerry Peterson, Vice Principal of Roseau Valley School and co-chair of the BLSD Person-Centered Thinking Team, person-centered planning provides a process in which students feel heard during dedicated time to plan with their team to see their vision for a good life and to make concrete plans to build on their strengths and work toward their goals.



Feedback from the students that are supported in this process is that this is often the first time they can imagine what their future might look like. Person-centered planning and thinking also supports authentic engagement of caregivers. Parents express appreciation for team-based planning that focuses on their child's strengths and that helps everyone work together to build on those strengths.

Stephanie DeGroot, Resource Teacher at Gretna Elementary School and member of the BLSD Person Centered Thinking team, says "the use of a MAP or PATH gives voice to students and their families in the support planning process. A MAP or PATH empowers the focus person to take charge of their own life and draws on people's capacities to imagine different futures. Families and school teams work together in a strength-based way to create possible and positive outcomes." The structured process, facilitated discussion, and graphic recording support the focus person to have a voice and supports team members to listen deeply and to "build on and utilize the skills and mindset needed to provide inclusive services that genuinely reflect and support students and their teams. The ability to be person centered in planning and thinking are essential to developing plans that enable people to have self-directed and happy lives in their own communities."



Students worked with a graphic facilitator to develop an image that represents their dreams for the future during a MAP.

PATHs and MAPs are also used in Border Land to support divisional and school teams with their planning. Building a vision together of where the committee wants to go and committing to action with assigned roles helps focus the work and keep it moving forward. The BLSD Priority Committee for Education for Sustainable Development used a PATH process that gave both students and staff a voice in setting direction for the division. Superintendent, Krista Curry, commented that the PATH "was a collaborative process to elicit student voice and hear their perspectives about what they see as dreams and possibilities for the sustainable development work in the division." The BLSD Priority Committee leading the implementation of Mamāhtawisiwin used a

PATH process to support authentic engagement and collaboration between staff and community members to generate a vision, establish goals for a positive and possible future, and to build action agreements to move toward the vision.

Getting started with Person-Centered approaches in Manitoba is fairly straight-forward. The BLSD Person-Centered Thinking team has accessed resources and training on Person-centered thinking through Helen Sanderson Associates and has partnered with Inclusion Winnipeg to coordinate training in Creative Facilitation (including solution circles, MAPs, and PATHs).

Leading in a good way requires us to listen deeply, collaborate authentically, and center our actions on the unique strengths and aspirations of those we serve. Person-centered thinking and planning empower students, families, and educators to build inclusive, hopeful futures where every individual can thrive. By embedding these approaches in our schools, we honour our shared commitment to equity, diversity, and truth and reconciliation – fostering a public education system that truly reflects the values of our communities. ■

Franklin Rempel is the Student Services Coordinator, and Shauna Hamm is the Assistant Superintendent for Border Land School Division.

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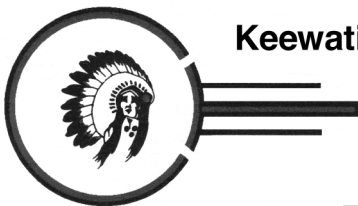
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Addressing Barriers for Student Success:

St. James-Assiniboia Provides Mini-Grants to Support Innovation

Athletic footwear is on hand at George Waters Middle School to support students facing financial barriers. Shoes were purchased new and are cleaned regularly for student use as needed.



École Bannatyne's entrance mural promotes a sense of belonging among the student body. Photos courtesy of Jenness Moffatt.

By Jenness Moffatt, Superintendent/CEO, St. James Assiniboia School Division

The Senior Administration Team of St. James-Assiniboia School Division (SJASD) identified a central inquiry question for our system leadership: **How might we support schools to develop a deep knowledge of students and cultivate a strong sense of belonging for all?** This broad inquiry question weaves together the results of student responses to the Division's Learning Bar School Survey, which indicates that students across all school levels desire a stronger

sense of belonging in their schools and classrooms. This provides an opportunity for our school teams to learn and interpret the SJASD Strategic Plan priorities in their daily school lives, demonstrating the importance of being a school division that is committed to engaging students in personalized, meaningful ways.

In January 2024, the Senior Administration Team funded "mini grants" to support innovation and improved practices in schools and classrooms. This strategy was identified to demonstrate

our commitment to the focus areas and priorities of the SJASD Strategic Plan (2023-2027); notably, to support school teams to not only identify barriers and challenges that hinder student success in our priority areas, but also to promote inquiry and innovation by creating new, fresh approaches to address these barriers.

School teams were given an opportunity to submit an application that demonstrates how the funds (up to a maximum of \$1,000) would support the removal of a barrier that has been



Thanks to a partnership between the Winnipeg Blue Bombers and École Assiniboine, students participated in an after-school flag football activity to support team-building skills, build confidence and foster a greater sense of belonging to the school.

attributed to potentially impacting student success. Preference was given to schools that included evidence of the issue, developed goals and a clear plan for how the funds were to be used, and had a plan to collect data to determine the success of the project. If success was achieved, the school was encouraged to act for long-term change in this area.

The emerging themes of the awarded grants highlight the diverse and innovative approaches schools are taking to address barriers and enhance the educational experience for their students. Over the past year, the grant has supported over 30 projects where innovative programming has enhanced student engagement and belonging through various initiatives, such as partnerships with local sports teams, arts projects focused on representing the diversity of the school community, school spirit activities, and multi-age, cross-school events.

Funds have also focused on improving communication and reconnection with the school community at large in a post-pandemic context. Events like coordinated family of school events, nutrition initiatives that focus on representing the cultural diversity in the school community and addressing food insecurity challenges for students have been noted to improve student attendance and parent/caregiver engagement. Financial barriers have been tackled by providing necessary items like gym shoes and funding public transportation to improve attendance at school and community events.

Continued on page 30

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How might we support schools to develop a deep knowledge of students and cultivate a strong sense of belonging for all?

Continued from page 29

The Senior Administration Team has been so delighted to learn how all school teams act on student feedback and learning evidence to create new, fresh approaches for teaching and learning. In addition to supporting increased belonging for students, we aspire to grow our culture of solution-focused inquiry through evidence-informed processes. As a result of the increased focus on collaborative inquiry, we are noting that school teams are using multiple sources of evidence to uncover barriers that exist for students, and plan to address these in impactful ways. We have noted evidence of impact that includes increased participation rates in school-planned activities, improved student attendance, and positive results from students about their improved sense of belonging in schools and classrooms.

It is clear to see that each school team who received a mini grant started with curiosity and a deep listening stance to prompt the creative possibilities. This experience has been an inspiration to reframe and approach our challenges with an open mind and the opening statement, “How might we...?”

Our Senior Administrative Team expresses our deep gratitude to our school teams for their creativity, passion, and innovation to support our students to flourish. ■

Jenness Moffatt is the Superintendent/CEO of St. James Assiniboia School Division.



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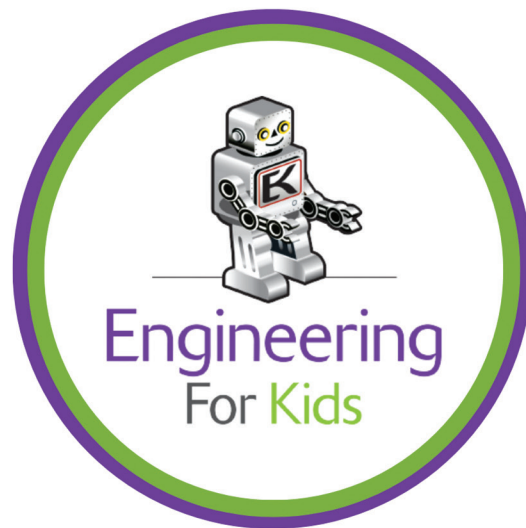
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Enhancing Numeracy in Lakeshore School Division:

A Comprehensive Plan for Student Success

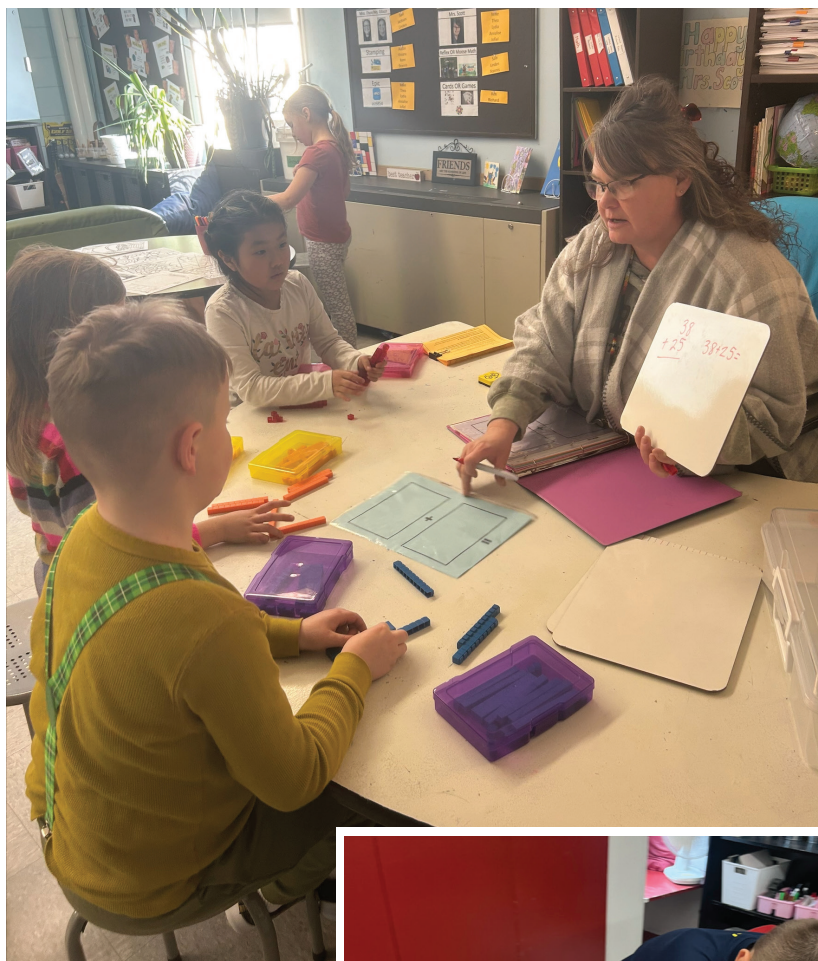
**By Darlene Willetts,
Lakeshore School Division**

In today's educational environment, ensuring that students develop strong numeracy skills is a top priority for Lakeshore School Division. Central to this effort is the Numeracy Achievement Program (NAP), which is designed to improve mathematical skills among our students. Lakeshore has been involved in NAP since its inception eight years ago. At its heart, "NAP provides a core structure to build and improve teacher capacity in mathematics through a deeper understanding of curriculum, instruction, and assessment, with the goal of improving student achievement in relation to outcomes. The Numeracy Achievement Program focuses on strengthening mathematics instruction through using specific student data which informs teachers about how best to differentiate their teaching and to personalize their own professional learning." (mRLC, NAP 2.0 Project Overview)

Lakeshore School Division has developed a robust framework of initiatives aimed at equipping teachers with the tools, strategies, and support necessary to enhance their instruction. This article outlines the division's strategic plan, focusing on data-driven decision-making, targeted interventions, professional development, and active leadership engagement.

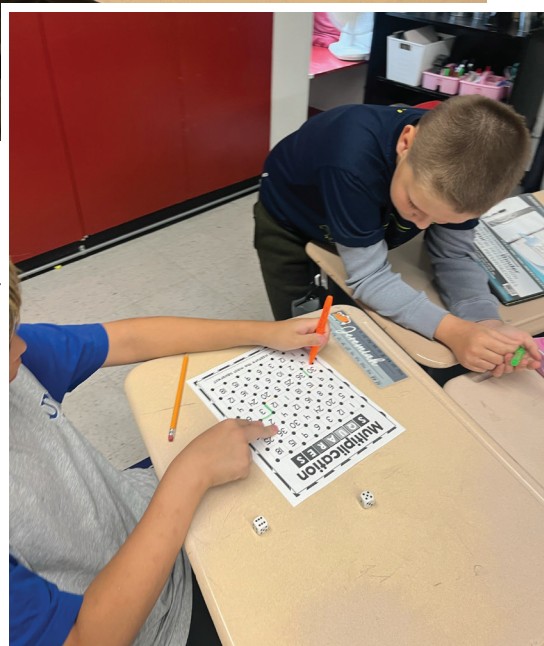
Data-driven decision making: Evaluating numeracy progress

A key component of Lakeshore School Division's approach to improving numeracy levels is the annual meeting with our school leadership teams to review and analyze student numeracy data. This meeting focuses on exploring



ABOVE: A group of Grade 2 students working with their teacher in a small group, focusing on a skill they need support in. Photos courtesy of Darlene Willetts.

RIGHT: Students in Grade 5 and 6 practicing a math skill by playing a game.



and analyzing individual students' successes and needs. Quizzes taken throughout the year offer a snapshot of their growth and can suggest resources necessary for each classroom.

By gathering and analyzing this data, school leaders can draw meaningful insights into student performance, enabling them to identify areas that require attention and improvement. The division emphasizes the importance of data-informed decision-making, empowering principals to enact necessary instructional changes and track student progress effectively over time.

Targeted teacher support through intervention planning

Another significant aspect of our strategic plan is the initiative for our lead teacher and superintendent to meet with kindergarten to Grade 9 math teachers after the second formative quiz. This critical meeting is designed to assist teachers in planning an effective response tailored to support students during the final four months of the school year.

The comprehensive plan developed by the Lakeshore School Division to enhance numeracy is designed to create an environment where students can thrive in their mathematical learning.

During these sessions, educators analyze the results of the formative quizzes, identify specific student strengths and challenges, and collaboratively develop targeted strategies to boost success. By providing real-time support and resources, the division ensures that teachers are well-equipped to address diverse learning challenges, ultimately fostering improvement in student outcomes.

Professional development: Strengthening instructional practices

To maintain high-quality mathematical instruction, Lakeshore School Division has implemented a structured professional development plan that engages math grade groups every three years. This

ongoing initiative is aimed at refreshing educators' knowledge of the critical concepts outlined in the NAP.

During these professional development sessions, educators explore effective teaching practices, delve into recent research, and collaborate on strategies to enhance students' mathematical understanding. By investing in continuous learning, we ensure that our teachers are prepared to deliver instruction that meets the evolving needs of students and promotes engagement in mathematics.

Documented improvement in student numeracy skills

Our commitment to advancing numeracy skills has yielded notable

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improvements among students in our division. Each June, all Grade 4 to 9 students take a baseline math assessment to evaluate their understanding of the outcomes in their grade-level math curriculum. To be deemed adequately prepared for the next grade level, students must achieve a score of 60 per cent or higher on this assessment. In 2016, only 22 per cent of our Grade 6 students met this benchmark. However, by 2024, that figure increased significantly to 56 per cent, highlighting

a substantial enhancement in students' preparedness. Additionally, our Grade 9 students have also shown remarkable growth; the percentage of students achieving 60 per cent or higher rose from 21 per cent in 2016 to 42 per cent in 2024. These improvements are a testament to the effectiveness of our strategies and interventions in fostering student success in mathematics.

Active leadership involvement

I believe that as Superintendent, I should play a vital role in the success

of our numeracy initiatives. By staying closely connected to the process, I ensure that I can communicate the goals and principles of the NAP effectively with staff.

I prioritize my participation in professional development sessions for both new and experienced teachers, demonstrating a commitment to ongoing learning and serving as a resource for instructional implementation. Additionally, I actively engage in classroom activities, assist with quiz administration and evaluating the effectiveness of new resources firsthand. This leadership approach not only strengthens the implementation of numeracy strategies but also fosters a culture of accountability and commitment within the division.

A roadmap for numeracy improvement in Lakeshore School Division

The comprehensive plan developed by the Lakeshore School Division to enhance numeracy is designed to create an environment where students can thrive in their mathematical learning. By prioritizing data analysis, supporting targeted interventions, and investing in professional development, we can address the diverse needs of our students effectively.

The commitment to strong leadership involvement ensures that our initiatives are aligned with the division's educational goals, ultimately leading to sustained improvements in numeracy levels. As we move forward, we are dedicated to providing meaningful support and resources that empower both teachers and students, paving the way for success in mathematics and beyond. ■

Darlene Willetts is a dedicated educator with over 25 years of service in the Lakeshore School Division. Having spent the majority of her career teaching Grades 7 and 8, she has also imparted her expertise in mathematics across Grades 5 through 12. For the past six years, Darlene has served as a Superintendent in Lakeshore, focusing on enhancing literacy and numeracy within the division.



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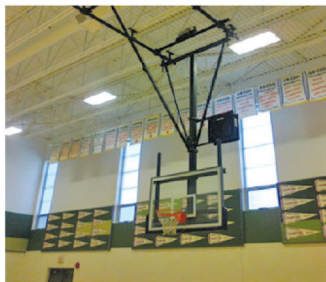
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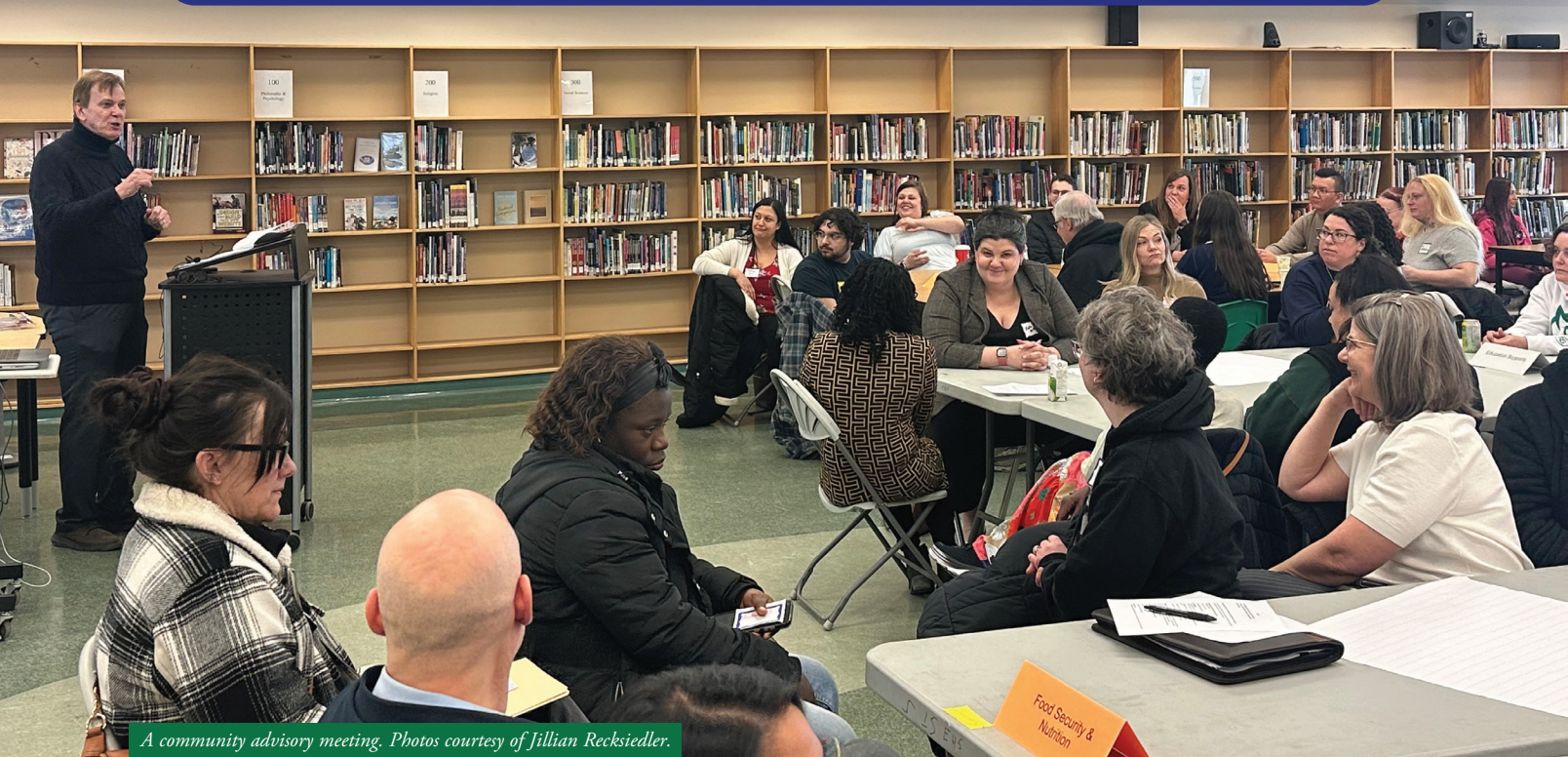
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Leading in a Good Way:

Re-Storying Educational Leadership



A community advisory meeting. Photos courtesy of Jillian Recksiedler.



Kookum Marsha leading a group of students.

Submitted by the Winnipeg School Division Superintendents Team

Educational leadership has long been entrenched in hierarchical colonial structures that emphasize authority, dominance, and control over nature and systems. In Winnipeg School Division (WSD), we are rethinking what it means to lead in a good way – one that centres relationships, shared leadership, and equity. In her book, *Re-Storying Education*, Carolyn Roberts challenges us to embrace a more relational, inclusive, and human-centered approach. Roberts references four guiding questions from Daniel Heath Justice's book *Why Indigenous Literatures Matter*: How do we learn to be human? How do we behave as good relatives? How do we become

Leading in a good way requires a radical re-imagining of power, responsibility, and relationships in education. It's a shared journey toward a more humane and equitable future.



Matt Henderson and students.

good ancestors? How do we learn to live together?

These questions help shape a leadership approach that dismantles structures that have underserved marginalized groups, specifically Indigenous Peoples. WSD recently approved its five-year strategic plan that contemplates the overarching guiding question:

What are the most powerful actions we can take to ignite and cultivate paths to the good life, Mino Pimatisiwin, for all learners, particularly those most underserved?

It is through this shared lens and understanding of our collective work,

not merely a framework, that we endeavour to cultivate powerful leadership in public education.

How do we learn to be human?

Imagine this: you are a principal, and you've had a day. You're exhausted, but you are thinking deeply about how to support a family. You call your liaison superintendent. A trusted partner who is a sounding board. A critical friend. A second pair of eyes. WSD's Families of Schools structure is focused on providing this human support and mentorship.

Educational leadership must foster the full humanity of all members of the school community: students, families,

teachers, and staff. Leading in a good way means recognizing lived experiences and shifting away from depersonalized bureaucratic systems toward relational, empathetic, and student-centered leadership.

In our schools, a key part of learning to be human is honouring people's stories. Leadership that fosters trust, mutual respect, and a deeper understanding of diverse realities. Centering people's experiences affirms humanity and promotes belonging.

When our 'Human Resources' team began reconceptualizing a department's identity as 'Staff Support and Relations,' we leaned into a human-centred approach. True inclusion, equity, diversity, and reconciliation goes beyond policies – it requires building trust so that every employee feels seen, valued, and heard.

It requires us to interrogate staffing practices in multiple ways: How do we engage, invite, welcome, and support talented and passionate individuals who reflects the community? How do reimagine leadership development to make way for Indigenous leadership of our schools and systems?

How do we behave as good relatives?

Picture this: learners from Senior Years schools converge in a shared space to provide important feedback to the school division on the proposed budget. Small groups are leaning into conversation about what matters most to them. Ideas emerge like the desire for more programming options, more responsive teaching, access to real-world learning beyond the school. Learners are giving feedback that we require to do better by them.

This is a moment from a student advisory council where the principle of "nothing about us without us" is embodied. Being a good relative means fostering a culture of interconnectedness, mutual care, and shared leadership. Authentic shared leadership decentralizes decision-making and creates spaces where all voices matter.

In community advisory meetings, families, community members, and

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educators listen and learn from one another as they engage in vital dialogue on emerging ideas, issues, and questions. Here, members co-examine practices that can support or deter learning, engagement, and inclusion. Pointed questions, lived experiences, celebrations, and hardships are shared to improve systems.

Community advisory meetings reflect the unique characteristics of each neighborhood to share power and amplify community voices, ensuring decisions reflect community needs.

How do we become good ancestors?

Imagine this: a program in high school that guides Indigenous children to become teachers. Supported by Indigenous mentors, in schools where language, culture, community and land come together. Young people becoming teachers ready to transform the lives in schools in a good way.

A key part of leadership work is challenging entrenched systems of power and privilege. This includes critically examining policies, practices, and resource distribution to ensure they do not reinforce inequities. It also involves creating pathways for Indigenous and racialized educators to step into leadership

roles, decolonizing curricula, and ensuring that systemic change is at the forefront of decision-making.

Principals and vice-principals know that incorporating the *Manitoba Education Leadership Framework* lens of equity, diversity, and inclusion, alongside truth and reconciliation, is essential to leading in a good way. Decolonization must be an ongoing process embedded in policies, leadership, and education systems. To be good ancestors, we must commit to systemic transformation.

How do we learn to live together?

Picture this: small groups of principals and vice-principals emerge from a leadership inquiry. They created space to come together with each other and a mentor to talk about professional inquiry – the good, the bad, the ugly, and the joyful. A space to ask deep questions.

Education should prepare students not only for academic success but for meaningful participation in a diverse world. Learning to live together requires fostering a culture of respect, dialogue, and shared responsibility.

This shift in leadership moves from control to collaboration, from authority to relationships. Traditional top-down leadership structure often reinforces separation rather than connection. To truly

lead in a good way, educational institutions must decentralize their work, allowing for more localized decision-making and relational engagement.

A call to re-story educational leadership

Leading in a good way requires a radical re-imagining of power, responsibility, and relationships in education. It's a shared journey toward a more humane and equitable future. Through its commitment to these principles, the WSD can model what it truly means to lead in a good way – ensuring that every student, educator, and community member feels valued, heard, and empowered. ■

Winnipeg School Division's Superintendents Team includes Marsha Mis-syabit, Divisional Kookum; Mohammad Rezai, Assistant Superintendent of Anti-Racism, Equity, and Climate Justice; Rob Riel, Assistant Superintendent of Indigenous Education; Lorelei Bunkowsky, Assistant Superintendent of Inclusive Student Services; Shelley Warkentin, Assistant Superintendent of Deeper Learning and Rigour; Cheryl Chuckry, Assistant Superintendent of Professional Learning; Ryan Hughes, Assistant Superintendent of Staff Support and Relations; and Matt Henderson, Superintendent.



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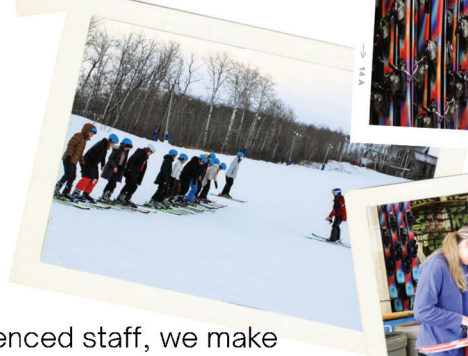
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