

# Wednesday AM Breakouts

Setting Direction
Classroom Complexity
Human Resource Leadership
Instructional Leadership
Effective and Affective Leadership

Presentation	Presenter	Summary
Stop Managing Change. Start Designing Innovation.	<p>Adelee Penner CEO &amp; Owner Elk Willow Consulting Alberta</p> <p><a href="#">More about Adelee</a></p>	<p>Schools don't need more change management - they need leaders who design for innovation. This interactive session explores how future-ready leadership, grounded in design mindsets, helps principals build the capacity to move ideas from possibility to practice with clarity, confidence, and purpose.</p>
Creating Neuroaffirming Schools: Practical Leadership for Complex Needs	<p>Denise Heppner, PhD Associate Director of Professional Learning Saskatchewan Teachers' Federation Saskatchewan</p> <p>Desirea Binning, M.Ed. Regulate &amp; Thrive Consulting Saskatchewan</p> <p><a href="#">More about Denise and Desirea</a></p>	<p>Neuroaffirming schools don't happen by chance; they happen by design. In this STF Professional Learning session, school leaders will explore how to intentionally create systems rooted in safety, connection, regulation, and belonging, and leave with a practical framework and tangible strategies for leading staff toward responsive, affirming practice for all learners.</p>
Shine in the Light: Bold, Authentic Leadership for Principals	<p>Karey Harris Principal Regina Public School Division Saskatchewan</p>	<p>Principals today must lead with courage, clarity, and connection—often under immense pressure. Shine in the Light equips school leaders with actionable strategies, guided reflection, and real-world examples to lead authentically, make values-aligned decisions, and strengthen trust and engagement across their school communities. Participants will leave ready to create thriving,</p>

	<a href="#">More about Karey</a>	collaborative, and sustainable school cultures.
Rethinking Grade 9 - Finding Success in Reframing Grade 9 in High School	<p><b>Dave Lokinger</b> Principal Sask. Rivers School Division Saskatchewan</p> <p><a href="#">More about Dave</a></p>	Faced with ongoing challenges in attendance, engagement, and student transiency, PACI re-imagined its Grade 9 program by asking one guiding question: what do students need to be successful in Grade 10? By applying an elementary-style model focused on community building, executive functioning, flexible groupings, land-based learning, and restorative practices, the school has significantly improved student retention, credit attainment, and overall school culture.
'Just f-ing do something' - Action Oriented School Leadership	<p><b>Mark Haarmann</b> Director of Education and CEO Regina Public Schools Saskatchewan</p> <p><a href="#">More about Mark</a></p>	This session will focus on what it means to have an action orientation in one's leadership. The Regina Public Schools model will be shared, with a focus on: being all about people, centering the student experience, and practicing autonomy with parameters.
Indigenous Leadership: It's Not Just for Indigenous Leaders	<p><b>Indigenous Leadership Committee</b> Saskatchewan Teachers' Federation Saskatchewan</p> <p><a href="#">More about the Committee</a></p>	The Indigenous Leadership Committee has been working on identifying the characteristics of Indigenous leadership and how it differs from leadership in general. Members of the committee will share this work and provide some suggestions for recruiting, supporting and retaining Indigenous teachers and leaders. This session is meant for both Indigenous and non-Indigenous to continue building their knowledge and skills to infuse current leadership actions with Indigenous ways of leading.
Breakout Continued	Katie White	TBD

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Presentation	Presenter	Summary
The Creation of a Cree Bilingual School	<p><b>Kelley Cardinal</b> Superintendent Greater Saskatoon Catholic School Division Saskatchewan</p> <p><a href="#">More about Kelley</a></p>	Honour Indigenous ways of knowing through authentic engagement, while supporting strong teaching and learning through frameworks that integrate culture, language, and pedagogy.
Revitalizing Language and Culture in a School Community	<p><b>Greg Walker</b> Principal Sask. Rivers School Division Saskatchewan</p> <p><a href="#">More about Greg</a></p>	This session will present an administrator's reflection on the work that has happened over the last five years to revitalize culture through education, guided by community partnerships and traditional ways of knowing.
The Complexity Conundrum: Building Capacity with Staff and Students.	<p><b>Matt Brown</b> Principal Prairie Valley School Division Saskatchewan</p> <p><a href="#">More about Matt</a></p>	The presentation examines different perspectives around supporting students with the hope of finding a productive middle-ground under the premise that healthy discomfort, while meeting student needs, creates positive change (comfort/discomfort/distress model).
Leading Well	<p><b>Lisa Wotherspoon</b> Superintendent Good Spirit School Division Saskatchewan</p> <p><b>Angie Balkwill</b> Supervisor Regina Public School Division Saskatchewan</p> <p><a href="#">More about Lisa and Angie</a></p>	Micro-Actions for Sustainable Leadership and Wellness

<p><b>Not Just Hands-On: How Manipulatives Shape Mathematical Thinking</b></p>	<p><b>Maegan Giroux</b>  Teacher  Regina Catholic School  Division  Saskatchewan</p> <p><a href="#">More about Maegan</a></p>	<p>Explore how to fill in mathematical gaps without stopping curriculum.</p>
<p><b>Exploring Thriving Leadership in Complex Educational Systems</b></p>	<p><b>Lou-anne Stefankiw</b>  Vice-Principal  Sask. Rivers Public School  Division  Saskatchewan</p> <p><a href="#">More about Lou-anne</a></p>	<p>Grounded in research and lived experience, the session centres curiosity, relationships, and continuous learning as ways to sustain energy, purpose, and connection in school-based leadership.</p>
<p><b>Breakout Continued</b></p>	<p><b>Dr. Alec Couros</b></p>	<p>TBD</p>

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Presentation	Presenter	Summary
Leading with Purpose - Navigating Complex Challenges Through Shared Beliefs	<p><b>Eric Campbell</b> Principal Prairie South School Division Saskatchewan</p> <p><a href="#">More about Eric</a></p>	This session will help build/evolve a belief system to use with school staff and provide methods to use this belief system to support problem solving and build school culture.
5 Ws of Inclusion	<p><b>Dr. Angela Voutier</b> Assistant Professor Brandon University Manitoba</p> <p><a href="#">More about Angela</a></p>	This session will build on recent research with school leaders in Manitoba and will provide opportunities for participants to reflect and discuss their philosophical beliefs and attitudes about inclusion and how they contribute to an inclusive school culture.
It's a Marathon, Not a Sprint: Sustainable Leadership for Women Who Lead Learning	<p><b>Karena Munroe</b> Principal Calgary Board of Education Alberta</p> <p><b>Gail Hiley</b> Learning Leader Calgary Board of Education Alberta</p> <p><a href="#">More about Karena and Gail</a></p>	This session invites women in school leadership to reframe leadership as a marathon rather than a sprint, grounded in clarity, purpose, and sustainability. Participants will explore strategies to manage operational demands while staying anchored in student learning and personal well-being.
Facilitating Assessment Conversations (to Grow Capacity and Build Shared Understanding)	<p><b>Katie White</b> Consultant Saskatchewan</p>	This session explores creative and practical strategies to facilitate assessment conversations in non-threatening, emotionally safe ways while still moving in the direction of change and growth.
Mindfully Navigating Feedback: Leading with Presence in a Complex Feedback Landscape	<p><b>Phil Adams</b> Principal Good Spirit School Division Saskatchewan</p>	This session explores how school leaders can use mindful leadership practices to stay present, regulated,

	<p><a href="#">More about Phil</a></p>	<p>and grounded when receiving complex feedback. Drawing on practitioner research, participants will learn strategies to reduce personalization, build their capacity and confidence, and respond with greater clarity and intention.</p>
<p><b>Generative Conversations: The Core Operating System of School Leadership</b></p>	<p><b>Kevin Reimer (BC)</b>  Former Principal and President and Executive Director of BC Principals' and Vice-Principals' Association British Columbia</p> <p><a href="#">More about Kevin</a></p>	<p>Effective conversations are the core operating system of school leadership. In this session, participants will explore how generative conversations build trust, clarity, and accountability while strengthening school culture. Leaders will leave with practical tools they can use immediately in staff meetings, coaching conversations, and difficult discussions.</p>
<p>Breakout Continued</p>	<p>Dr. Joe Safelippo</p>	<p>TBD</p>

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Leading School Improvement Through Strategic Pruning	<p>Jeff Jordan Principal Riverside School Board Quebec</p> <p><a href="#">More about Jeff</a></p>	<p>This session shares how the Pruning Principle moved from a 2024 CAP Conference inspiration to a real practice in one school. I will walk through the framework used to introduce strategic subtraction with staff, including the challenges, resistance and key breakthroughs along the way. Participants will leave with practical strategies and real examples to introduce overload, clarify priorities, and lead their own focused "pruning" process.</p>
You're A Principal Now! What's Next?	<p>Shan Jorgenson-Adam Rita Marler Consultants JAM Educational Consulting Alberta</p> <p><a href="#">More about Shan and Rita</a></p>	<p>Step confidently into your leadership role with this high-impact workshop for first-time principals and aspiring leaders packed with practical strategies, real-world insights, and ready-to-use tools. Learn how to build a shared vision, strengthen instructional leadership, and cultivate a positive school culture that inspires commitment and growth. Leave energized, equipped, and with an understanding of what it is to lead with clarity, confidence, and purpose.</p>
Metacognition for Leadership: Self and Team Development Through High Impact Coaching Strategies	<p>Dr. Mike Chase Principal Regina Catholic Schools Saskatchewan</p>	<p>Together we will use powerful coaching questions and techniques for deep understanding to identify blind spots and strengths both in your own practice</p>

	<a href="#">More about Mike</a>	and the leadership development of your team. We will work with real time challenges to develop concrete action steps for high performance.
Using Assessment Evidence Well	Katie White Consultant Saskatchewan	This session explores ways school teams can engage with assessment evidence, including protocols they can use to analyze both data and artifacts.
Walking with Wisdom: Leading Professional Learning Through Indigenous Pedagogy	Denise Heppner, PhD Associate Director of Professional Learning Saskatchewan Teachers' Federation Saskatchewan  <a href="#">More about Denise</a>	This STF Professional Learning session invites school leaders to explore how Indigenous Pedagogy, grounded in the 8 Ways of Aboriginal Learning, can reframe professional learning as a practice of connection, storytelling, and collective growth. Participants will gain practical strategies to honor Indigenous ways of knowing and leading while strengthening their role as lead learners and creating inclusive, culturally grounded professional learning.
Building Peace in Schools: The Fundamentals of Restorative Practice	Meg Chamberlin Principal and Restorative Practice Consultant Sunshine Coast School District British Columbia  <a href="#">More about Meg</a>	This practical workshop will engage educational leaders in restorative practice (RP), a social science studying relationship and connection development. Through the lens of current educational research, participants will examine key restorative tools, including community-building circles, the fair process framework, and affective questions for harm repair. This workshop will equip participants with foundational knowledge, practical strategies, and adaptable resources to identify clear, actionable next steps toward becoming a restorative school.
Breakout Continued	Cadmus Delorme	TBD

# Presenter Feature - Adelee Penner

Adelee Penner is a researcher, educational consultant, and PhD candidate at the University of Calgary whose work focuses on futures thinking, innovation literacy, and design-based approaches to leadership. She serves as an Assistant Lecturer in the Faculty of Education at the University of Alberta and partners with school authorities across Canada and internationally to design and support professional learning, leadership development, and system-level change initiatives.

Drawing on experience that spans classroom teaching, school leadership, and district-level roles, Adelee works alongside principals and senior leaders to build adaptive capacity, strengthen collaborative cultures, and lead innovation in complex and changing contexts. Her research-informed practice emphasizes sense-making, relational leadership, and the creation of conditions where meaningful ideas can take root and grow over time.

She is particularly interested in how educational leaders navigate volatile, uncertain, complex, and ambiguous contexts, and in developing innovative practices that support coherent, system-wide learning for students and staff.

## *Adelee's session in depth...*

Schools don't need more change management—they need leaders who design for innovation. In an era of increasing complexity, principals are being asked to respond to shifting student needs, evolving community expectations, and constant system change. Future-ready leadership is not about predicting what comes next, but about building the capacity to respond with clarity, adaptability, and purpose.

This interactive session introduces principals to design-based leadership as a practical and relational approach to leading innovation. Grounded in research and examples from Canadian and international school systems, participants will explore how design mindsets—such as empathy, curiosity, experimentation, and iterative learning—help leaders make sense of complexity and translate ideas from aspiration to action.

Through engaging prompts, collaborative challenges, and guided reflection, leaders will experience how designing for innovation creates the conditions for shared ownership, meaningful learning, and sustainable change. Rather than adding initiatives, the session focuses on strengthening leadership capacity: helping principals cultivate environments where ideas can be explored safely, refined collaboratively, and allowed to grow over time. Participants will leave with shared language, renewed confidence, and practical insights to lead innovation intentionally in their school communities.

# Presenter Feature - Denise Heppner and Desirea Binning

Denise is an Associate Director in Professional Learning at the Saskatchewan Teachers' Federation. She has been an educator for over two decades and has taught in the K-12 system; both public and private, and at the university level in the areas of Special Education and Indigenous Education. She recently completed her PhD in Curriculum, Teaching, and Learning at the University of Toronto.

Desirea has a background as a Principal, Special Education teacher, and currently works as a consultant and founder of Regulate & Thrive Consulting. She is a passionate advocate for neurodivergent learners, bringing both professional expertise and personal insight as a mother to children with Autism, ADHD, and Dyslexia. Desirea is also the author of [You Are NOT Your Meltdown](#). She recently completed her MEd in Educational Psychology and Special Education at the University of Saskatchewan.

## *Denise and Desirea's session in depth...*

Neuroaffirming schools don't happen by chance; they happen by design. In this STF Professional Learning session, we will explore how school leaders create systems that reflect safety, connection, regulation, and value for all. Through real-world examples, principals will examine their role in setting the tone, aligning priorities, and empowering staff to meet diverse needs in affirming ways. Participants will leave with a practical framework for building a neuroaffirming school culture rooted in regulation, relationships, and responsive leadership. They will also gain tangible strategies to guide their teams in transforming understanding into daily practice.

# Presenter Feature - Karey Harris

Karey Harris is an experienced educational leader, speaker, and an elementary school principal known for her bold, human-centered approach to leadership. With years of experience leading schools through complexity, change, and growth, she brings both credibility and heart to every audience.

Karey supports principals in navigating the tension between accountability and humanity, authority and connection. Her work emphasizes authentic leadership, trust-building, and creating school cultures where educators and students thrive. Through compelling stories, practical frameworks, and reflective exercises, she empowers school leaders to lead unapologetically, make values-aligned decisions, and model bold, relational leadership.

As the host of *Wheat Fields, Wisdom & Whiskey*, Karey Harris amplifies honest conversations about leadership, purpose, and impact. She is passionate about equipping school-based leaders to reconnect with their purpose, strengthen their presence, and create thriving, collaborative school communities.

## *Karey's session in depth...*

Principals today face unprecedented complexity, balancing accountability, policy, and the deeply human work of trust, connection, and culture-building. *Shine in the Light* equips school-based leaders to lead authentically without losing themselves when heart and policy collide.

Through actionable leadership frameworks, guided reflection, and real-world examples, participants will explore how their presence, decisions, and communication shape school culture and staff engagement. They will examine where leadership habits may unintentionally erode trust and learn practical strategies to make values-aligned decisions, communicate transparently, and model bold, relational leadership.

This session emphasizes immediate applicability: participants will leave with concrete tools to strengthen credibility, foster collaboration, and create thriving, sustainable school communities. Designed for principals and aspiring school leaders, this session empowers participants to lead with confidence, integrity, and humanity—building trust, inspiring excellence, and creating positive, transformative environments for staff and students alike.

Key takeaways:

Lead with authenticity while navigating complex decisions.

Strengthen trust and connection across their school community.

Model bold, relatable leadership that inspires collaboration and innovation.

Apply practical strategies to create positive, transformative school cultures.

# Presenter Feature - Dave Lokinger

Dave Lokinger is the Principal of Prince Albert Collegiate in Prince Albert, Saskatchewan. He has over 23 years of experience in education, including roles as a middle years teacher, Vice-Principal, and Principal. Dave brings more than 16 years of administrative experience at both the elementary and secondary levels. He is recognized for his positive leadership style, strong belief in students and staff, and a thoughtful, innovative approach to supporting the school community he serves.

## Dave's session in depth...

Our Story: How We Got Unstuck

For years, we found ourselves in a revolving door—working tirelessly with students who struggled to see how they belonged. We were frustrated by poor attendance, high transiency, disrespect, bullying, and violence. Despite our best efforts, nothing seemed to shift in a lasting way.

So we made a simple—but significant—change. We asked one question: What do students need to be successful in Grade 10?

That question sparked a school-wide re-imagining of our Grade 9 program. We intentionally shifted our approach, applying an elementary school model to Grade 9 in order to better support students during this critical transition year and set them up for long-term success.

Our revamped Grade 9 program focuses on five key areas:

- 1) Building community, grounded in the work of Dr. Martin Brokenleg
- 2) Explicit instruction in executive functioning skills
- 3) Flexible groupings to better meet student needs
- 4) Land-based learning
- 5) Authentic restorative practices

Two years later, our school is flourishing.

PACI has seen a significant increase in student retention from Grade 9 to Grade 10, along with a one-year increase of over 20% in credit attainment. Students are more engaged, involved in extracurricular activities, and demonstrate a strong sense of ownership over their school. Teachers report deeper connections with students and a renewed sense of purpose in their work.

Perhaps most importantly, this shift has changed our collective mindset. As a staff, we now believe in our ability to make both micro and macro changes together. That belief has led to powerful initiatives across the school—initiatives that are improving outcomes for students and creating a brighter, more hopeful future for our community.

# Presenter Feature - Mark Haarmann

Mark brings over 34 years of experience in public education to his current role as Director of Education/CEO of Regina Public Schools. He has previous experience as an educational leader with several school divisions in Ontario, as well as having taught at the Faculty of Education at Western University.

## Marks's session in depth...

Educational leaders often struggle with circling problems, focussing more on discussing a concern than getting to work on a solution. This session will share Regina Public Schools' focus on an action orientation for its leaders, moving from continuously describing problems, to 'just f-ing doing something' to move our schools forward.

# Presenter Feature - Indigenous Leadership Committee (STF)

Wayne Dahlgren is a proud Métis man and SUNTEP graduate from Regina, SK. He is currently in his second year as Principal at Albert Community School in Regina and is committed to ensuring Indigenous Ways of Knowing are reflected in the buildings he works in.

Misti Big Eagle is from Ocean Man First Nation. She is the former Principal of Westview School in the South-East Cornerstone School Division and is currently a lecturer in the Faculty of Indigenous Education at First Nations University of Canada.

Lisa Kuchler is a proud Métis educator from Saskatoon. She has been a Vice-Principal with Prairie Spirit School Division since 2018 and is a dedicated leader committed to the infusion of Indigenous Ways of Knowing in the education system.

Angie Caron is a proud Michif woman and a descendent of the historic Métis community of Round Prairie. She has been in a variety of school-based and sector leadership roles and is currently a Senior Administrative Staff at the Saskatchewan Teachers' Federation.

## *The session in depth...*

Research based on Indigenous Leadership in a Pre-K to Grade 12 education context is very limited. School-based leaders work in diverse environments with Indigenous students, staff and families and may not have been exposed to Indigenous knowledges and ways of leading needed to work with Indigenous peoples. Indigenous leaders from across the province were sought out and asked to work with the STF on identifying what Indigenous Leadership is, what makes it different from leadership in general and what conditions are needed to recruit, support and retain Indigenous teachers and leaders in Saskatchewan school divisions. Members of the committee will share their work in hopes of supporting both Indigenous and non-Indigenous leaders in continuing to build their knowledge and skills to infuse current leadership actions with Indigenous ways of leading.

# Presenter Feature - Kelley Cardinal

Kelley Cardinal is a nēhiyaw (Cree) woman from Saddle Lake Cree Nation, Treaty 6, Alberta, Canada. As a Superintendent of Learning Services and member of the senior administrative team at Greater Saskatoon Catholic Schools, Kelley is responsible for the leadership of a network of schools, as well as the First Nations, Métis and Inuit Education Learning Community. Kelley's background in education is diverse, including roles such as First Nations, Métis and Inuit Education Consultant, Vice-Principal, and Principal. She is a proud alumnus of the University of Saskatchewan, where Kelley obtained her Bachelor of Education through Indian Teacher Education Program and a Master's degree in Education. She is currently pursuing her PhD.

## The session in depth...

This presentation highlights how a decade-long community-led process shaped the creation of awâsisak kâ-nîmîhtocik - St. Francis Cree Bilingual School. Rooted in nēhiyaw (Cree) ceremony, language, and relational accountability, the project was guided by Elders, families, and community partners at every stage of design, naming, and implementation.

The result is more than a new building; it is a living model of reconciliation in practice. The school's physical spaces, program plan, and cultural design elements embody Cree knowledge systems and language revitalization, while also challenging school leaders to reimagine what instructional leadership can look like.

This session will explore the dual role of leadership: honoring Indigenous ways of knowing through authentic engagement, while supporting strong teaching and learning through frameworks that integrate culture, language, and pedagogy. Participants will gain insight into how leaders can foster deep and reciprocal partnerships with Indigenous communities, navigate shared decision-making rooted in ceremony and protocol, align leadership with language revitalization and cultural renewal, and create school environments that reflect Indigenous voices and priorities at every level.

## Presenter Feature - Greg Walker

With over 30 years of experience in education, Greg Walker has worked across a wide range of school settings and roles, with a strong focus on community partnership and responsive, student-centered education. He has taught in both urban and rural settings and across multiple subject areas including social sciences, science, technology. He also served as an educational support teacher and instructional coach before moving into administration. For the past ten years he has served as a teaching administrator and has been the principal at St. Louis Public school for the last five years. Greg believes in the power of community collaboration and is currently a member of the St. Louis Lions Club and sits on the local daycare and library boards. His leadership is grounded in classroom experience, community connection, and a belief that schools play a central role in cultural revitalization and community well-being.

### *The session in depth...*

When Greg Walker arrived at St. Louis Public School, the school was beginning its journey to revitalize the local Michif French culture. This session shares the story of building trust with a community that had, at times, distanced itself from its Métis roots. Implementing a PK/K Michif language program was an important first step, initially met with resistance by some community members. Over time, the school has fostered meaningful relationships with Elders, strengthened partnerships with local stakeholders, and created opportunities for cultural engagement across the school. This story highlights the ongoing work of reconciliation and hope, as programs continue to grow and the school community reconnects with its heritage. Leaders and educators seeking to develop culturally responsive schools will gain insights into strategies for engaging communities, earning trust, and embedding Indigenous culture into school life.

# Presenter Feature - Matt Brown

Matt began his career as a middle-years teacher in a Regina community school, which was the ideal training ground for working with complex children. From the onset, he approached student-related challenges with curiosity and commitment knowing that education is a dynamic endeavor. Matt transitioned into school-based administration, where he was a principal and vice-principal in a variety of settings. Amidst the expansive portfolio that principals carry out, student support remained a key area of interest.

After seven years, Matt changed course and became a Behaviour Consultant with Prairie Valley School Division. This work allowed him to dedicate more of his efforts to helping complex children succeed in schools. In reflecting on this experience, Matt often noted that he learned more from the students he worked with than they learned from him! It was a mutually beneficial undertaking and the perfect detour in the middle of his administrative journey. Matt believes that success lives with the students, and many strides were made with learners who were previously on an unproductive and unsustainable path.

Eventually Matt was asked to consider resuming his work as a principal and agreed to do so, but with a much larger “complexity toolbox”. Today, Matt is the Principal at École Lumsden Elementary School (627 students) where they successfully support all their learners within an inclusion model.

## *The session in depth...*

In this presentation, we will work from a theoretical lens to a practical landing spot. First, it is important to consider how our social landscape has changed over the last fifty years. Next, layer this understanding with the changes that we have witnessed in the educational setting, and this leads to a complexity crisis. But there is hope. To start, school-based administrators can help professionals to look within and consider barriers to their success (knowledge, skill, stamina, and will). In addition, the presentation examines different perspectives around supporting students with the hope of finding a productive middle-ground. Lastly, Matt will share the best of the best from his “complexity toolbox” so that participants can walk away with ready-to use strategies and templates that are proven to work. One of the most important takeaways from this presentation is the premise that healthy discomfort creates positive change (comfort/discomfort/distress model), and we should carefully draw students and families into this learning space. True leaders are not hired to “manage”; they are hired to do hard things. This presentation will build your confidence as a school-based administrator in working through a multitude of complex scenarios.

# Presenter Feature - Lisa Wotherspoon and Angie Balkwill

Lisa Wotherspoon and Angie Balkwill, senior education leaders and co-founders of Wotherwill Group, are dedicated to helping leaders reclaim their well-being. With decades of experience, they understand the demands of leadership and provide research-backed strategies to reduce burnout and cultivate sustainable wellness. Their work focuses on practical, achievable micro-actions that empower individuals to lead with confidence and clarity. Through engaging storytelling, humor, and real-world insights, Lisa and Angie offer a refreshing approach to leadership; one that prioritizes joy, harmony, and long-term success. Their passion lies in equipping leaders with the tools to thrive, ensuring wellness is not an afterthought but a fundamental part of their personal and professional journey.

## The session in depth...

This interactive session, Leading Well, delves into the often overlooked yet essential connection between leadership and wellness. Today's leaders face unique challenges, often putting the needs of others before their own. Lisa and Angie, senior leaders in public education and co-founders of Wotherwill Group, offer a fresh perspective on how small, intentional micro-actions can create lasting wellness habits. Through engaging stories, research-backed insights, and real-world strategies, participants will discover how to cultivate personal harmony, foster joy, and sustain their leadership without burnout. Expect laughter, reflection, and actionable takeaways designed to help you lead with energy, confidence, and clarity. This session is an opportunity to redefine leadership success; not by doing more, but by leading well.

# Presenter Feature - Maegan Giroux

Maegan Giroux is an elementary mathematics teacher, instructional coach, and professional learning facilitator based in Saskatchewan. Her work focuses on supporting teachers to design equitable, engaging, and thinking-rich mathematics classrooms, with a particular interest in Building Thinking Classrooms and the Mathematical Knowledge for Teaching framework. Maegan collaborates with educators and researchers to design and facilitate professional learning experiences that centre student voice, classroom-based inquiry, and meaningful instructional change. Her research interests include decolonizing mathematics education, teacher professional development, and improving elementary students' access to rich mathematical learning experiences. Maegan brings a practical, classroom-informed perspective to her work, grounded in her experience teaching and learning alongside students and teachers.

## *The session in depth...*

This workshop invites participants to experience mathematics learning from the learner's perspective through hands-on engagement with a variety of classroom manipulatives. Rather than focusing on "using tools" as a general strategy, the session unpacks the different instructional purposes manipulatives can serve in mathematics classrooms across grade levels.

Participants will explore tasks that demonstrate how some manipulatives act as bridges to abstract representations, supporting students in moving from concrete experiences to symbolic reasoning. Other tasks will highlight how manipulatives can deepen conceptual understanding without necessarily leading directly to formal algorithms. The session will also include examples of how well-chosen tools and tasks can extend and challenge even the most mathematically confident learners.

Throughout the workshop, principals will be encouraged to consider what they might look for when observing mathematics classrooms, how to support teachers in making purposeful choices about tools, and how to foster learning environments where manipulatives are used to promote thinking, not just activity.

# Presenter Feature - Lou-anne Stefankiw

Lou-anne Stefankiw is a Vice Principal with Saskatchewan Rivers Public School Division and an educational leader with experience spanning teaching, administration, and entrepreneurship. After six years in the classroom, she spent nearly a decade leading in the wellness and personal development sector, including owning and operating a fitness business—experience that continues to inform her approach to leadership under pressure.

Lou-anne holds a Master of Arts in Leadership from Royal Roads University, where her capstone research focused on thriving as a high-stakes leader. She is passionate about values-aligned, relational leadership and supporting educators to lead with clarity, courage, and sustainability in complex school environments.

## The session in depth...

School leaders are working in high-stakes environments where complexity, urgency, and competing expectations are the norm. In these conditions, conversations about “thriving” can feel unrealistic—or even out of touch. This session offers a more honest and reflective exploration of what thriving might look like for school leaders navigating real-world pressures.

Grounded in leadership research and lived administrative experience, the session invites participants to pause and examine how high-pressure contexts shape their leadership identity, decision-making, and relationships. Rather than offering formulas or quick fixes, the focus is on making sense of the work, naming common tensions, and validating the experiences many leaders carry quietly.

Through guided reflection and shared inquiry, participants will be encouraged to consider new ways of thinking about personal and professional thriving, values alignment, and sustainability in leadership. The goal is not to leave with all the answers, but to leave with greater clarity, renewed curiosity, and a few ideas worth exploring in their own leadership context.

# Presenter Feature - Eric Campbell

Eric Campbell began his education career as a middle years' teacher in 2009 and has been a school administrator at the Prairie South School Division for the past eight years. A strong advocate for student engagement as essential components of learning, Eric currently works to foster an engaging educational environment at Lindale Elementary School in Moose Jaw. His passion for community involvement has helped create many exciting opportunities for students and families around Moose Jaw. Outside of work, Eric enjoys spending time with family, playing golf, coaching hockey, and embracing the "lake life" with his wife and two kids.

## The session in depth...

This session is a 1-hour preview of a full day workshop the STF professional Learning, in partnership with Saskatchewan School Based Leaders (SSBL), have created for school based administrators titled, "Leading With Purpose: Navigating Complex Challenges Through Shared Beliefs." Participants will begin to construct their own individualized belief system to help support their decision making as administrators and provide engaging and practical processes that school administrators can utilize with their school staff to:

Build a school culture through strong relationships and a shared, co-constructed, belief system.

Approach day to day challenges through the co-constructed, shared belief system.

Support classroom complexities through the co-constructed, shared belief system.

# Presenter Feature - Dr. Angela Voutier

Dr. Angela Voutier, B. Ed., M. Ed. (Curriculum & Instruction), M. Ed. (Educational Leadership), Ph.D. in Inclusive Education, is an Assistant Professor in the Faculty of Education at Brandon University and a former school leader for 14 years. Angela has taught in the public school system in 5 different provinces and territories for over 35 years, across all grades and subject areas. Angela has researched and written in the areas of school and professional development, inclusive school leadership, inclusive education, student transitioning, and supporting student and staff well-being. She has a chapter in a new publication, *Transformative Inclusive Leadership* (2023) as well as 2 articles published in the BU Graduate Journal and has facilitated numerous professional development workshops on school leadership and inclusive schools.

## *The session in depth...*

Participants in this session will reflect on and discuss their personal philosophical beliefs and attitudes as they pertain to the development of an inclusive school culture. By examining their identities and engaging in reflective activities regarding their current school contexts, participants will be coached through the process of writing their own personal inclusion and equity statement to guide their inclusive leadership work. They will also have an opportunity to share their own experiences with inclusion and discuss challenges with their colleagues. Participants will also discuss current research around inclusive school leadership and leave with a list of helpful resources to support them in building inclusive school communities.

## Presenter Feature - Karena Munroe and Gail Hiley

Karena Munroe is an experienced educator and school leader with over 20 years in K-12 education. She currently serves as Principal of David Thompson School, a dual-track French Immersion and Regular Program middle school in the Calgary Board of Education. Her leadership centres student voice, meaningful learning, and collaborative school cultures grounded in creativity and care. With a background in the arts, digital learning, and social justice, Karena is passionate about supporting teacher growth and amplifying student agency. Her doctoral research explored arts-based activism and school wellness, earning the 2021 CATE Thesis and Dissertation Award. She is the recipient of the 2025 CAP Distinguished Principal of the Year Award.

Gail Hiley is a passionate educator and Learning Leader with the Calgary Board of Education, committed to music education, student well-being, and inclusive school communities. She currently teaches Grade 7 Humanities and supports colleagues through mentorship and professional learning leadership. Gail leads initiatives in Social Emotional Learning, Indigenous education, and English as an Additional Language, and contributes to division-wide work focused on equity, access, and belonging. She serves as President of the Calgary Association for the Development of Music Education and is a member of the ATA Women in Leadership Committee. Her leadership is grounded in collaboration, care, and a deep belief in the transformative power of public education.

### *The session in depth...*

This session offers a practical and reflective conversation for women in school leadership who are seeking clarity, steadiness, and sustainability in their work. Grounded in the belief that principals are teachers first, the session reframes leadership as a marathon rather than a sprint, blending pedagogy with self-awareness and care. Through humour, vulnerability, and grounded examples, participants will explore how to manage staffing gaps, inbox overload, and competing demands without losing focus on student learning. Drawing on ideas from Kendra Adachi, She Leads, and culturally responsive leadership, the session introduces tangible frameworks for mapping the school year, reducing decision fatigue, and communicating priorities with clarity and care. Participants will leave with practical tools, renewed perspective, and a deeper sense of connection to a network of women leading with courage, compassion, and intention.

# Presenter Feature - Phil Adams

Phil Adams is an experienced Saskatchewan educator and school leader with over 16 years of service as a teacher, vice-principal, and principal across a variety of school contexts. His career has been grounded in building strong school cultures, supporting inclusive practices, and fostering meaningful relationships with students, families, and staff. Phil currently serves as a principal, where he is deeply committed to relational leadership, staff capacity-building, and student well-being.

Phil holds a Bachelor of Education from the University of Regina, a Special Education Certificate from the University of Saskatchewan, and a Master of Education with a focus on Indigenous Education from the University of Saskatchewan. He is currently a Doctoral Candidate at Western University, where his practitioner research focuses on building the capacity of in-school administrators to receive and act on parent feedback. His work integrates mindful leadership, transformational leadership, and practical school-based application to support administrator wellness, regulation, and sustained capacity in complex feedback environments.

## *The session in depth...*

This session explores how school leaders can use mindful leadership practices to stay present, regulated, and grounded when receiving complex feedback. Drawing on practitioner research, participants will learn strategies to reduce personalization, build their capacity and confidence, and respond with greater clarity and intention.

As school leaders navigate increasingly complex expectations from families, staff, and systems, feedback can often feel emotionally charged, overwhelming, or difficult to interpret. This session invites participants to examine how internal reactions, assumptions, and stress responses shape how feedback is received and acted upon, and how these internal processes can either limit or expand leadership effectiveness.

Drawing on the work of Kruse (2023), Wells (2016), and others, participants will be introduced to cognitive mindfulness strategies that strengthen leaders' capacity for issue identification, support intentional perspective-taking, and enhance their ability to cut through competing narratives to identify the core concerns within feedback. Through reflective prompts and practical examples, participants will explore how mindful awareness can create space between stimulus (feedback) and response, allowing for more thoughtful and intentional leadership action.

The session will focus on developing leaders' ability to remain present, avoid personalization, and engage with feedback in ways that support both administrator wellness and effective school leadership.

## Presenter Feature - Kevin Reimer

Kevin Reimer is an experienced school leader and ICF-certified executive coach. With more than 35 years in education, he has served as a principal and as President and Executive Director of the British Columbia Principals' and Vice-Principals' Association. In 2013, he was recognized as one of Canada's Outstanding Principals.

Kevin works with school and system leaders across Canada and internationally. His work focuses on generative conversations, leadership confidence, and the development of cultures of trust and accountability. He is the author of *A Year of Leading: A 40-Week Leadership Compass for Principals and Vice-Principals*, a practical and reflective guide designed as a mentor-in-print for school leaders.

Kevin brings research-informed insight, lived experience, and practical strategies to every session, helping leaders move from reactive management to intentional, high-impact leadership.

### The session in depth...

School leadership is complex, relational, and often reactive. Yet the most influential leaders understand that every conversation shape culture. In this highly interactive session, Kevin introduces generative conversations as the core operating system of effective leadership. Drawing on coaching research, psychological safety literature, and practical school-based examples, participants will explore how conversations influence identity, trust, and collective efficacy.

Leaders will examine common conversational traps such as advice-giving, urgency, and power dynamics, and will learn a simple, practical framework for leading conversations that generate insight, ownership, and forward movement. Through structured reflection and partner dialogue, participants will practice reframing real leadership challenges using generative questioning techniques.

Participants will leave with language, tools, and a renewed understanding that improving the quality of conversations is among the highest leverage moves a school leader can make.

## Presenter Feature - Jeff Jordan

Jeff Jordan began his career as a high school English teacher, working primarily in special education and resource settings. After seven years in the classroom, he moved into a Vice Principal role, where he supported assistive technology, individualized education plans, resource and special education programs, and a wide range of student support services. He is now in his fourth year serving as an elementary school principal.

### The session in depth...

At the 2024 CAP Conference in Toronto, Dr. Simon Breakspear introduced the "Pruning Principle" and the art of strategic subtraction in education. Two years later, Jeff will share how he brought this principle to life in his school context. By walking through the framework he used to introduce and apply pruning with his teaching staff, Jeff will highlight both the challenges and the breakthroughs he experienced along the way.

Now entering their second year of "pruning," Jeff will provide practical examples of how they reduced overload, clarified priorities, and created a healthier culture of focus. This session will demystify the process and equip school leaders with strategies for launching their own "pruning seasons." Participants will leave with concrete examples and confidence to help their schools focus on what matters most.

# Presenter Feature - Shan Jorgenson-Adam and Rita Marler

Shan has been an educator for over 30 years working in a variety of educational roles (teacher, school administrator, division principal, director, assistant and deputy superintendent) in both British Columbia and Alberta. Shan has co-authored numerous articles on leadership. As a key lead in a leadership development research project, Shan has presented at several conferences. Shan has led literacy, numeracy, inclusion, school culture, community engagement, strategic planning, and leadership development in a number of school divisions.

Rita has worked in K - 12 public education for over 30 years in central Alberta. Rita's passion is Instructional Leadership and her doctoral work focused on the instructional leadership role of the Assistant Principal. As superintendent for 9 years, Rita's visionary leadership and relational approach paved the way for a collaborative culture that created connections amongst administrators and schools across her school division. She has co-written articles and presents on school leadership.

Shan and Rita's recent accomplishment is co-authoring a book for Solution Tree "You're A Principal Now! What's Next".

## The session in depth...

Step confidently into your new leadership role with this dynamic, high-impact conference workshop designed especially for first-time principals ready to thrive. Inspired by "You're a Principal Now! What's Next?", this engaging session delivers practical strategies, real-world insights, and powerful reflection tools to help you lead with clarity, purpose, and confidence from day one. Through an interactive, question-and-answer-style approach, you'll learn how to build a shared school vision, empower teachers as emerging leaders, and establish strong goals, practices, and systems that drive meaningful results.

Discover how to turn challenges into opportunities, cultivate a positive and energized school culture, and create lasting success for students, staff, and your own professional journey. You'll gain proven techniques to build authentic relationships with staff, students, families, and the wider community, strengthen instructional leadership, and inspire genuine commitment—not just compliance.

Walk away energized, equipped, and ready to lead with intention. This workshop provides actionable ideas, leadership-building strategies, and ready-to-use resources that you can implement immediately. If you're ready to accelerate your growth, amplify your impact, and become the leader your school community deserves, this session is your launchpad.

## Presenter Feature - Dr. Mike Chase

Mike Chase has worked with senior officers and other professionals in a variety of fields, including government, education, professional athletics, finance, administration, retail, hospitality, as well as other corporate settings. His coaching, workshops, and speaking events have included marketing executives, teachers, senior administrators, front line service representatives and youth.

Mike holds a Doctorate in educational leadership, a Master's degree in human resource development, a Bachelor's degree in education, a Bachelor's degree in French, and he is certified and accredited as a professional coach through the International Coach Federation.

In addition to his role as a school leader and teacher, Mike has been working as a speaker, coach, and facilitator for over 15 years. He has created coaching and mentoring programs for local and international school districts and has coached over 800 teachers and educational leaders in his work in education. Mike is currently serving in the field as principal at Archbishop M.C. O'Neill High School in Regina, Saskatchewan.

### *The session in depth...*

Some of the biggest hurdles in effective leadership are the assumptions, stories, and biases that we carry into the role every day. In this session, we will explore and use powerful strategies to reveal strengths, identify obstacles and blind spots, and set tangible action steps for growth and high performance. Whether you are in the early stages of leadership or a grizzled veteran, these tools will allow you to challenge your own thinking and equip you to engage your team in meaningful growth and partnership. Come to the session with 2-3 challenges in mind, as we will use these examples (while protecting confidentiality) to identify and try out powerful tools for listening and questioning. We will touch on the importance of framing development and performance within a paradigm of function, and how to move from subjectivity to objectivity to a culture of partnership and learning.

## Presenter Feature - Denise Heppner

Denise is an Associate Director in Professional Learning at the Saskatchewan Teachers' Federation. She has been an educator for over two decades and has taught in the K-12 system both public and private, and at the university level in the areas of Special Education and Indigenous Education. She recently completed her PhD in Curriculum, Teaching, and Learning at the University of Toronto.

### *The session in depth...*

This STF Professional Learning session invites school leaders to explore how Indigenous Pedagogy (centered on the 8 Ways of Aboriginal Learning framework) can transform professional learning into a practice of connection, storytelling, and collective growth. Participants will engage with strategies that honor Indigenous ways of knowing, leading, and teaching while deepening their role as lead learners. Walk away with practical tools to create inclusive, respectful, and culturally grounded professional learning environments that foster deeper engagement and equity for all.

# Presenter Feature - Meg Chamberlin

Meg Chamberlin is a dynamic global K-12 educational leader with 20 years of experience in schools across five continents and currently serves the Sunshine Coast School District in British Columbia. Specializing in restorative practices (RP) and holding a Master's in Human Security and Peacebuilding, Meg helps schools to implement RP frameworks, training students, staff, and families to build inclusive, accountable, and relationship-centered communities. Meg is known for cultivating the re-humanization of education and transforming school culture through collective efficacy in peacebuilding. Through a trauma-informed lens grounded in current educational research, her work reduces repeat disciplinary issues and interpersonal harm while enhancing student and staff wellness and conflict-resolution capacity.

## *The session in depth...*

Educators are at the forefront of building peace in a world reflecting division; we have a foundational impact on supporting the development of our students' community building capacity, including empathy development and conflict resolution skills. This practical and interactive workshop will engage educational leaders in restorative practice (RP), a social science studying relationship and connection development. In schools which implement RP, students report improved school climate, sense of belonging, and overall wellness, and research confirms RP reduces behavioural challenges, repeated disciplinary issues, and interpersonal harm. Through the lens of current educational research, participants will examine key restorative tools, including community-building circles, the fair process framework, and affective questions for harm repair. This workshop will equip participants with foundational knowledge, practical strategies, and adaptable resources to promote authentic relationships, support inclusive conflict resolution, foster accountability, and build community resilience while identifying clear, actionable next steps toward becoming a restorative school.