

## EDMONTON PUBLIC SCHOOLS

April 16, 2002

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: "An Act to Follow" Staff Recognition Program

ORIGINATOR: N. Robblee, Leadership Services

### INFORMATION

The *Act to Follow* initiative was designed to recognize and celebrate outstanding performances of staff which have resulted in tangible gains in student achievement, and to share the expertise and experience of these staff throughout the district in the An Act to Follow publication.

#### **Act to Follow**

##### **Phyllis Bennett – Administrative Assistant – Montrose School**

Phyllis' leadership role takes many forms – guiding the support staff in ways to enhance student achievement, collaborating with the principal and teaching staff to plan a variety of activities, listening to students and supporting them in their writing, the school's instructional focus, all the while welcoming parents and other visitors to the school. The inviting environment of Montrose, which is so essential to learning, is largely created by Phyllis' influence. Whether she's organizing student activities or balancing the budget, Phyllis is at the heart of the action.

##### **Val Bergstrom – Teacher – Waverley School**

Val is a teacher who watches for eyes that sparkle, confirming that students are engaged in the learning process. She believes she must reach students in order to teach them. This may be accomplished through music, providing opportunities for performing; it may be through counselling, ensuring that the student's home environment supports learning; it may be through one-on-one instruction in the Reading Recovery program. Val also supports colleagues through her leadership as principal designate and T.A.G. representative. Her service orientation and belief in building relationships based on trust and high expectations inspire growth in everyone around her.

##### **Sharon Delblanc – Teacher – Glenora School**

Sharon provides students with high expectations and a setting where continuous evaluation of their own progress is the norm. Freedom to explore and reflection on growth are keys to learning. Sharon integrates various art forms, from creation to exhibition, with writing, reading, social studies, and technology through collaboration with other teachers. Parents and community members are actively involved in the classroom – sharing their expertise,

contributing to equipment purchases, and attending workshops themselves. Sharon's philosophy of participation, evaluation, and contribution ensures a strong foundation for achievement.

### **Graham Smith – Teacher – Riverbend School**

Graham Smith demonstrates the primary qualities of leadership – he welcomes new opportunities to make a difference, and inspires his students to do the same. Perhaps one of the greatest of his many contributions has been Graham's development of the student leadership program, which has grown from a small group of Grade 9 students three years ago, to the present 85 students in Grades 8 and 9. Leadership program participants assist teachers by acting as discussion and activity facilitators for 20 minutes a day in health curriculum areas. Graham is school counsellor, Grade 9 coordinator, instructional leadership team member, Grade 7 language arts and social studies teacher, special needs coordinator, cheerleading coach – a fine example of dedication to our youth.

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Appendix I – Act to Follow Booklet