

HEATHER PAPP

Servant, Learner, Reflector, Change Agent



Contact



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Education

Masters of Science in Education, Medaille College, New York

Bachelor of Arts – Psychology, University of Windsor

Principal Qualification Program – Parts 1 & 2

English as a Second Language Specialist

Guidance Part 1 & 2

Religion Part 1

Intermediate Family Studies, Queen's University

Senior Social Sciences, Queen's University



Professional Development

2020 – New Math Curriculum – Leadership Lens

2019 – Principal Induction Program

2019 – Special Education for Administrators

2018 - Trauma Informed Classrooms

2018 - Circle of Security

2017 - Mediation Skills-Conflict Resolution

2017 - Innovation in Leadership

2016 - WCDSB Emerging Leadership Certificate

2016 - Leadership Building Capacity Series

2016 - LEAD Teacher Academy

2016 - Equity Trainer's Collaborative

2016 - New Teacher Induction Program Mentor

2015 - Equity and Inclusion - Focus on Poverty

2015 - CITE Team - Teacher as Researcher

2014 - Adolescent Literacy - Metacognition



Awards

Barrday Teacher of Excellence Award, 2017

Staff Recognition Award, WCDSB, 2016

Canadian Mental Health Association Building

Community Capacity Award, 2014

City of Cambridge – Outstanding Volunteer Award, 2013

Waterloo Housing Educator of the Year, 2010

Profile Summary

- Dedicated, faith-driven and collaborative leader with extensive experience in school settings optimizing excellence in education for students, parents, and staff.
- Aim to develop and maintain a secure, nurturing, positive and proactive team of support built from staff, the parish community and parents that prepares each student academically, spiritually, socially, and emotionally for positive wellbeing and successful living.
- Determined to ensure that a Catholic vision is clearly articulated, shared, understood and acted upon within a classroom environment and the larger school community.
- Through challenging and engaging instruction, students are better prepared to be contributing and confident members, using 21st century technologies, in a growing world.

Professional Experience

Principal

St. Michael Catholic Elementary School, WCDSB

2018 – Present

Vice-Principal

St. Dominic Savio Catholic Elementary School, WCDSB

2017 – 2018

Vice-Principal

Carizon, Section 23, Encompass for Learning Program
WCDSB

2017 - 2018

Vice-Principal

Summer Boost, WCDSB

2016 – 2018

Elementary Teacher

St. Peter Catholic Elementary School, WCDSB

2010 - 2017

Christ the King Elementary School. WCDSB

Families in Transition Program Coordinator

Lutherwood – Region on Waterloo

2003 - 2009

Speaking Engagements

CODE Symposium – *Summer Learning*

2018

OERS Presenter - *Collaborative Inquiry*

2016

MISA Presenter - *Teacher as Researcher*

2015

OECTA Provincial Poverty Presenter – *Poverty and Achievement*

2015

Wilfrid Laurier Faculty Day Speaker - *Supporting Transient Students*

2014

University of Windsor Faculty Day - *Supporting Transient Students*

2013

When Faith Meets Pedagogy - *Poverty & Student Achievement*

2013

Beginner Teacher Conference Speaker - *Differentiated Instruction*

2013

“The most powerful leadership tool you have is your own personal example” – John Wooden

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Authentic, Accountable, Collaborator, Resilient

Leadership Evidence



Setting Directions

- Aligns the curriculum and instructional programming with the Board's mission, vision, and values
- Develops meaningful annual goals and action plans for the school via the School Improvement Team, Reflective practice at Staff Mtgs (data driven) and through stakeholder interviews
- Promotes high expectations for all faculty and staff
- Responsible for creation and implementation of school pastoral plan
- Help staff and diverse stakeholders understand the relationship between the school's vision and board and provincial policy initiatives and priorities (Provincial Summer Learning Group, Carizon Therapeutic Leadership Mtgs, Staff Mtgs and Parent Communication.)

Building Relationships and Developing People

- Proven ability to engage in courageous conversations leading to improvements in student achievement and well-being
- Implements innovative and effective ways of improving the professional practice of staff (cross school initiatives, informal leadership roles, Technology leveraging with Itinerant Teachers practice)
- Led discussions about the relative merits of current and alternative practices (Book study, Lunch and Learns)
- Curated and facilitated Professional Development opportunities and staff meetings (Trauma Informed Practice)
- Maintained positive school wide progressive discipline model utilizing restorative justice practices and therapeutic interventions in collaboration with therapeutic staff and aligned with treatment goals
- Developed positive parent relationships through regular communication and visibility with extensive use of 21st century technologies (Newswire and Social media management).

Developing the Organization to Support Desired Practices

- Modelling the schools mission and values by being highly visible and authentically supporting desired practices
- Strong planning and implementation in building a collaborative culture and distributed leadership (Divisional leads, Math lead training and facilitation, SIT Team, Focus groups, Reflective time spent at Staff mtgs)
- Responsible for initiating many community supports to support student development and achievement (FNMI speakers, YWCA, Roots of Empathy, Sexual Assault Support Centre, CMHA, University of Waterloo, etc.)
- Maintained the site budget and processed purchase orders ensuring accountability
- Manages school operations (staffing, budgeting, and scheduling) effectively

Improving the Instructional Program

- Manages effectively the development, evaluation, and revision of the school's instructional programming (Staff Check-Ins, Feedback survey, SIP monitoring, Needs Assessment)
- Emphasis on recruitment and selection of staff who have the interest and capacity to further the school's vision
- Encouraged teachers to set goals and address areas of improvement using Instructional Rounds and monitoring of target students (Numeracy, Literacy and Well-Being strategies outlined, monitored interventions through EnCompass)
- Incorporate the explicit use of data when making decisions that relate to student learning and school improvement

Securing Accountability

- Promote collective responsibility and accountability for student achievement and well-being (presentations to council, Newswire updates, weekly memos to parent community)
- Performed formal (Teacher Performance Appraisal) and informal observations for all staff (ALP monitoring)
- Dig deeper into school targets and efforts made to align school targets with board and provincial targets
- Provide an accurate and transparent account of the school's performance to all school stakeholders (ministry, board, parents, parish, community)

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Proactive, Calm Compassionate, Dedicated

Professional References



Richard Olson
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Waterloo Catholic School Board
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519-578-3660

Gerald Foran
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Waterloo Catholic District School Board
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“An inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts.” Pope Francis