



LOU PAONESSA

STUDENT SUCCESS SPECIALIST
AND PRINCIPAL OF SECONDARY
CONTINUING EDUCATION

"As an educator of over 30 years, it has always been my mission to ensure that I provide the students, staff, the community and the system as a whole, an identity affirming learning environment, with high calibre educational experiences that will inspire them to be critical thinkers, social justice minded, accepting, kind, inclusive global citizens, capable of achieving their career and life goals"

EDUCATION

- 2008 **Athabasca University, Faculty of Education**
Master in Distance and Online Education
- 1989 **University of Toronto, Faculty of Education**
Bachelor of Education - Intermediate Senior
Subjects: English and Contemporary Studies
- 1988 **York University, Faculty of Arts**
Bachelor of Arts
Hons B. A. English/Psychology

QUALIFICATIONS

- 2021 **Ontario Principals' Council**
Supervisory Officer Qualifications Program
- 2003 **York University, Faculty of Education**
Principal's Qualifications Program P1 & 2
- 2002 **University of Toronto, OISIE**
Combined Honours Specialist in English
and Contemporary Studies
- 1988 **University of Nipissing, Faculty of Education**
Qualification: Special Education, Gifted

SKILLS

- Online Education Program Design
- Design Thinking Trainer
- Graphic and Web design
- Google Apps (docs, sheets, forms, classroom, etc.)
- Familiarity with Microsoft 365
- Collaborator, problem solver, service and volunteer oriented

LEADERSHIP AND TEACHING EXPERIENCE

**2016-20 York Catholic District School Board
Student Success Specialist / Secondary Credit
Continuing Education**

- **Student Success Portfolio:**

Secondary eLearning, Cooperative Education, Specialist High Skills Major, Experiential Learning, Ontario Youth Apprenticeship Program, Technology Education, Guidance and Careers, Dual Credits, School College Work Initiative, Student Learning Projects (K-12), Elementary Pathways, Elementary Remote School

- **Secondary Credit Continuing Education Portfolio:**

Adult Credit, Night School, International Languages Program, PLAR, After School Credit, Summer School

**2017-18 Ontario Ministry of Education
Student Achievement Officer (1 year secondment)**

- Assigned to DPCDSB and TCDSB
- Elementary support: Renewed Math Strategy
- Teacher and Administrator Professional Development: Elementary and Secondary in Math, Literacy and Leadership development

2013-16 Father Michael McGivney, IB World School

- Principal / IB Head of School
- Vice Principal

2005-09 St. Elizabeth Catholic High School/Regional Arts

- Vice Principal

2004-05 St. Robert Catholic High School

- English Department Head

1989-04 Toronto Catholic District School Board

Teacher: Brebeuf College School

WORKSHOP PRESENTER

**2018-20 Catholic Principals' Council of Ontario
PQP Part 1 and 2 - Online**

**2016 Catholic Principals' Council of Ontario,
Webinar Presenter**

- TOPIC: Culturally Responsive Pedagogy
- TOPIC: Service Learning - Improving Social Responsibility and Citizenship Skills

**2015 Technology Enabled Learning and
Leading - Webinar Presenter**

Facilitated by: adfo, CPCO, and CPCO

- TOPIC: Using Technology to Develop 21st Century Competencies
- TOPIC: Strategies to promote Collaborative Inquiry
- TOPIC: How to Shift School Culture through the 21st Century Fluencies

- 2017-20 International Bacculaureate IBEN Workshop Leader, Authorization and Evaluation team member**
- 2017-19 York Catholic District School Board**
Trainer: Violent Threat Risk Assessment, Level 1
- 2017-19 York Catholic District School Board**
 - **Trainer: Violent Threat Risk Assessment, Level 1**
- 2008-10 York University, Faculty of Education**
 - Instructor: Drama AQ - Part 1, 2 and Specialist

COMMITTEE WORK

- 2019-20 Human Rights, Equity, Diversity and Inclusion Committee, York Catholic District School Board**
 - Member: 2SLGBTQ+, Accessibility and Accommodation, Anti-Black Racism Pillar, Cultural and Racial Identity, Culturally Responsive and Relevant Pedagogy, Indigenous Education (Co-chair), Mental Health Pillar, Religion Pillar, Special Education
- 2020 Homelessness Prevention and Housing Stabilization Strategy Steering Committee, YCDSB Representative**
- 2018-20 Georgina Trades Training Inc. Board of Directors, YCDSB Representative**
- 2016-20 Ontario Education Championship Team, YCDSB Representative**
- 2018-20 YCDSB / YRDSB / York Regional Police Partnership**
 - Safe Schools Initiatives: Crimestoppers, Empowered Student Partnerships, Safe Schools Joint Protocol
- 2019-20 OSSTF Bargaining Committee**
 - Secondary representative and member of the negotiation team
- 2011-18 York Catholic Secondary Administrators**
 - Vice President, 2018
 - Treasurer, 2011-2017
- 2017-19 Joint Protocol Student Achievement, YCDSB Representative, Barrie Area**

PUBLISHED ARTICLES

- 2019 Title: The Connected Leader, Principal Connections, CPCO, Summer 2019, Volume 22**
- 2017 Title: Effective Communication and Parent Engagement in a Digital World, Principal Connections, Winter 2017, Volume 21, Issue 2**

REFERENCES

Available Upon Request

Learning and Leading Experiences

Setting the Direction and Sustaining Vision

- Responsible for developing and implementing the Indigenous Board Action plan, which includes teacher and staff sensitivity training, curriculum development for Elementary Social Studies and the grade 11 Native Studies English.
- Develop and oversee the deployment of Pathways goals for students, which are included in the YCDSB Multi-Year Strategic Plan involving initiatives and professional development related to Experiential learning, Skilled Trades and STEAM.
- Determine and oversee all aspects of how SHSM, COOP, OYAP, EL resources are allocated system-wide to support Career exploration, new program development, teacher PD, student experiential learning opportunities and parental engagement.
- Collaborated with team leaders as an SAO to review Board Improvement Plan for Student Achievement for Dufferin Peel Catholic District School Board and have reviewed School Improvement Plans with principals in elementary schools.
- Inspired school and department improvement planning and goal setting with secondary staff at schools in Toronto Catholic District School Board.
- Engaged and provided DPCDSB Superintendents in innovative leadership development workshops

Building Relationships and Developing People

- Developed strong relationships and productive communication with Indigenous community members as co-chair of the Indigenous Steering committee.
- Recognizing the barriers between the board and various underserved groups (Black and Indigenous families, families of students with special education needs) to engage in meaningful two-way dialogue to co-create solutions to meet their needs.
- Encourage stronger student/parent engagement for underrepresented groups (Black students, Indigenous students, special education students) through information sessions highlighting differentiated supports.
- Understanding that it is important to collaborate with marginalized stakeholder groups, I consult with racialized leaders and community members prior in order to ensure programming meets unique needs.
- Create an environment of innovation, creativity and entrepreneurship and a strong sense of teamwork and collaboration for the Pathways and Careers Teachers who function as guidance teachers for grade 7 and 8.
- Developed collaborative structures within the Pathways team that enable a very lean staff to support each other with goal setting, and program development.

Creating a Culture of Student and Staff Well Being

I have always worked diligently to deepen my own learning, not just with regards to safe schools through my work as a Violent Threat Risk Assessment trainer, but more recently through the work I am doing related to Accessibility, Human Rights, Equity and Anti-Black Racism. I know that as a cis white male, it is important for me to become aware of how who I am has provided me with privileges not afforded to all. I became aware of this as principal of the most diverse secondary school in the YCDSB. As principal, I saw how my students, black, and South Asian as well as those who struggled with gender identity or identified as LGBTQ2S, conveyed to me a sense of "not being good enough."

When I realized this, I made it my mission to do whatever I had to do to shift that perception of themselves and the negative perception of the school itself. Over my time at McGivney, this changed through the intentional work we as a staff engaged in to shift culture and create an environment of belonging and self worth not just for the students but for the staff, who also suffered from the negative perception of the school in the community. This is the work I continue to do as a system principal as I continue to learn, participating in webinars, anti-Black racism training and reading books like, "How to be an Anti-Black Racist," and "White Fragility."

Learning and Leading Experiences

Improving the Instructional Program

- Revising current Transition meeting and Course selection processes to identify and eliminate systemic barriers, especially as it pertains to Black, Indigenous and Functional Life skills students.
- Working with elementary and curriculum consultants and our partners at Edge Factor and Kidder Kits, will be creating hands on build projects for grade 6, 7 and 8 students, that include connections to the math and science curriculum as well as activities that will allow students to explore a variety of career options in the Skilled Trades.
- Introducing a wider more inclusive range of course and program options, as part of the Secondary Credit Continuing Education portfolio, including American Sign Language (ASL), and Equity and Social Justice, focused on anti-black racism.
- Initiated a grade 8 to grade 9 Summer School credit transition program for students, which focuses on literacy, numeracy, pathways and student well being as an early orientation to high school.
- Created online Summer learning options including: Virtual Co-op, Virtual School, eLearn, Literacy/Numeracy, Gr. 8 Transition program, Credit Recovery, Up Grading, serving increasing enrolment over the last 4 years, with over 8,000 registrations last summer.

Developing the Organization to Support Desired Practices

- Working with 4 virtual Elementary principals, was responsible for all aspects of the YCDSB Remote Learning School.
- Responsible for developing and implementing the Indigenous Board Action plan, which includes teacher and staff training and learning opportunities, curriculum development for Elementary Social Studies and the continued roll out of the NBE course.
- Create innovative programming and oversee the deployment of Pathways goals for students, which are included in the YCDSB Multi-Year Strategic Plan focused on developing Global competencies.
- Collaborating with staff, oversaw the development of the Regional Arts program at St. Elizabeth and currently working with Sacred Heart to align design thinking initiatives and pathways as they develop their new Integrated Regional Arts Program.
- As a site visitor and workshop leader for the International Baccalaureate Educator's Network, participate in authorization and evaluation visits, as well as deliver workshops focused on IB, international mindedness and leadership development both in Canada and various locations in the United States. This experience has assisted in the compilation of a successful proposal for a 4th IB programme in the board.

Leadership Development and Building Capacity

Building leadership and teacher capacity is very important to me. It is my thinking that it is my responsibility to provide that leadership development and learning. I feel it is my job to provide mentorship and to support teachers who demonstrate the leadership ability to be an administrator. This is how I operated as an administrator in a school, as a system principal and in my role as a PQP instructor with the Catholic Principals' Council of Ontario. Having started as a Technology Enabled Learning Leader and Mentor, supporting other PQP instructors with Connected Leadership learning,

I have written articles, lead webinars, and I have delivered workshops at ETFO, OPC, CPCO Summer institutes. I have written curriculum for both PQP P1 and P2 for online delivery to candidates across the province via Google classroom and have provided professional development for PQP and SEA instructors. I have created innovative methods of embedding equity learning and an understanding of Culturally Responsive and Relevant Pedagogy leveraging Twitter and have engaged candidates in improvement planning, staff engagement, student well being, leadership initiatives and the challenges faced by marginalized leaders.

Learning and Leading Experiences

Securing Accountability

- Dedicated to ensuring accessibility, equity and Anti-Black racism, serving on the Census committee to establish protocols for how this will be implemented boardwide and what the data will be used to accomplish.
- Provided YCDSB Area 1 principals and the superintendent with "Turn the Curve" training as a tool to use to establish data driven school goals. Engaged in district reviews with both the DPCDSB and TCDSB schools and provided feedback on current practices and next steps for school improvement and student achievement.
- Determine and oversee all aspects of how SHSM, COOP, OYAP, EL resources are allocated system-wide to support Career exploration and including teacher PD, student experiential learning opportunities and parental engagement.
- Being accountable for TPA's related to Pathways initiatives, ensure resources have been allocated for intended purposes and report disbursement to the Ministry.
- In addition to setting goals, determine evidence of impact by expecting project artefacts and a variety of data.
- Establishing new protocols for grade 8 to grade 9 transition meetings to ensure all students are able to access their chosen pathways, determining which data to collect, why it is being collected and for what purpose.

Human Rights, Equity and Indigenous Sovereignty

- Working with the Ontario Federation of Indigenous Friendship Centres, have have engaged administration and staff in Indigenous Cultural Competency Training.
- Committed to building awareness and an understanding of the recommendations of the Truth and Reconciliation Commission, have worked with staff to create curriculum and have provided blanket training.
- Standing member of all 9 pillars/committees of the Human Rights, Equity, Diversity and Inclusion department in my role as Student Success.
- Currently working with community partners to offer black students and parents workshops focused on providing black students post-secondary pathways information (i.e. bursaries and scholarships available through Apprenticeship, Colleges, Universities and the Workplace).
- Committed to working with Ontario Education Championship team to support youth in extended society care.
- Created a unique online model providing targeted support for incoming grade 9 students, students with an IEP and other students needing support.
- Working with Student Services to provide courses like ASL to support accessibility.
- Principal responsible for overseeing the Remote Functional Life Skills classes.

Cognitive Resources

As a gap analysis gradual thinker, I am the type of person who, working collaboratively with a team, determine what is needed, for whom and how to roll it out for maximum spread and impact. As a systems thinker, I leverage my knowledge of effective school and classroom practices in order to ensure the work being done will impact student learning across the system in a strategic and intentional manner.

Social Resources

I am very much a people person and for me it is very much about building positive relationships. In order to do this, it is important for me to listen to understand and to set aside any preconceptions or biases I may have. Listening allows me to perceive other people's emotions, manage my own and behave in appropriate ways with others. I have always believed that people need to be seen and they need to be heard and understood.

Psychological Resources

I am a firm believer in the power of positive thought and optimism. Although I am realistic, I know that with time, patience, the proper learning and a strong work ethic, as a team, we can accomplish our goals. I know that the work we do in service of all of our students, requires resilience, dedication, clarity of goals and intentional strategic thinking. I like to think ahead and be proactive and feel I have a strong sense of self-efficacy.