

CANDIDATE INFORMATION

ELECTION 2024



Name*:	Cheyenne Gorman-Tolliver
Current administrative role*:	Principal, St. Joseph's A. McKay Elementary
Previous administrative roles*:	Acting Principal SJAM, VP SJAM, VP BLT Jr.
Region/School Board*:	HRCE

SECTION 2: More About You

Share a bit about yourself! What makes you the right person to represent your peers on the PSAANS Board of Directors? Please comment on the following:

Experiences: *Governance, negotiations, prior experience serving on a board of directors, PSAANS or a committee, etc.*

I completed two terms as the representative for elementary teachers within HRCE on the Council to Improve Classroom Conditions and after that; I continued to be a member of a working group on Assessment & Data Collection in partnership with EECD. Also, for two years I was a member of the Advisory Panel of Principals with HRCE. I was a member of the Provincial Steering Committee for Leadership Standards and have participated in working sessions that developed the standards. I have also created and delivered numerous PD sessions related to Student Well-Being, Culturally Responsive Teaching Practices, Inclusive Education, Black Students Lives Matter in Education, Treaty Education, and P-2 Literacy, to name a few.

In relation to a leadership role, I have many years' experience facilitating and teaching in managerial and supervisory roles outside of the traditional education system. As Director of Training with Black Business Initiative (BBI) I have been responsible for

creating, implementing, delivering, and overseeing various workshops and training courses for African Nova Scotian youth and adults. Having worked for a provincial community economic development organization (BBI) has contributed to enhancing my skills in coordinating, managing, and advising internal and external partners on the needs and barriers encountered by African Nova Scotians and those of African Descent. I have held a senior management position with the responsibility of designing and implementing programming and services that align with the strategic initiatives of the department I oversaw. As part of my role with BBI I have also participated in presentations to government panels and committees. I am also well versed in governance structures being that BBI, as a non-profit organization, based its decisions on the workings of a board of directors.

Skills & Qualities: *Highlight those that best prepare you to be a Board Member*

My journey to school administration began after initiating a co-teaching model in math for students in grades 4-6 when I was a grade 6 classroom teacher. After seeing the assessment results of needs-based teaching I began to wonder, if I could do this for 100 students what impact could I make with a school of 300. As a school leader I work proactively to ensure all school community members experience a school culture that is inclusive and accessible. I communicate and collaborate professionally with all stakeholders to shape and structure the school day for students and staff in ways that promote a positive attachment to school and provide a positive, safe and effective educational experience for all learners. I am a leader who believes in taking a student-centered and culturally responsive approach, and I am skilled at building relationships rooted in care, concern, respect and dignity with students, parents/guardians and staff members. Through this, I can identify student needs in order to support their achievement and well-being. My approach to leadership is with a strong instructional and relational approach. My impact is determined by my knowledge and skills in being able to ensure teachers know how to take students to that next achievable step in their learning. My conversations and discussions with teachers at SPT, TST, PLCs, staff meetings, and in everyday interactions, are all centered in my belief that "Do the best you can and then, when you know better, you do better" (Maya Angelou).

I show excellent leadership in decision-making and problem-solving in relational and responsive ways to find solutions that support the well-being of students, staff, and all school community members. I consider myself a reflective and dynamic educational

leader. From a lens of inclusion and equity, I make decisions and problem solve in proactive and responsive ways that seek to eliminate any barriers to student achievement and well-being.

Other *Final thoughts*

After a number of years working to build the collective efficacy among teachers and other school staff, I find myself reflecting on the resources available to educational leaders that support them in having not only a work-life balance but being able to continue to build their knowledge and skills ensuring that we have the support we need to carry out our vision on the day to day. I believe being a director on the board for PSAANS will allow me to further grow my leadership skills and allow me to play a role in ensuring we have the support needed for my colleagues and in turn, the overall school community.