



Cheyenne Gorman-Tolliver

Principal

St. Joseph's A. McKay Elementary



Halifax

Regional Centre for Education



Previous Roles as an Educational Leader or other recent leadership experience:

Not only am I completing my first two-year term as a Board of Director of PSAANS, but I also currently serve as Principal of St. Joseph's A. McKay Elementary in HRCE, following three years of experience in Vice Principal and Acting Vice Principal roles. As an instructional leader, I am responsible for implementing provincial curriculum, the Education Act, and HRCE policies; establishing accountability structures; supporting student achievement and well-being; leading school improvement; and working collaboratively with staff, families, and community partners. My leadership experience also includes classroom teaching across P-6, literacy support, professional learning, PLCs, school-based leadership, and most recently this year, serving as a part-time professor in the Acadia University Africentric B.Ed. cohort, teaching Elementary Science through an Africentric Lens.

Beyond the education system, I bring significant leadership experience from my time with the Black Business Initiative, where I served as Director of Training and Regional Business Development Manager. In these roles, I developed and delivered training for youth and adult entrepreneurs, conducted needs assessments, developed curriculum and training materials, established partnerships across government and the private sector, and supported the development and implementation of strategic initiatives. This

experience strengthened my ability to lead programs, manage complex initiatives, build partnerships, and understand the needs and barriers experienced by communities.

Experiences (governance, committees, negotiations, prior Board involvement):

I bring meaningful governance and system-level experience, including my service on the PSAANS Board. I also served two terms as the HRCE elementary teacher representative on the Council to Improve Classroom Conditions, contributing to discussions and recommendations to EECD and the Minister of Education on teacher workload and classroom conditions. I continued this work through an EECD Assessment and Data Collection working group, served two years on the HRCE Advisory Panel of Principals, and contributed to the Provincial Steering Committee for Leadership Standards. Prior to education, I was regularly involved in Board Governance with Black Business Initiative. These experiences have strengthened my ability to advocate, negotiate, listen to diverse perspectives, identify shared priorities, and contribute to meaningful system-level solutions.

Skills & Qualities (what prepares you for Board service):

I bring strong communication, relationship-building, facilitation, organization, strategic thinking, and collaborative leadership skills to Board service. A key strength is my ability to build and maintain positive relationships with educators, administrators, families, community organizations, government agencies, and system partners. I am experienced in facilitating professional learning and remaining solutions based. My leadership is grounded in culturally responsive practice, inclusive education, student well-being, and an understanding of the diverse needs of students, families, and communities. I bring multiple perspectives to Board discussions and understand the realities of today's classrooms and school communities. I value collective efficacy and believe effective leadership requires creating conditions where people feel heard, supported, and empowered.

Leadership Philosophy: One key value or principle that guides your leadership:

Relationships and collective efficacy are at the heart of effective leadership. I believe that meaningful and sustainable change happens when people work together toward a

shared purpose and when the voices and experiences of those closest to the work are valued. As a culturally responsive instructional leader, I believe leadership must be grounded in relationships, high expectations, equity, inclusion, and a commitment to understanding the needs of the students, staff, families, and communities we serve.

Top 2–3 key issues facing administrators that you would address on the Board:

- Administrator workload, well-being, and sustainability – ensuring administrators have the time, resources, supports, and working conditions necessary to lead schools effectively.
 - A stronger voice and advocacy for school-based administrators – ensuring the realities and perspectives of administrators are represented in provincial education discussions, policy development, and system-level decision-making.
 - Inclusive, culturally responsive, and equitable leadership – continuing to strengthen approaches that support all students while recognizing the diverse identities, experiences, and needs within school communities.
 - Professional learning and leadership development – supporting opportunities for administrators to grow their leadership capacity, share promising practices, and respond effectively to the increasingly complex demands of school leadership.
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Contributions to your school, RCE/CSAP, or the broader education community:

Throughout my career, I have contributed to the community through professional learning, leadership, advocacy, and community-based programming. As a person of African ancestry, I am deeply rooted in my community and committed to giving back to Black communities. I have created and facilitated professional learning related to Student Well-Being, Culturally Responsive Teaching, Inclusive Education, Black Students' Lives Matter in Education, Treaty Education, etc. I have contributed to provincial assessment work, leadership standards development, and culturally relevant and differentiated instructional practices. For some years, I served as a Math and Science teacher with the Beechville Summer Scholar Program and Program Coordinator for the Lucasville Summer Scholar Program in partnership with EECD's ACSB, and part-time professor in Acadia University's Africentric B.Ed. Program.

Final Thoughts:

I am very determined in seeking another term on the PSAANS Board because I believe my experience, perspective, and commitment can continue to contribute meaningfully to the work of the Association. I value the opportunity to advocate for administrators, strengthen our collective voice, and contribute to conversations that shape the future of education in Nova Scotia. I look forward to continuing to listen, collaborate, and bring the perspectives of school-based leaders and my lived experiences to the Board table while supporting PSAANS in advancing the needs, well-being, and leadership capacity of administrators across our province.