



Summer Institute Program

August 15 - 17, 2018

Lakeview Hecla Resort

Steven Katz



The Intelligent, Responsive Leader

Keynote

The Intelligent, Responsive Leader

Interactive Sessions

The Role of Learning Leader and Leader Learner: Intentional Interruption

Getting Better at "Influence" through Leader Learning Inquiries

Ensuring that Together is Better: The Learning Conversations Protocol
as an Intentional Interruption Strategy for Enhanced Collaborative Learning

► Tuesday, August 14 Pre-Sessions for Executive and New Members Only

10:30 a.m. – 4:00 p.m.	Executive Planning Session
12:00 p.m. – 4:00 p.m.	New Members Orientation Session
6:00 p.m.	Reception and Dinner for Executive and New Members

► Wednesday, August 15

9:00 a.m. – 10:30 a.m.	New Members Breakfast
11:00 a.m.	Golf Tournament <i>Golf Convenor - Chris Gudziunas</i> <i>Hecla Golf Course</i>
6:00 p.m. – 6:45 p.m.	Networking Happy Hour <i>Cash Bar</i>
6:45 p.m.	Dinner and Summer Institute Kick-off
8:00 p.m. – 9:00 p.m.	Keynote – Steven Katz

The Intelligent, Responsive Leader

School and division leaders often feel caught in the middle between system-prescribed expectations and the experience-based judgments of practitioners. True learning organizations can harmonize these seemingly opposing forces through intelligent, responsive leadership. We will unpack what intelligent, responsive leadership practice entails by:

- Explaining the power of “purposeful practice” as a methodology for getting better
- Showing how to build the requisite capacities to lead effectively via “influence”
- Describing how to turn adaptive challenges into leadership inquiries for growth

9:15 p.m. Hospitality

The Frontier School Division invites registrants and their guests to come and enjoy drinks (spirited and non-alcoholic options), snacks and a great time together.

► Thursday, August 16

7:30 a.m. – 8:45 a.m.	Breakfast Buffet <i>Included for registrants with name tags. Others may purchase breakfast on site.</i>
8:45 a.m. – 10:15 a.m.	Interactive Session One

The Role of Learning Leader and Lead Learner: Intentional Interruption

Leading professional learning is the cornerstone of many (if not most) school and system improvement efforts. The basic idea is that student learning, engagement, and success are dependent on high-quality practices in classrooms and school and high-quality practices emerge from meaningful professional learning. That said, despite best intentions, significant research has found that professional learning is often about activity rather than about learning. And if it’s not about learning, then it is unlikely to have an impact on practice in a way that will lead to real and sustained improvements in schools.

In this session, we will explore how getting to real learning requires disrupting our natural propensities that, contrary to conventional wisdom, work to avoid it. This is challenging work, and requires an approach that we call “intentional interruption”.

10:15 a.m. – 10:30 a.m. Break

10:30 a.m. – 12:15 p.m. Interactive Session Two

Getting better at “Influence” through leader learning inquiries

Intelligent, responsive leaders are committed to answering two key questions in the service of developing their organizations as true learning organizations: Am I getting better? And how do I know? In this session, we will practice how adaptive challenges around the notion of “leadership as influence” are transformed into investigable leadership inquiry questions for the purposes of getting better.

12:15 p.m. Lunch
Included for registrants with name tags. Others may purchase lunch on site.

1:15 p.m. – 3:15 p.m. Interactive Session Three

Ensuring that together is better: The Learning Conversations Protocol as an Intentional Interruption Strategy for Enhanced Collaborative Learning

Professional learning - the kind that has the goal of changing leader understanding in a way that leads to real and sustained changes in practice – often occurs in a collaborative setting. When groups of people get together to “learn” in this way, the experience tends to be characterized by significant discussion. People often leave a meeting and comment to themselves or to others, “That was a great discussion!”. The problem with “great discussions” is that analysis, debate, and challenge - which are necessary for real professional learning – are often absent and there is no sustained impact on thinking and practice.

In this session, we will explore how groups of leaders can engage in highly structured “critical friend” interactions by using an intentional interruption strategy known as The Learning Conversations protocol.

3:15 p.m. **Get a Life!** *On-your-own*
Activities at Hecla include: spa, golf, tennis, fishing, beaches, hiking/biking trails and fitness centre.

▶ Thursday Evening Everyone welcome! Bring guests and family

5:30 p.m. Reception and Prizes
Golf prizes and other prizes for all registrants.

6:30 p.m. Summer Institute BBQ
*Included for registrants with name tags.
Extra meals can be purchased during the registration process for guests and family.*

▶ Friday Morning, August 17

8:00 a.m. – 9:20 a.m. Roundtable Breakfast
Participants will select from a set of reflection questions that are connected to the key themes to guide discussion with colleagues.

9:30 a.m. – 11:00 a.m. Closing Challenges Steven Katz

It’s all about implementation: The Role of Collective Efficacy

Successful educational reforms are defined by deep levels of implementation of what is known to work best in systems, schools, and classrooms. When educators share a sense of collective efficacy it results in deeper implementation of high leverage leadership and instructional practices. System leaders’ efforts toward successful reforms are better served by strategically and intentionally considering how to foster collective efficacy throughout the enactment and assessment of change initiatives.

In this closing consolidation session, we will examine ways to foster collective efficacy through an intelligent, responsive leadership stance and develop a theory of action for fostering collective efficacy in support of deeper implementation in your schools/divisions.

11:00 a.m. Wrap-up

Steven Katz



Dr. Steven Katz is a faculty-member in Applied Psychology & Human Development at the Ontario Institute for Studies in Education (OISE) of the University of Toronto (UT), where he teaches in the Child Study and Education graduate program. He is the recipient of the OISE/UT-wide award for teaching excellence. In addition, he is the Director of the research, evaluation, and capacity-building firm, Aporia Consulting Ltd.

Dr. Katz has a Ph.D. in human development and applied psychology, with a specialization in applied cognitive science. His areas of expertise include cognition and learning, teacher education, networked learning communities, leading professional learning, evidence-informed decision-making for school improvement, and leadership for system change. He has received the Governor General's medal for excellence in his field, and has been involved in research and evaluation, professional development, and consulting with a host of educational organizations around the world. He is an author of several best-selling books, including *Leading Schools in a Data-Rich World*, *Building and Connecting Learning Communities*, *Intentional Interruption*, and *The Intelligent, Responsive Leader*.

Organized by the MASS Professional Learning Committee 2017 – 2018

Leanne Peters (Chair), Margaret Ward, Carolyn Cory, Jon Zilkey, Marti Ford, Monica Biggar, Bruce Lyons, Greg Malazdrewicz
with assistance from Ken Klassen, MASS Executive Director