Leadership for School Improvement

A TWO-PART RESIDENTIAL SESSION FOR
Experienced Administrators, Those Recently Appointed and Those Aspiring to School Administration

DATES:
April 18-20, 2018 & August 13-15, 2018

LOCATION:
Auberge des Gallant
1171, ch. St-Henri, Ste-Marthe, Québec, Canada
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“The Administrator – Key to Student Success”

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LCEEQ
The Challenge of School Leadership for Student Success

**Workshop Themes**
Themes have been selected for their relevance to school administrators in a rapidly changing educational environment, as well as, the challenges related to the Partnership Agreements between the School Board and the Ministry.

**The Mystery of Influence – AINSLEY ROSE**
Much of the literature on influence is pointed at the world of business, sales and marketing and based on countless research studies. I am of the opinion that while the research clearly helps us understand what causes people to do what they do and how business can shape our behaviours with the products we buy and the style of clothes we wear, there is a vacuum in the literature about the role and impact that “influence” can play as a leadership skill in a variety of organizations not the least of which is education.

This year’s Leadership retreat will explore the principles of influence that Ainsley has created. He will speak to some of the practices leaders need to embrace and will address some of the practical applications required to lead educational organizations.

**Sustainable Leadership: Leaders Leading and Building Communities for Today and Tomorrow – JACKIE ELDIDGE & DENISE MCLAFFERTY**
Schools are vibrant and dynamic places where there is always a bevy of activity. However, research suggests that teachers and administrators often feel undervalued, excluded and lonely. While teachers are actively engaged with children, the time spent collaborating with adults is minimal. When this type of environment persists conflict and other challenges arise resulting in a lack of sustainability. In this one-day workshop participants will be transformed into authentic and creative leaders who will co-create inclusive and mindful workplaces where their educational communities and stakeholders will flourish in sustainable ways.

**Leading with Intentionality – KAREN POWER**
School leaders begin their days with to-do lists and positive intentions. As we all know, the day often takes on a life of its own. How do you keep the distractors at bay and build strong, focused and intentional habits? What leadership habits should be intentional? How do you strategically build relationships and work on the right work? In this session, participants will reflect and consider their personal leadership habits through the lens of intentional focus. What daily practices are effective? What distractors are preventing you from being successful in your daily work? Participants will leave with a plan of action for immediate implementation.

**Leadership from the Inside-Out: Enhancing the Roles of School Board, School, and Teacher-Leaders – GERRY VARTY**
Leadership is often portrayed as lonely; the image of a strong, solitary leader staring down the fates while saving the day is romantic, compelling, and inadequate for the reality of today’s schools. Leadership in a changing world means acquiring new knowledge and skills, developing emerging competencies and attributes, forging new relationships and understandings, and building bridges between all stakeholders. It’s a job that’s maybe too big for any of us . . . but one that might be exactly the right size for all of us. Participants in this session will explore the changing landscape of leadership in education, and will consider the structures and supports necessary to enable and empower a more inclusive leadership paradigm.

**Influential Leadership for School Improvement – GREG KUSHNIR**
Roland Barth said “school cultures dictate how we do things around here.” Unfortunately, many school cultures are designed to support the comfort of the adults at the expense of improved student learning. More often than not these cultures have been in place for years and are so ingrained that any attempt to change them is met with strong resistance. As the school leader it’s your job to address the issues that are getting in the way of positive change and improved student learning but how can you do this without going to war? Effective leaders understand that using position power to demand change and force compliance will only elicit more resistance. Fortunately, there are powerful strategies that leaders can use to positively influence adult attitudes and behaviour without conflict. After all, “These are not the droids you are looking for.”

**The ❤️ of Leadership – AINSLEY ROSE**
Ainsley will pull together all the various components introduced during the five previous sessions while focusing on the essential elements of leading people. Research, results, data collection, organization, pedagogy are all important but success at all levels comes from building strong relationships.
**Seminar Leaders**

**Ainsley Rose** retired after 35 years in education. As the former Director of Education and Curriculum for the Western Quebec School Board in Gatineau, Quebec, he has presented to small and large audiences across Canada, the United States, Bermuda, Hawaii and Lusaka Zambia, as well as, at the International Effective Schools Conference in Rotterdam. Ainsley is a contributing author for several recent publications; The Teacher as Assessment Leader, The Principal as Assessment Leader, The Collaborative Teacher, all with Solution Tree publishing. Ainsley works as a senior professional development associate for the Leadership and Learning Centre, the Marzano Research Laboratory, Solution Tree, and the Wayne Hulley School Improvement Model. He is also the lead trainer for Visible Learning, the work of Dr. John Hattie, from Auckland, New Zealand.

**Jackie Eldridge**, an experienced teacher, teacher educator, administrator, speaker and coach who is passionate about inspiring and empowering leaders who are mindful agents for change. Her work in education, leadership and personal development is grounded in her belief that everyone can make a difference in the world when they are able to tap into their own understanding of self and others. Jackie believes that every individual has the potential to touch lives through mindful leadership. Jackie’s doctoral research on the ethics of care demonstrates her core value of the importance of caring connections in all of life’s relationships. When not leading Wren workshops, Jackie is a Lecturer in the Master of Teaching Program at the University of Toronto Ontario Institute for Studies in Education (OISE).

As an educator for 33 years, **Denise McLafferty** has worked in many different capacities, including consultant, teacher, and administrator. She has consistently focused on enhancing the culture and climate of her work surroundings. As an administrator and after opening two new schools in York Region, she realized the challenges of sustainability and worked hard with students, staff, parents and community members to focus on the creation of a learning and working environment that continued to move forward in a spirit of inclusion, collegiality, positivity and mutual respect. Denise is semi-retired, but continues to conduct Tribes Training sessions and workshops to educators on sustainability.

**Karen Power** retired from public education in 2013 after 33 years. Her experience includes classroom teacher, vice principal, principal, superintendent and leadership coach with the Minister of Education in the Province of New Brunswick. Karen co-chaired the current ten-year Education Plan for the province in 2015. Since retiring, Karen Power has worked as a consultant in both Canada and United States as part of Solution Tree’s Professional Learning Community at Work team and in the School Improvement division. Primarily, Karen works in low performing, high poverty schools that have the desire to improve. She provides leadership coaching, on site professional development for teachers and administrators and collaborative team development support. Karen is currently co-authoring a book on principal leadership.

**Gerry Varty**, over a 32-year career in education, has served as classroom teacher, principal, director, assistant superintendent, and executive director. His work has involved leading professional development, mentoring new teachers, coaching, developing leadership capacity, and facilitating the work of professional learning communities at all levels. An outspoken advocate of lifelong learning, Gerry’s work in promoting, developing, and sustaining both assessment literacy and instructional fluency among educators is grounded in research, relevance, and relationships—all keys to successful change initiatives. Gerry has been recognized as an Alberta Excellence in Teaching finalist and as a Distinguished CSA Administrator. A dual-degree graduate of the University of Calgary, he also holds a master’s degree in educational leadership from City University Seattle.

**Greg Kushnir** is the principal of Esther Starkman School in Edmonton, Alberta. An educator for 30 years, he has served as a high school and middle school teacher, middle school assistant principal, a K-6 and K–9 principal. All three schools Greg has led are recognized as model professional learning communities due to their dramatic improvements in student achievement. He is an expert in applying theory and research into practical strategies that help ensure learning for all students. Greg has been nominated for educational excellence in the province of Alberta four times, and in 2010, he received an Alberta ASCD Award for Innovative Practice. In 2014, Greg was nominated for the Learning Partnerships Award of Excellence as one of Canada’s outstanding principals.
This two-part workshop is sponsored by The Leadership Committee for English Education in Quebec (LCEEQ). There is no registration fee. Costs for travel and hotel accommodations are the responsibility of the school board or the school. There are substantial subsidies available for Boards/Associations. For details on how it applies to residential projects, please see the LCEEQ Cost Sharing Policy on the LCEEQ website (www.LCEEQ.ca).

Please Note: This Workshop consists of two parts; registered participants are required to attend in April and in August 2017. Registration for one part of the Workshop is not an option. To register on-line go to www.LCEEQ.ca. Registration is limited.

Deadline for registration will be March 31, 2018 or when available spaces are filled.

Cost at Auberge des Gallant:

Registration before March 1, 2018
$150 + tax per person, per night double occupancy
$199 + tax per person, per night single occupancy

Registration after March 1, 2018
$170 + tax per person, per night double occupancy
$210 + tax per person, per night single occupancy

These prices include 3 meals a day and access to all hotel facilities.

Participants are encouraged to opt for double occupancy in order to provide additional bedroom space permitting more participants. LCEEQ will assist you in finding a roommate, if requested.

Participants will be booking their hotel reservations; additional information will be provided following your registration with LCEEQ.

REFLECTIONS of Former Participants

• We were guided through the journey of understanding effective leadership with elegance. The rich content of research, and experiences were actively and clearly presented in an engaging setting of opportunities to reflect upon and to commit to change.

• I really enjoyed the workshops as they helped me to reflect on my role as a leader.

• The six-day package surpassed my expectations! The workshops were very informative and delivered in a way that was engaging for participants. They brought out our critical thinking ability and made us reflect on our own practices.

• I was engaged throughout. I liked the pace and the content was inspiring and motivating.