



Principals Conference 2011

Leading and Implementing Change

November 2-5, 2011
Sheraton Hotel Newfoundland
St. John's, NL

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Conference Program at a Glance

Wednesday, November 02, 2011

Keynote Address:

General Rick Hillier

- 6:00pm: Registration Desk Opens
- 7:15pm: Conference Welcome and Introduction
- 7:30pm: General Rick Hillier: Leadership Keynote Address
- 9:00pm: *Reception*

Thursday, November 03, 2011

A Day with Dr. Avis Glaze:

Leading Change

- 7:30am: *Buffet Breakfast (on site)*
- 8:50am: Introduction
- 9:00am: Session Begins
- 10:30am: *Nutrition Break*
- 11:00am: Session
- 12:00pm: *Lunch (on site)*
- 1:00pm: Session
- 2:30pm: *Nutrition Break*
- 3:00pm: Session
- 4:30pm: Adjournment

Thursday, November 03, 2011

An Evening with Dr. James Spillane:

Leading Change

- 7:20pm Introduction
- 7:30pm: Session
- 9:00pm: *Reception*

Friday, November 04, 2011

A Day with Dr. James Spillane:

Leading Change

- 7:30am: *Buffet Breakfast (on site)*
- 8:45am: Session Begins
- 10:30am: *Nutrition Break*
- 11:00am: Session
- 12:00pm: *Lunch (on site)*
- 1:00pm: Session
- 2:30pm: *Nutrition Break*
- 3:00pm: Session
- 4:30pm: Adjournment

Saturday, November 05, 2011

A Day with Dr. Mark Weber:

Difficult Conversations

- 7:30am: *Buffet Breakfast (on site)*
- 8:30am: Introduction
- 8:40am: Session Begins
- 10:30am: *Nutrition Break*
- 11:00am: Session
- 12:00pm: *Lunch (on site)*
- 1:00pm: Session
- 3:00pm: Adjournment

Wednesday, November 2, 2011
7:30pm

Conference Keynote Address

Leadership



General Rick Hillier

Since becoming Canada's top soldier in February 2005, Gen. Rick Hillier has been fighting two battles, each with his trademark passion and urgency.

The first has been on the ground in Afghanistan, as Canada's traditional peacekeeping role segued dramatically into a heavy combat mission in the scorching hills of Kandahar.

About 600 troops were serving in the relative safety of the capital, Kabul, with NATO's International Security Assistance Force when Hillier became chief of defence staff. Within three months, Canada was sending just over 1,200 troops to the unsettled province of Kandahar and by April 2008, when Hillier announced he would step down, Canada had 2,500 troops committed to Afghanistan. By then, the mission had been extended twice.

Away from the battlefield, Hillier waged another all-out campaign, this one for the hearts and minds of Canadians. In his folksy, Newfoundland manner, Hillier rarely pulled punches in his support of the military and the mission.

It has added to his reputation as a 'soldier's soldier', a military leader who put the welfare of his troops above all else.

His straight talk paid off, at least as far as the Canadian military is concerned. Hillier leaves behind a reinvigorated military, which had suffered from years of neglect by Ottawa. Canada's military is receiving big-ticket hardware, from transport planes to armoured trucks and unmanned drones.

The most outspoken Canadian military leader in a generation, he leaves a renewed military, equipped with new aircraft, vehicles and other equipment as well as real-life battle experience that has earned the notice of the world. As a tireless military advocate, he raised the profile of Canada's military, which endeared him to his troops and gave Canada an important card to play at the NATO table.

Married with two sons, Hillier, according to his official biography, "enjoys most recreational pursuits but, in particular, runs slowly, plays hockey poorly and golfs not well at all." This has not stopped him, however, from introducing one of his less well-known innovations — making the current military one of the more physically fit fighting units in Canadian history.

Thursday, November 3, 2011
9:00am-4:30pm

A Day with Dr. Avis Glaze

Leading Change



Dr. Avis Glaze

Dr. Avis Glaze is known as an international leader in the field of education. As one of Canada's outstanding educators, she has won many awards for her work in areas such as leadership and organizational development, student achievement, school and system improvement, character development and equity of student outcomes.

She was a Commissioner on Ontario's Royal Commission on Learning, influencing the direction of education in that province. As Ontario's first Chief Student Achievement Officer and founding CEO of the Literacy and Numeracy Secretariat, she played a pivotal role in improving student achievement in Ontario schools.

Dr. Glaze has been a tireless advocate for both excellence and equity in education. She is passionate about the enhancement of public education and believes that educators play a fundamental role in sustaining democracy. Her major assertion, based on her experience as a leader in Ontario's literacy and numeracy strategy implementation, is that educators have both the will and the skill to improve education. For her, capacity building is at the heart of school improvement.

Dr. Glaze served as Ontario's Education Commissioner and Senior Adviser to the Minister of Education. She was Professor in Residence in the Faculty of Education at the University of Ottawa. Currently, she is President of Edu-quest International Inc., offering a wide range of educational services across the globe. She continues to motivate and inspire educators through speaking engagements and by consulting with school districts, non-profit organizations and businesses to maximize talent and achieve results. Her most recent appointment was as Adviser to the Minister of Education in New Zealand on national standards.

Leading Change

*Students today must be given the knowledge, skills, attitudes and dispositions to think critically, feel deeply and act wisely and ethically. Dr Avis Glaze will discuss future trends that will impact education and discuss the 21st century skills and key purposes for which educational leaders and policy makers are preparing students. She will emphasize the need for leadership and instructional effectiveness to ensure that **all** students learn and succeed, regardless of background or personal circumstances. Within this context, she will deconstruct the issue of what it means to lead change and what this looks like in districts, schools and classrooms. She will propose some key imperatives for leadership in times of uncertainty, challenge and change, emphasizing the opportunities these provide. She will demonstrate that this is, indeed, the Golden Age of education and encourage leaders to lead with confidence, passion, optimism and an unrelenting resolve to ensure excellence with equity.*

Thursday, November 3, 2011

9:00am-4:30pm

Morning Session #1 (9:00am-10:30am)

- Future Trends and their Impact on Education
- Leaders for the 21st Century
- Characteristics of Effective Leaders
- Leading and Implementing Change

Nutrition Break

Morning Session #2 (11:00am-12:00pm)

- Excellence and Equity for ALL
- Instructional Leadership
- Leadership for Equitable and Inclusive Schools

Lunch

Afternoon Session #1 (1:00pm-2:30pm)

- High Impact Strategies to Raise the Bar and Close the Gaps

Nutrition Break

Afternoon Session #2 (3:00pm-4:30pm)

- Student Engagement
- Community Outreach
- Character Development
- Institutionalizing and Sustaining Change
- A Few Imperatives
- Educators as Advocates for Change
- Educating Today: What a Privilege!

Thursday, November 3, 2011
7:30pm-9:00pm

Friday, November 4, 2011
8:45am-4:30pm

An Evening and Day with Dr. James Spillane

Leading Change



Dr. James Spillane

James P. Spillane, PhD, is the Spencer T. and Ann W. Olin Professor in Learning and Organizational Change at the School of Education and Social Policy at Northwestern University. He is also chair of the Human Development and Social Policy program, professor of Learning Sciences, professor of Management and Organizations, and a faculty associate at Northwestern's Institute for Policy Research. Spillane has published extensively on issues of education policy, policy implementation, school reform, and school leadership. He is author of *Standards Deviation: How Local Schools Misunderstand Policy* (Harvard University Press, 2004), *Distributed Leadership* (Jossey-Bass, 2006), *Distributed Leadership in Practice* (Teachers College Press, 2007), *Diagnosis and Design for School Improvement* (Teachers College Press, 2011) as well as numerous journal articles and book chapters.

Thursday, November 3, 2011
7:30pm-9:00pm

Session Theme and Topics:

School Leadership & Management: From an Implementation Mindset to Diagnosis & Design

- Importance of school leadership and management
- What matters?
- Limits of an implementation mindset
- Adopting a diagnosis and design mindset
- The need for an analytical framework
- A distributed perspective on leadership and management
 - Leader Plus Aspect
 - Practice Aspect

Friday, November 4, 2011

8:45am-4:30pm

Morning Session Theme and Topics:

Diagnosis and Design: The Formal Organization

- Exploring the entailments of diagnosis and design - the formal and informal organization
- Diagnostic work: information sources & diagnostic tools
- Analyzing formal organizational positions
- Analyzing organizational routines
- From diagnosis to design

Lunch

Afternoon Session Theme and Topics:

Diagnosis and Design: The Lived Organization & Social Networks

- Diagnosis from the bottom-up
- Examining information flow in organizations
 - Key advice givers
 - bridging and bonding
 - Exploring consequences of different school organizations for instructional improvement
- Designing and re-designing the formal organization to structure informal interactions
- Examining the practice of leading and managing
- Designing and re-designing formal structure to change practice

Saturday, November 5, 2011
8:30am-3:00pm

A Day with Dr. Mark Weber

Difficult Conversations



Dr. Mark Weber

Mark Weber is Associate Professor of Management and Organizations in the School of Environment, Enterprise and Development at the University of Waterloo where he is also Director of the Graduate Diploma in Social Innovation. He earned his PhD in Management and Organizations at the Kellogg School of Management, Northwestern University and also holds a masters degree in social psychology and an MBA. Mark's academic research focuses on negotiations, cooperation, decision-making, leadership and trust. His recent work has been published in books and journals like *Research in Organizational Behavior*, *Culture and Negotiation: Integrative Approaches to Theory and Research* (Stanford University Press), *Journal of Personality and Social Psychology*, *Social Psychological and Personality Science*, *The Drama of the Commons* (National Academy Press), *Trust and Distrust across Organizational Contexts: Dilemmas and Approaches* (Russell Sage Foundation), and *Personality and Social Psychology Review*. Mark is an award-winning teacher and researcher who has been on faculty and taught courses on negotiations and organizational behavior to students at the Rotman School of Management, University of Toronto, the Kellogg School of Management, Northwestern University, INSEAD and at the University of Michigan Business School. He has also consulted and provided training to executives and professionals in the automotive, education, healthcare, pharmaceutical, broadcast media, entertainment, telecommunications, technology and financial services industries, and has facilitated strategic planning for not-for-profit and for-profit organizations alike. Mark's early achievements included both national and international awards for public speaking and debating. His previous professional experiences included managerial and leadership roles in local government, the financial services sector, and in not-for-profit organizations.

Saturday, November 5, 2011

8:30am-3:00pm

MANAGING DIFFICULT CONVERSATIONS

These days, educators face daily social interactions (and possible interactions) that have the potential to create significant anxiety and spiral out of control, thus undermining desired outcomes (e.g., addressing performance problems, dealing with the failure of others to deliver on their promises, explaining why you can't follow through on a promise of your own).

Meanwhile, human beings — and educators among them -- are generally highly conflict avoidant. The deep-seated desire to avoid anxiety-producing situations often leads to deep managerial and leadership dysfunctions: avoiding conversations that should not be avoided and botching conversations that you cannot afford to botch. This interactive session is designed to offer practical tools, approaches and frameworks for effectively handling those difficult conversations and reducing the anxiety associated with them in the process. It will draw on research related to the psychology of negotiations, perspective-taking, and the self.

Participants will learn to:

- Understand the underlying structure of most difficult conversations.
- Identify and recognize the dynamics that frequently make difficult conversations disastrous.
- Employ a set of strategies to reduce the stress of difficult conversations, and improve their outcomes.



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