

Leadership Learning 2019-2020

Whether you lead a class, a department, a grade level group of teachers, a school, a district, a committee, a team of technicians or any other group of adults or students, in both formal and informal leadership roles, you have a direct impact on the culture and outcomes of your team, school, department or group by the way you lead. Our vision for leadership learning is to help you create healthy, thriving and safe cultures within your school or team so that learning flourishes and your team or group can accomplish its goals. Leadership learning in the Surrey School District is open to **anyone** in the district who has an interest in developing their own leadership. Our overarching focus for 2019-20 is “Developing Teams”.



Our Focus Areas for 2019-2020

Under the umbrella of “Developing Teams” our department has selected leadership learning in several focus areas. The areas selected were done so through consultation with teachers, principals, vice principals and district staff. Our areas of focus are intended to help participants focus on developing teams through the following: Developing Shared Leadership and Vision, Creating Collaborative Structures, Leading Ourselves, Leadership Mindset, Eliciting-Receiving-Giving Feedback, and Coaching and Mentoring.

Planning Your Leadership Learning Journey

To plan your leadership learning journey we recommend you consider the needs in your context and follow this process:

Step One: Consider the following questions:

1. What do you want to make happen in your department, school, committee, or team next year?
2. Why is it important (to you, to your team, to student learning, to the district)?
3. What leadership skills would you need to accomplish what you hope to achieve?

Step Two: Consider selecting one focus area for this year. (Please keep in mind that we are not offering workshops in every focus area. This may mean that you will need to pursue learning options outside of the district if your focus area is not offered by the district.)

Step Three: Review the Leadership Learning Offerings listed below or use the HUB workshop registration page to search for your focus area and register for a workshop. We highly recommend that you select one focus area and one workshop or a set of workshops.

Step Four: Consider joining with others - even one partner at your school to discuss your learning and to work together on trying out strategies from your workshops.

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Learning Session	Date	Time	Location
<p>Leadership Mindset: Leading Ourselves First</p> <p>In order to lead others, we need to know ourselves. Before offering advice to others, we need to be prepared take our own advice! These two sessions are intended for anyone interested in leadership or already in a formal or informal leadership role. Participants will explore their own core values and the alignment of those values with actions. Offered twice in the school year (Sept-Oct and March-April). There are two sessions in this series. These sessions will be highly interactive. You will be doing a lot of talking to each other in pairs and small groups, you'll practice strategies, you'll read, write, think and listen.</p>			
Leadership Mindset - Leading Ourselves First 1A: Core Values & Alignment and Mindsets	Sept 19	3:45-5:30	DEC 2020
Leadership Mindset - Leading Ourselves First 1B: Internal & External Self-Awareness, Adaptive Leadership: Making it a Collective Responsibility	Oct 2	3:45-5:30	DEC 2020
Leadership Mindset - Leading Ourselves First 2A: Core Values & Alignment and Mindsets	March 5	3:45-5:30	DEC 2020
Leadership Mindset - Leading Ourselves First 2B: Internal & External Self-Awareness, Adaptive Leadership: Making it a Collective Responsibility	April 2	3:45-5:30	DEC 2020
<p>Cultivating Collaboration: A Whole New Superpower facilitated by Karen Dawson of <i>Deeper Funner</i></p> <p>Offered once in the school year (Oct-Nov). Limited to 25 participants. If you register, please commit to attending both sessions.</p> <p>Intended Outcomes: Participants will learn how to unleash the power of your team by practicing protocols and strategies that increase collaboration. It is highly recommended that you attend with someone on your team (three from the same team would be even better). You will leave with a deeper understanding of how the best teams thrive and will learn and use specific strategies to develop strong and healthy teams. Expect to be active in trying out and playing with the strategies during and in between the two sessions. This series is shamelessly practical and is tailored for anyone who wants to learn to work together smarter. (We cannot provide release time – so please be sure you are able to attend during the day.)</p>			
Cultivating Collaboration: A Whole New Superpower, Part 1 (K.Dawson)	Oct 1	12:30-3:00	DEC 2202
Cultivating Collaboration: A Whole New Superpower, Part 2 (K.Dawson)	Nov 5	12:30-3:00	DEC 2202

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Learning Session	Date	Time	Location
<p>Productive Conversations and Team Dynamics facilitated by Raj Dhasi of Turning Point Resolutions</p> <p>These two sessions are designed to help build positive team dynamics with focussed attention on conversations. The first session provides the groundwork that is critical for navigating conversations. The second session provides practical strategies that you can use with your team so that together you can create a collaborative group. While the second session builds on the first, you are free to attend only one or both of the sessions. Dinner is included in your registration for these sessions.</p>			
<p>Candid and Constructive Conversations</p> <p>It is common knowledge that well-functioning teams have learned the right blend of diplomacy and bluntness so that they can be more creative, agile, and forward focused. This session is geared for all types of teams (principal and vice principal teams, school based, departmental, grade level, clerical, custodians, EAs, coaching, or any manager) who want to build a team dynamic that is able to navigate conversations. Special attention will be given to:</p> <ul style="list-style-type: none"> • Why critical conversations don't happen and the outcome • How to prepare for, set up, and engage in a constructive conversation • How to manage degrees of defensiveness that derail conversations 	Oct 30	4-7 p.m.	REC 304
<p>Facilitating Team Dynamics: Achieving Movement</p> <p>This practical course focuses on supporting members of any team to skillfully create safe and healthy teams. You'll learn the key intervention strategies to manage complex group dynamics and challenging behaviours while moving forward key agenda items. If you are a member of any type of team in Surrey Schools and want to do more to create a collaborative, critical thinking, productive and candid team, come and learn with us. Special attention will be given to:</p> <ul style="list-style-type: none"> • Preparing for team conversations. • Recognizing the multiple layers at play during group processes. • Applying key skills and strategies for managing complex behaviours. 	Nov 20	4-7 p.m.	REC 304

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Learning Session	Date	Time	Location
<p>Shared Leadership and Vision</p> <p>If you are in any kind of leadership role, whether it is formal or informal, and whether you lead a team of two or an entire school, if you want to create opportunities for others to help shape and own the vision and the work that you do together, then this series is for you. Offered three times in the school year (Oct-Dec, Oct-Jan and Feb-May). Participants will learn and practice strategies that can help develop safety and trust for the work of shared leadership. You will also learn and practice ways to encourage and embed collaboration. In addition, participants will understand the stages of team development and the use of personality types to develop awareness of self and others. These sessions will be highly interactive. You will be doing a lot of talking to each other in pairs and small groups, you'll practice strategies, you'll read, write, think and listen. Attend all three of the sessions as a series or attend just one.</p>			
Shared Leadership and Vision 1A: Knowing Ourselves and our Teammates; Fostering Safety and Trust	Oct 15	3:45-5:30	DEC 2020
Shared Leadership and Vision 1B: Creating and Applying tools and strategies that unleash the power of teams	Nov 12	3:45-5:30	DEC 2020
Shared Leadership and Vision 1C: Stages of Team Development, Adult Learning Theory and Application	Dec 3	3:45-5:30	DEC 2020
Shared Leadership and Vision 2A: Knowing Ourselves and our Teammates; Fostering Safety and Trust	Oct 29	9-11 a.m.	DEC 2020
Shared Leadership and Vision 2B: Creating and Applying tools and strategies that unleash the power of teams	Nov 19	9-11 a.m.	DEC 2020
Shared Leadership and Vision 2C: Stages of Team Development, Adult Learning Theory and Application	Jan 8	9-11 a.m.	DEC 2020
Shared Leadership and Vision 3A: Knowing Ourselves and our Teammates; Fostering Safety and Trust	Feb 19	3:45-5:30	DEC 2020
Shared Leadership and Vision 3B: Creating and Applying tools and strategies that unleash the power of teams	Ap 1	3:45-5:30	DEC 2020
Shared Leadership and Vision 3C: Stages of Team Development, Adult Learning Theory and Application	May 6	3:45-5:30	DEC 2020

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Learning Session	Date	Time	Location
<p>Eliciting, Receiving and Providing Feedback, facilitated by Raj Dhasi of Turning Point Resolutions</p> <p>Are you interested in asking others to provide you with feedback to help you improve your meetings, activities or lessons? Whether you are a principal, teacher, department leader, student teacher, manager, vice principal, director, etc., these sessions are for you if you want to learn ways to both elicit and receive feedback and to provide feedback. How you ask for, receive and provide feedback is an art! Participants will leave with specific ways to request (and then handle receiving) feedback and ways to artfully provide feedback to those who have requested it. The second session builds upon the first one, but you are free to sign up for one or both.</p>			
<p>Eliciting and Receiving Feedback for Optimal Growth</p> <p>If you are a Surrey Schools employee who wants to further develop any part of your practice/role and are looking for ways to elicit feedback to support you, then this session is for you. Whether you are a principal, teacher, clerical, EA, student teacher department leader, trades person, manager, vice principal, director, etc., growth can become limited without input from others. This session focuses on how to tap into your trusting relationships to ask for, receive, and incorporate feedback for optimal growth. Special attention will be given to:</p> <ul style="list-style-type: none"> • How to set the stage to ensure people feel safe enough to provide you with feedback. • The fundamentals of receiving feedback well. • What to do after you have received the feedback: Action plan and reporting back. 	Oct 23	3:45-5:45	REC 304
<p>Giving Feedback with Finesse</p> <p>Regardless of your role in the district, inevitably, you will find yourself needing to provide feedback, whether it be to a colleague, an employee, a supervisor, a parent, a student, a student teacher, a vice principal or a community member. Giving feedback can elicit defensive reactions that can damage a person and/or a relationship and working with this defensiveness is an art. Join us for an insightful session in giving feedback so others can receive it and act upon it while you maintain and build the relationship.</p> <p>Special attention will be given to:</p> <ul style="list-style-type: none"> • Why bother giving the feedback • A step-by-step process for giving feedback so that people can digest it • Managing micro and macro levels of defensiveness • What to do afterwards 	Jan 7	3:45-5:45	DEC 2020

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Coaching as a Learning Partnership

Coaching is a co-created and reciprocal learning partnership. This partnership is different from one of mentoring, although the line to differentiate the two can sometimes be a blurry one. A coach uses strategies such as deep listening and artful questioning. For a more detailed look at our thinking about the differences in these two roles, please look [here](#). This series is offered twice in the school year (Sept-Jan and Feb-May). Attend all four of the sessions as a series or attend just one. These sessions will be highly interactive. You will be doing a lot of talking to each other in pairs and small groups, you'll practice strategies, you'll read, write, think and listen. These sessions are developed for anyone who wants to get clearer about coaching and developing a coach-like stance in interactions with colleagues, students, and parents. Participants will expand their own definitions of coaching, will identify components of coaching and will practice coaching strategies both during the sessions and in between the sessions.

Coaching as a Learning Partnership 1A: Adult Learning Theory and Application, Core Values, Exploration of Types of Coaching, Dispositions of Coaches	Sept 18	3:45-5:30	DEC 2020
Coaching as a Learning Partnership 1B: Components of Coaching, Foundations of Effective Communication	Oct 9	3:45-5:30	REC 206
Coaching as a Learning Partnership 1C: Questioning and Deep Listening Techniques, Learning and Coaching Mindsets	Nov 6	3:45-5:30	DEC 2020
Coaching as a Learning Partnership 1D: Applying listening and questioning techniques	Jan 14	3:45-5:30	DEC 2020
Coaching as a Learning Partnership 2A: Adult Learning Theory and Application, Core Values, Exploration of Types of Coaching, Dispositions of Coaches	Feb 11	3:45-5:30	DEC 2020
Coaching as a Learning Partnership 2B: Components of Coaching, Foundations of Effective Communication	Mar 4	3:45-5:30	DEC 2020
Coaching as a Learning Partnership 2C: Questioning and Deep Listening Techniques, Learning and Coaching Mindsets	April 7	3:45-5:30	DEC 2020
Coaching as a Learning Partnership 2D: Applying listening and questioning techniques	May 5	3:45-5:30	DEC 2020

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Book Study: The Art of Coaching

The book study offers participants an opportunity to read and reflect on the same resource in a structured series of “book study” sessions. Participants will help to shape the learning and volunteers from the group will take turns to run all sessions except for the first one. The district will provide the book, a meeting room, facilitation of the first session, and snacks. This is designed for participants to attend all sessions in the series. The book we will be reading is *The Art of Coaching* by Elena Aguilar.

The Art of Coaching by Elena Aguilar – Handing out books, meeting our fellow participants, deciding who will take the lead for each session moving forward.	Sept 17	3:45-4:30	DEC 2201
Art of Coaching by Elena Aguilar , Chapters 1&2: How can coaching transform schools? And What is coaching?	Oct 1	3:45-5:00	DEC 2201
Art of Coaching by Elena Aguilar , Chapters 3&4: Which beliefs help a coach be more effective? And What must a coach know?	Oct 29	3:45-5:00	DEC 2201
Art of Coaching by Elena Aguilar , Chapters 5-7: Establishing the coaching relationship and developing a plan	Nov 5	3:45-5:00	DEC 2201
Art of Coaching by Elena Aguilar , Chapters 8: The coaching dance: Listening and questioning	Dec 10	3:45-5:00	DEC 2201
Art of Coaching by Elena Aguilar , Chapters 9-12: Facilitative and Directive Coaching	Jan 21	3:45-5:00	DEC 2201
Art of Coaching by Elena Aguilar , Chapters 13-14: Tips and habits of mind; What’s next?	March 3	3:45-5:00	DEC 2201