



Leadership Development Framework

September 2008

Updated December 1, 2008

Inspiring innovative, caring, knowledgeable and highly skilled leaders of today for leadership tomorrow.

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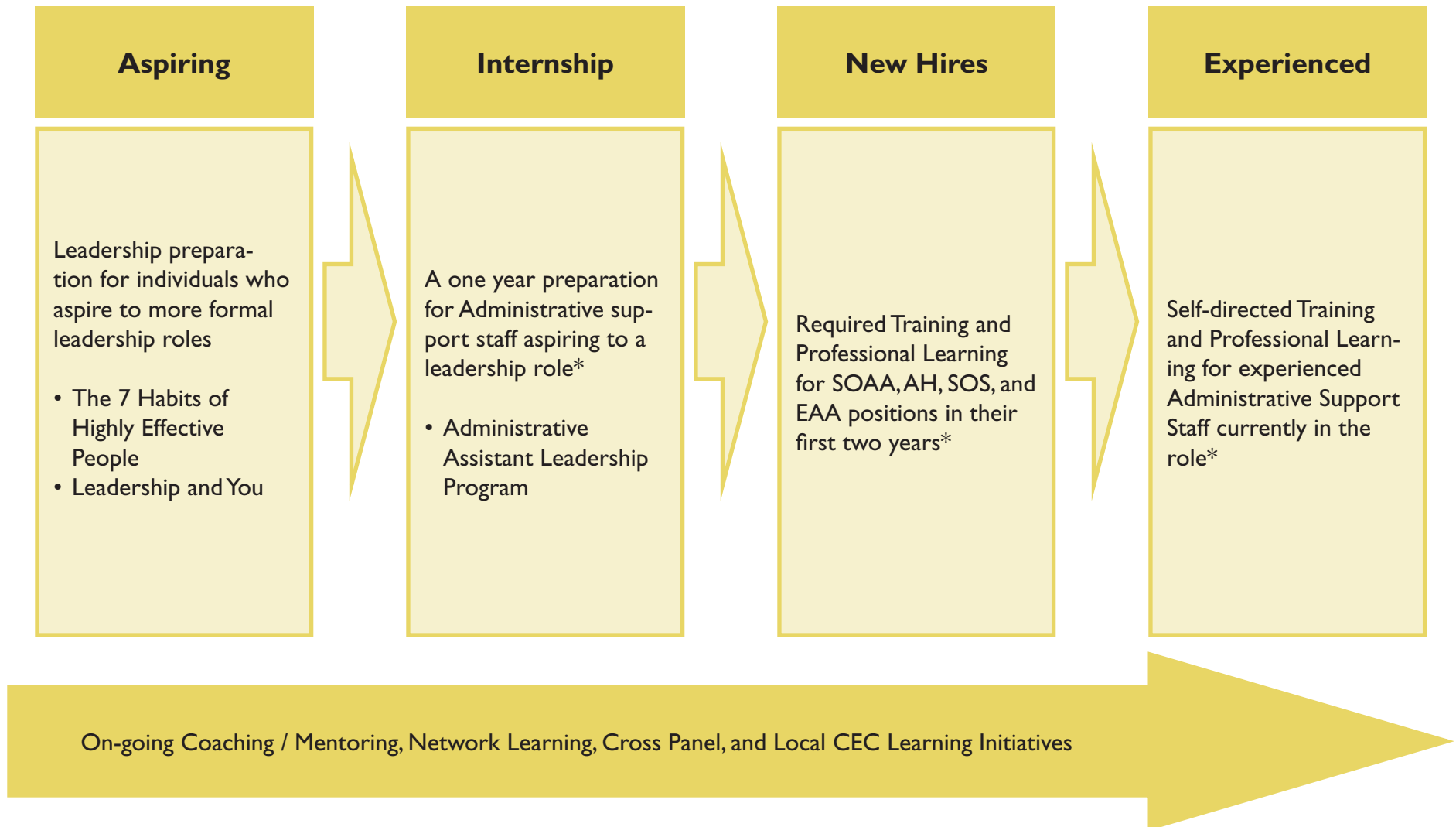
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FOR ADMINISTRATIVE SUPPORT STAFF



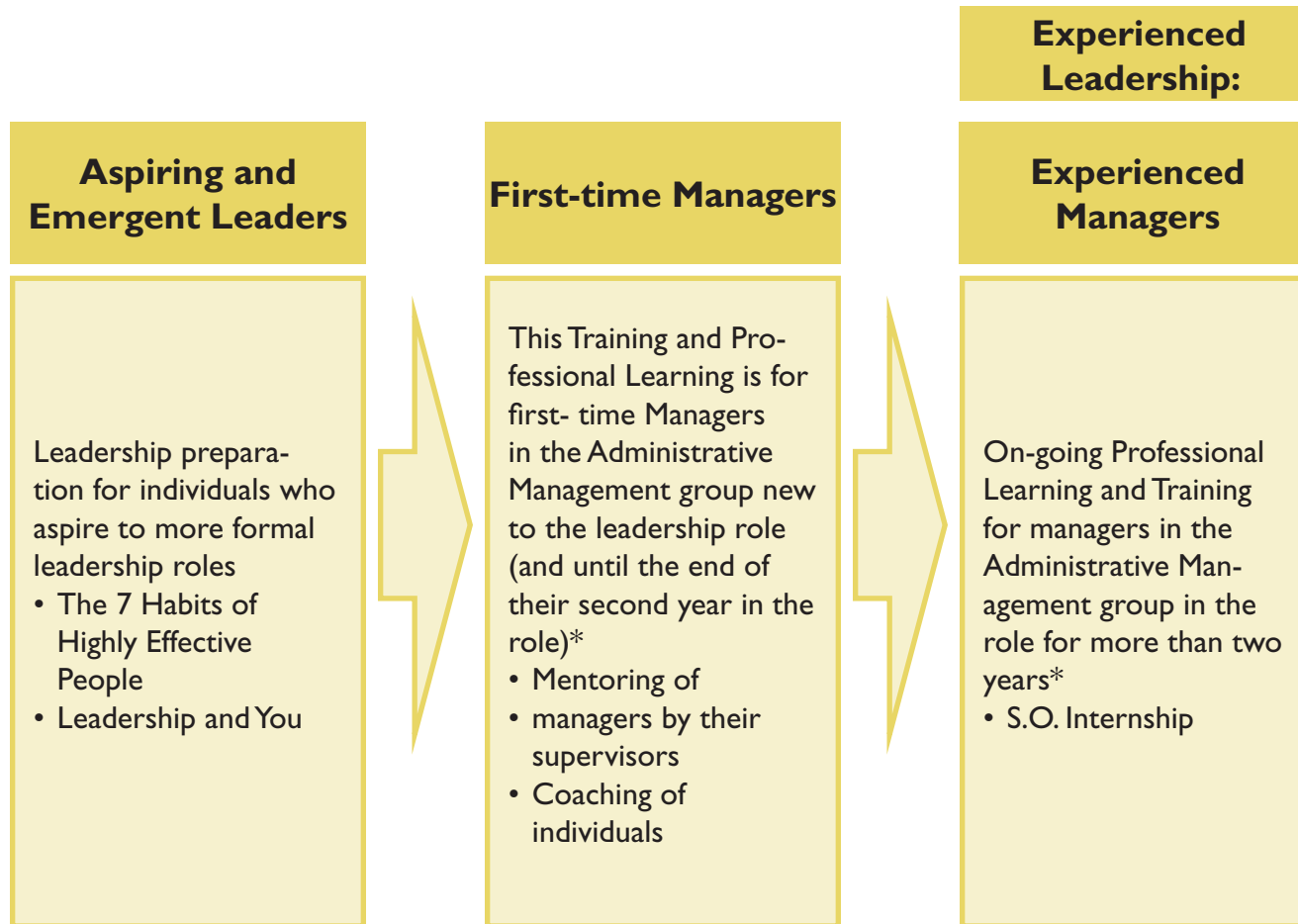
** Note: There may be exceptions to the above time-lines*

LEADERSHIP DEVELOPMENT FRAMEWORK FOR SUPPORT STAFF

LEADERSHIP COMPETENCIES	REQUIRED TRAINING	SELF-DIRECTED PROFESSIONAL LEARNING
Setting Direction & Sustaining the Vision	Equity & Diversity Overview	Vanguard Support Staff Conference
	Organization in the Workplace	
	The Administrative Assistant: A Simulation and Panel Discussion	
Building Relationships	Alternative Dispute Resolution (ADR) Introductory Session	Alternative Dispute Resolution (ADR) Introductory Session
	Develop your Leadership Strengths	Building Parent & Community Relationships (On-line)
	Effective Communication	Building Parent, Family & Community Relationships: "Sharing the Journey"
	Emotional Intelligence	Emotional Intelligence
		Generational Difference: Understanding the Multi-Generational Workplace
		Resume/Interview Preparation
Administering Core Business Managing Core Business Leading and Managing Instruction	Budget Management & Organization	Budget Management & Organization
	Information Access and Privacy (IAP)	Technology Skills - Part 2 (Conferencing Equipment)
	Technology Skills - Microsoft Suite	Technology Skills - Part 3.(Board Programs)
	Technology Skills - Part 2 (Conferencing Equipment)	Trillium
	Technology Skills - Part 3 (Board Programs)	
	Trillium	
Further Developing the Organization	Committee and Supervisory Officer Portfolio Work	Committee and Supervisory Officer Portfolio Work
	Data Quality Management	Data Quality Management
		Leadership Study Forum
		The Fundamentals of Coaching

Legend: SOS - School Office Supervisor; SOAA - School Office Administrative Assistant; AH - Assistant Head; EAA - Admin.Assistant to SO

FOR MANAGERS



On-going Coaching / Mentoring, Network Learning, Cross Panel, and Local CEC Learning Initiatives

** Note: There may be exceptions to the above time-lines*

LEADERSHIP DEVELOPMENT FRAMEWORK FOR FIRST-TIME MANAGERS

LEADERSHIP COMPETENCIES	REQUIRED TRAINING	SELF-DIRECTED PROFESSIONAL LEARNING
Setting Direction & Sustaining the Vision	Leaders' Retreat (Annual)	Department Planning for Continuous Improvement
	Orientation to Site Leadership	Equity and Diversity - Developing and Sustaining Inclusive Learning Environments
		Equity and Diversity - Introduction to Cultural Proficiency
		Equity and Diversity - Using the Language of Inclusion
		Quest Conference (Annual)
Building Relationships		Alternate Dispute Resolution (ADR)
		Building Working Relationships with Your Support Staff (On-line)
		Character Matters Symposium
		Effective Communication
		Emotional Intelligence (E.I.)
		Generational Differences: Understanding the Multi-Generational Workplace
		Managing in a Unionized Workplace (Collective Agreements)
		Public Speaking
		Restorative Approaches - Facilitating Formal Restorative Conferences
		Restorative Approaches in York Region Schools - PLC
		The 7 Habits for Leaders
		Transition Management: The Human Side of Change
		Transitioning into a New Context

+ Training that requires updates as needed

* Sessions designated as required training prior to being appointed as a Manager

^ Sessions designated as required training in first two years of being appointed a Manager

LEADERSHIP DEVELOPMENT FRAMEWORK FOR FIRST-TIME MANAGERS

LEADERSHIP COMPETENCIES	REQUIRED TRAINING	SELF-DIRECTED PROFESSIONAL LEARNING
Administering Core Business Managing Core Business Leading and Managing Instruction		Introduction to the Board: Policies, Procedures and Processes)
		Operations: Budget & Capital Renewal
Further Developing the Organization		Coaching Skills Fundamentals
		Distributing Leadership (On-line Leading & Learning Module)
		Facilitation Skills
		Health & Safety: Standard First Aid Training
		Health & Safety: Legislated Responsibilities (On-line)
		Health & Safety: WHMIS Initial Training (On-line)
		International Study Tours
		Leadership Study Forum
		Making Meetings Work
		Plant Services: Fire Safety and Awareness*+ (On-line Module 7) (Annual)
		Plant Services: Legislated Responsibilities*+ (On-line Modules 106) (Annual)
		Plant Services: Caretaking Operations for School Administrators (On-line)
		Positive Politics
		Project Management Fundamentals
		Resilient Leaders
		Time Management & Other Workload Strategies Part 1
		Time Management & Other Workload Strategies Part 2

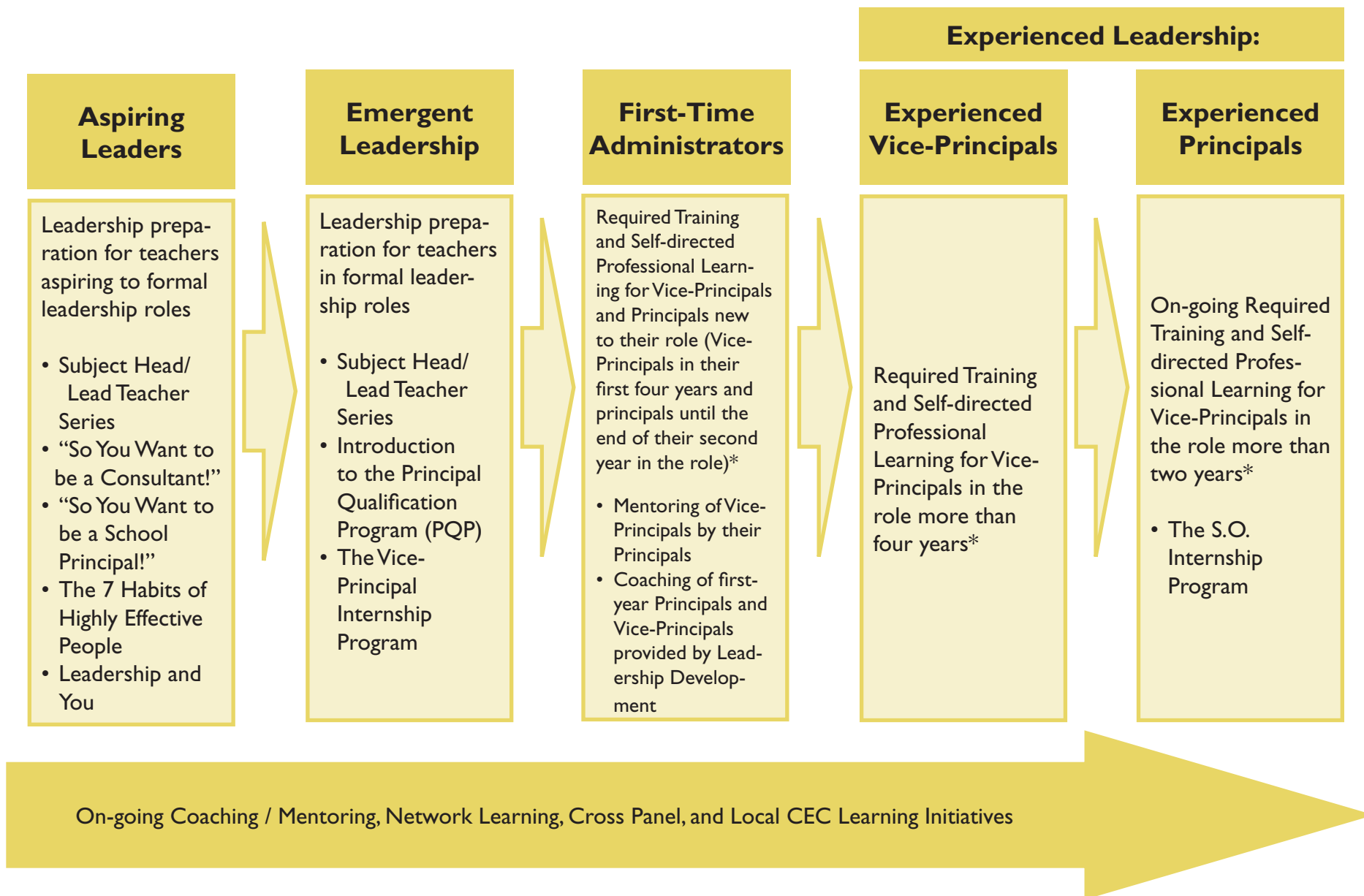
LEADERSHIP DEVELOPMENT FRAMEWORK FOR EXPERIENCED MANAGERS

LEADERSHIP COMPETENCIES	REQUIRED TRAINING	SELF-DIRECTED PROFESSIONAL LEARNING
Setting Direction & Sustaining the Vision	Leaders' Retreat (Annual)	Department Planning for Continuous Improvement
		Equity and Diversity - Developing and Sustaining Inclusive Learning Environments
		Equity and Diversity - Introduction to Cultural Proficiency
		Equity and Diversity - Using the Language of Inclusion
		Quest Conference (Annual)
		SPCI and Data Informed Decision Making+
		Using Data Effectively (On-line Leading & Learning Module)
Building Relationships		Alternate Dispute Resolution (ADR)
		Building Working Relationships with Your Support Staff (On-line)
		Character Matters Symposium
		Effective Communication
		Emotional Intelligence (E.I.)
		Introduction to the Media and Issues Management
		Managing in a Unionized Workplace (Collective Agreements)
		Public Speaking
		Restorative Approaches in Facilitating Formal Restorative Conference
		Restorative Approaches in York Region Schools - PLC
		The 7 Habits for Leaders
		Transition Management: Managing the Human Side of Change
		Transitioning into a New Context

LEADERSHIP DEVELOPMENT FRAMEWORK FOR EXPERIENCED MANAGERS

LEADERSHIP COMPETENCIES	REQUIRED TRAINING	SELF-DIRECTED PROFESSIONAL LEARNING
Administering Core Business Managing Core Business Leading and Managing Instruction		Introduction to the Board: Policies, Procedures and Processes
		Operations: Budget & Capital Renewal
Further Developing the Organization		Coaching Skills
		Distributing Leadership (On-line Leading & Learning Module)
		Facilitation Skills
		Health & Safety: Standard First Aid Training
		Health & Safety: Legislated Responsibilities
		Health & Safety: WHMIS Initial Training
		International Study Tours
		Leadership Study Forum
		Legal Issues
		Making Meetings Work
		Plant: Caretaking Operations for School Administrators
		Plant Services: Fire Safety and Awareness (On-line Module 7) (Annual)
		Plant Services: Legislated Responsibilities (On-line Modules 1-6) (Annual)
		Positive Politics
		Project Management Fundamentals
		Resilient Leaders
		Time Management & Other Workload Strategies Part 1
		Time Management & Other Workload Strategies Part 2

FOR SCHOOL ADMINISTRATORS



** Note: There may be exceptions to the above time-lines*

LEADERSHIP DEVELOPMENT FRAMEWORK FOR FIRST-TIME SCHOOL ADMINISTRATORS

LEADERSHIP COMPETENCIES	REQUIRED TRAINING	SELF-DIRECTED PROFESSIONAL LEARNING
Setting Direction & Sustaining the Vision	Equity and Diversity - Introduction to Cultural Proficiency	Educating Today for Tomorrow: Healthy Schools
	Leaders' Retreat (Annual)	Equity and Diversity - Developing and Sustaining Inclusive Learning Environments
	Orientation to Site Leadership*	Equity and Diversity - Using the Language of Inclusion
	SPCI & Data Informed Decision Making+	Quest Conference (Annual)
		Using Data Effectively (On-line Leading & Learning Module)
Building Relationships	Building Working Relationships with Your Support Staff (On-line)	Alternate Dispute Resolution (ADR)
	Introduction to the Media and Issues Management^	Building Parent & Community Relationships (On-line Leading & Learning Module)
	Managing in a Unionized Workplace (Collective Agreements)	Building Parent, Family & Community Relationships: "Expanding the Circle"
	New Police Protocol & the Safe School Binder (Bill 212 update)	Building Parent, Family & Community Relationships: "Sharing the Journey"
		Character Matters Symposium
		Creating Opportunities Beyond the Classroom (On-line Leading & Learning Module)
		Effective Communication
		Emotional Intelligence (E.I.)
		Generational Differences: Understanding the Multi-Generational Workplace
		Public Speaking
		Restorative Approaches - Facilitating Formal Restorative Conferences
		Restorative Approaches in York Region Schools - PLC
		The 7 Habits for Leaders
		Threat Assessment
		Transition Management: The Human Side of Change
		Transitioning into a New Context

LEADERSHIP DEVELOPMENT FRAMEWORK FOR FIRST-TIME SCHOOL ADMINISTRATORS

LEADERSHIP COMPETENCIES	REQUIRED TRAINING	SELF-DIRECTED PROFESSIONAL LEARNING
Administering Core Business Managing Core Business Leading and Managing Instruction	Assessment and Evaluation: Assessment for Learning in Your School	Building Literacy Capacity (On-line Leading & Learning Module)
	Assessment and Evaluation: Data for School Improvement	Digital Literacy Leadership Seminar (DLLS) In partnership with ABEL
	Interviewing & Selection of Staff for Student Achievement	ICT and the Learner and Digital Literacy: Planning for and Developing 21st Century Skills
	Introduction to Teacher Performance Appraisals (TPA)	Instructional Intelligence Institute
	Literacy Collaborative: Continuous Improvement	Introduction to the Board: Policies, Procedures and Processes
	Literacy Walk-Through Training - Coaching Conversations	MXWEB and the New School Administrator
	Literacy Walk-Through - One Day Advanced Training	
	Literacy Walk-Through - One Day Foundation Training	
	Operations: Budget & Capital Renewal	
	PPM 140 - Applied Methods of Behavioural Analysis	
	Special Education - Part 1*	
	Special Education - Part 2*	
	Use of Technology: Introduction to mVal	
	Use of Technology: ReportNet	

+ Training that requires updates as needed

* Sessions designated as required training prior to being appointed as a Principal

^ Sessions designated as required training in first two years of being appointed a Principal

LEADERSHIP DEVELOPMENT FRAMEWORK FOR FIRST-TIME SCHOOL ADMINISTRATORS

LEADERSHIP COMPETENCIES	REQUIRED TRAINING	SELF-DIRECTED PROFESSIONAL LEARNING
Further Developing the Organization	Health & Safety: Legislated Responsibilities (On-line)	Coaching Skills Fundamentals
	Health & Safety: WHMIS Initial Training (On-line)	Distributing Leadership (On-line Leading & Learning Module)
	Legal Issues	Facilitation Skills
	Plant Services: Fire Safety and Awareness*+ (On-line Module 7) (Annual)	Health & Safety: Standard First Aid Training
	Plant Services: Legislated Responsibilities*+ (On-line Modules 106) (Annual)	International Study Tours
	Plant Services: Caretaking Operations for School Administrators (On-line)	Leadership Study Forum
		Making Meetings Work
		Positive Politics
		Project Management Fundamentals
		Resilient Leaders
		Supporting Professional Learning (On-line Leading & Learning Module)
		Time Management & Other Workload Strategies Part 1
		Time Management & Other Workload Strategies Part 2

MENTORING: Mentoring will be provided to Vice-Principals by their Principals.

COACHING: Coaching is provided to first-year principals, who will select their coach from a list of experienced principals provided to them by Leadership Development; a coach will be assigned to all first-year Vice-Principals.

ANNUAL LEARNING PLANS: Leadership Action Plan / Leadership Growth Plan: Required training includes all legislated compliance training, mandated Ministry training and required training as deemed by the Board. In dialogue with their Superintendent, Principals and Vice-Principals will develop their Leadership Action Plans / Leadership Growth Plan based on their own self-directed professional learning needs as well as required learning needs to support the School and Board Plans for Continuous Improvement.

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LEADERSHIP DEVELOPMENT FRAMEWORK FOR EXPERIENCED SCHOOL ADMINISTRATORS

LEADERSHIP COMPETENCIES	REQUIRED TRAINING	SELF-DIRECTED PROFESSIONAL LEARNING
Setting Direction & Sustaining the Vision	Equity and Diversity - Introduction to Cultural Proficiency	Educating Today for Tomorrow: Healthy Schools
	Leaders' Retreat (Annual)	Equity and Diversity - Developing and Sustaining Inclusive Learning Environments
		Equity and Diversity - Using the Language of Inclusion
		Quest Conference (Annual)
		SPCI and Data Informed Decision Making+
		Using Data Effectively (On-line Leading & Learning Module)

MENTORING: Mentoring will be provided to Vice-Principals by their Principals.

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ANNUAL LEARNING PLANS: Leadership Action Plan / Leadership Growth Plan: Required training includes all legislated compliance training, mandated Ministry training and required training as deemed by the Board. In dialogue with their Superintendent, Principals and Vice-Principals will develop their Leadership Action Plans / Leadership Growth Plan based on their own self-directed professional learning needs as well as required learning needs to support the School and Board Plans for Continuous Improvement.

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LEADERSHIP DEVELOPMENT FRAMEWORK FOR EXPERIENCED SCHOOL ADMINISTRATORS

LEADERSHIP COMPETENCIES	REQUIRED TRAINING	SELF-DIRECTED PROFESSIONAL LEARNING
Building Relationships	New Police Protocol & the Safe School Binder (Bill 212 update)+	Alternate Dispute Resolution (ADR)
		Building Parents, Family & Community Relationships (On-line Leading & Learning Module)
		Building Parent, Family & Community Relationships: “Expanding the Circle”
		Building Parent, Family & Community Relationships: “Sharing the Journey”
		Building Working Relationships with Your Support Staff (On-line)
		Character Matters Symposium
		Creating Opportunities Beyond the Classroom (On-line Leading & Learning Module)
		Effective Communication
		Emotional Intelligence (E.I.)
		Introduction to the Media and Issues Management
		Managing in a Unionized Workplace (Collective Agreements)
		Public Speaking
		Restorative Approaches in Facilitating Formal Restorative Conference
		Restorative Approaches in York Region Schools - PLC
		The 7 Habits for Leaders
		Threat Assessment
		Transition Management: Managing the Human Side of Change
		Transitioning into a New Context

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LEADERSHIP DEVELOPMENT FRAMEWORK FOR EXPERIENCED SCHOOL ADMINISTRATORS

LEADERSHIP COMPETENCIES	REQUIRED TRAINING	SELF-DIRECTED PROFESSIONAL LEARNING
Administering Core Business Managing Core Business Leading and Managing Instruction	Literacy Collaborative: Continuous Improvement	Assessment and Evaluation: Assessment for Learning in Your School
		Assessment and Evaluation: Data for School Improvement
		Building Literacy Capacity (On-line Leading & Learning Module)
		Digital Literacy Leadership Seminar (DLLS) - In partnership with ABEL
		ICT and the Learner and Digital Literacy: Planning for and Developing 21st Century Skills
		Instructional Intelligence Institute
		Interviewing and Selection of Staff for Student Achievement
		Introduction to the Board: Policies, Procedures and Processes
		Introduction to Teacher Performance Appraisals (TPA)
		Literacy Walk-Through Training
		MXWEB and the New School Administrator
		Operations: Budget & Capital Renewal
		PPM 140 - Applied Method of Behavioural Analysis
		Special Education - Part 1*
		Special Education - Part 2*
		Use of Technology: Introduction to mVal
		Use of Technology: ReportNet

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LEADERSHIP DEVELOPMENT FRAMEWORK FOR EXPERIENCED SCHOOL ADMINISTRATORS

LEADERSHIP COMPETENCIES	REQUIRED TRAINING	SELF-DIRECTED PROFESSIONAL LEARNING
Further Developing the Organization	Plant Services: Fire Safety and Awareness (On-line Module 7) (Annual)	Coaching Skills
	Plant Services: Legislated Responsibilities (On-line Modules 1-6) (Annual)	Distributing Leadership (On-line Leading & Learning Module)
		Facilitation Skills
		Health & Safety: Standard First Aid Training
		Health & Safety: Legislated Responsibilities
		Health & Safety: WHMIS Initial Training
		International Study Tours
		Leadership Study Forum
		Legal Issues
		Making Meetings Work
		Plant: Caretaking Operations for School Administrators
		Positive Politics
		Project Management Fundamentals
		Resilient Leaders
		Supporting Professional Learning (On-line Leading & Learning Module)
		Time Management & Other Workload Strategies Part 1
		Time Management & Other Workload Strategies Part 2

+ Training that requires updates as needed

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Department Planning for Continuous Improvement

OVERVIEW OF MODULE

The Board Plan for Continuous Improvement articulates our system direction, targets and strategies to achieve them. Both schools and service departments create individual plans for continuous improvement to reflect the system direction through their local contexts. This module will guide Managers through the tools for creating department plans for continuous improvement.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

Participants in this module will:

- Locate the work of their department within the content of the current Board Plan for Continuous Improvement
- Review the structure / template of a department plan for continuous improvement
- Review the use of data to inform the plan
- Review the planning process
- Review the format of SMART goals and practice writing them
- Examine samples of system service department plans

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Dianne Hawkins

WHO SHOULD ATTEND

Managers

DATE(S)

TBA

TIME

TBA

LOCATION

Centre for Leadership and Learning

CONTACT

Dianne Hawkins Ext. 3650

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Educating Today For Tomorrow: Healthy Schools

OVERVIEW OF MODULE

Our current world context emphasizes the need to address the overall health of our children. This session will provide an overview of the healthy schools framework with a particular emphasis on the environment, physical activity and nutrition. Throughout this session, participants will discuss current issues, system-wide initiatives and promising practices.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Understand the four elements of an integrated framework for healthy schools
- Recognize and understand system-wide initiatives related to health and the environment
- Dialogue with peers about promising practices within York Region Schools

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Heather Sears

WHO SHOULD ATTEND

First-time Administrators

DATE(S)

January 22, 2009

TIME

9:00 a.m. to 12:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Heather Sears, Ext. 3455

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Equity & Diversity Overview

OVERVIEW OF MODULE

Becoming Culturally proficient is fundamental to Administrative Assistants ability to meet the needs of a diverse community.

This session will provide participants with the key understandings of Cultural Proficiency.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Understand the key underpinnings of cultural proficiency
- Engage in conversations and activities about the impact and influence of race, culture, ethnicity, language, sexual orientation, socioeconomics, and class on educational practice
- Learn about effective use of the tools for culturally proficient practice
- Be able to link culturally proficient practices with improved student learning

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Dawna Snell

WHO SHOULD ATTEND

Required learning for SOS, SOAA, AH, EAA positions

DATE(S)

February 5, 2009

TIME

2:00 p.m. to 5:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Ann Campsall, Ext. 3626

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Equity & Diversity - Introduction to Cultural Proficiency

OVERVIEW OF MODULE

Becoming culturally proficient is fundamental to each administrator's and system manager's ability to meet the needs of a diverse learning community. To ensure that there is equitable access to opportunity for all learners and their families is the responsibility of each York Region District School Board leader. To do so in a way that honours all members of the school community and ultimately supports the learning and achievement of every student is key. As outlined in the Board Plan for Continuous Improvement, all leaders in all schools and departments need to understand the importance of establishing and maintaining inclusive working environments that engage staff, parents and students.

This one-day session will introduce the tools of cultural proficiency and will help to develop understanding of how to create a culturally proficient educational system.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Be introduced to the tools of cultural proficiency
- Understand the key underpinnings of cultural proficiency
- Engage in conversations and activities about the impact and influence of race, culture, ethnicity, language, sexual orientation, socioeconomics, and class on educational practice
- Learn about effective use of the tools for culturally proficient practice
- Be able to link culturally proficient practices with improved student learning
- Learn how to ensure that a culturally proficient lens is applied to all work with support staff and departments

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Any of :

Susan Logue, Sharon List, Clayton LaTouche, Sharon Moss, Heather Sears

WHO SHOULD ATTEND

Managers, First-time School Administrators, those who have not yet participated in cultural proficiency training.

DATE(S)

November 5, 2008 or January 29, 2009 or May 6, 2009

TIME

8:30 a.m. to 4:00 p.m.

LOCATION

November 5 – CEC North - Gym

January 29 – Centre for Leadership and Learning

May 6 – CEC Central – Gym

CONTACT

Richard Williamson, Ext. 3631

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Equity & Diversity - Developing and Sustaining Inclusive Learning Environments

OVERVIEW OF MODULE

We know that staff and students perform better when they see themselves as active participants in a school environment which acknowledges values and validates diversity. This workshop session is an introduction to the document entitled “Developing Inclusive Learning Environments: A Practical Approach to Implementing S190 Jk – 12”.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

Through this session, participants will use the lens of equity to share strategies, resources and frameworks that will enable them to embed equity into their work with staff and students on a daily basis.

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Heather Sears

WHO SHOULD ATTEND

All School Administrators

DATE(S)

February 10, 2009

TIME

9:00 a.m. to 11:30 a.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Heather Sears, Ext. 3455

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Equity & Diversity - Using the Language of Inclusion

OVERVIEW OF MODULE

In this module, participants will view a short podcast. The podcast will introduce language to build inclusion. Participants will be asked to practice – in their day-to-day interactions – the language that is presented. After two weeks of practice, participants will take part in a threaded on-line discussion.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Learn specific language that can build inclusive environments
- Practice the use of this language in day-to-day interactions for two weeks
- Engage in a threaded on-line dialogue that reflects on the experience of using inclusive language

SPECIAL REQUIREMENTS

- a computer with internet access
- a maximum of 10 participants per session can join the on-line dialogue

MODE OF DELIVERY

On-line



PRESENTER(S)

On-line discussion facilitated by Richard Williamson

WHO SHOULD ATTEND

Managers, All School Administrators

DATE(S)

This session will be offered 3 times during the school year – Fall, Winter, and Spring. Participants can sign up for one of the sessions.

Fall Session:

- complete on-line module by: Friday, October 3, 2008
- begin on-line threaded dialogue on: Monday, October 20, 2008

Winter Session:

- complete on-line module by: Friday, February 6, 2009
- begin on-line threaded dialogue on: Monday, February 23, 2009

Spring Session:

- complete on-line module by: Friday, April 10, 2009
- begin on-line threaded dialogue on: Monday, April 27, 2009

TIME

N/A

LOCATION

N/A

CONTACT

Richard Williamson Ext. 3631

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Leaders' Retreat - Annual

OVERVIEW OF MODULE

The Leaders' Retreat is our once-a-year chance to meet as an entire team to learn, share and plan for the future. It is also an exceptional opportunity to build and model our culture, and forge powerful connections among school administrators, department managers and other Board leaders.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

The retreat continues its emphasis on building and strengthening relationships for healthier, more enjoyable, more effective workplaces. Ultimately our focus is on creating the right conditions to enable us to move, as schools, departments and working units, from being the 'good' organizations we know we are to the 'great' and 'even greater' ones we know we have the potential to become.

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Conference



PRESENTER(S)

TBA

WHO SHOULD ATTEND

Managers, Vice-Principals, Principals, Trustees, Superintendents, Supervisor of Facility Services, Curriculum Coordinating Committee, Heads of ETFO, OSSTF, ETFO-YR-OT, Heads of 1734 & 1196

DATE(S)

TBA, 2009

TIME

TBA

LOCATION

TBA

CONTACT

TBA

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Orientation to Site Leadership

OVERVIEW OF MODULE

All newly appointed Vice-Principals, Managers, externally hired Principals, Vice-Principals, and Managers are invited to this session to give an overview of leadership in the York Region District School Board.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this interactive workshop participants will:

- Be introduced to the senior administration of the board and understand the role played within our board
- Be introduced to the Board Chair and understand the leadership role played within our board
- Understand the structure and culture of the YRDSB
- Be introduced to how to access important information within the portal
- Become familiar with the support available to transition to the role of leader

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

The Leadership Development Team
Senior Board Administrators
Board Chair

WHO SHOULD ATTEND

Managers and Vice-Principals appointed since September 1, 2008 and externally hired principals and managers for the January 22nd session. Participation in the June 11th session will have been appointed after January 2009.

DATE(S)

January 22, 2009 or June 11, 2009

TIME

11:00 a.m. to 4:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Gord Wagner Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Organization in the Workplace

OVERVIEW OF MODULE

Carousels with exemplary staff who demonstrate successful practices in the area of:

- Opening a school / Elementary & Secondary
- Closing a school / Elementary & Secondary
- Getting organized – tips/forms
- Board Policy, Procedures
- Daily/Monthly tasks
- Confidentiality
- Organization skills
- Travel Arrangements
- Crisis Management
- Time Management
- Health & Safety - ergonomics

In this workshop participants will:

- Learn essential organizational skills
- Receive valuable handouts to refer to over and over again
- Network with exemplary staff who can help alleviate workload issues

None

MODE OF DELIVERY

In class



PRESENTER(S)

Team of Administrative Assistants and Managers

WHO SHOULD ATTEND

Required learning for SOS, SOAA, AH, EAA positions

DATE(S)

October 8, 2008

1:00 p.m. to 5:00 p.m.

LOCATION

Centre for Leadership and Learning

Ann Campsall, Ext. 3626

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Quest Conference (Annual)

OVERVIEW OF MODULE

Quest 2008, The Quest for Improved Student Achievement: Focused Leadership That Deepens Learning will provide participants with opportunities to delve more deeply into the research of such internationally known educators as Douglas Reeves, Louise Stoll, Richard Elmore, David Hopkins, Robert Marzano, Anne Looney and David Bouchard. Each of our keynote speakers will include key learner presenter teams who have put research to proven practice with students.

Our Quest Dinner Speaker will be Janice Stein (Educating Risk-Takers in a World of Innovation).

Dr. Stoll has agreed to host the Wednesday Quest Pre-Conference's focus on student engagement. Tony MacKay (Australia) and Michael Fullan will host the Quest Conference (Thursday/Friday).

The Minister of Education has been invited to address the conference.

The Quest ongoing on-line learning environment "www.leadingedgelearning.com" will once again be available for presenters and registrants to share and extend learnings.

The Quest continues...

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Conference



PRESENTER(S)

Richard Elmore, Robert Marzano, Louise Stoll, Anne Looney, David Bouchard, David Hopkins, Douglas Reeves

WHO SHOULD ATTEND

System leaders, School Administrators, Teachers, Support Staff, Parents, Community Members, Students, and Trustees.

DATE(S)

November 19 to 21, 2008

TIME

8:30 a.m. to 4:00 p.m.

LOCATION

Sheraton Parkway Hotel and Convention Centre, Richmond Hill

CONTACT

Dean Bodkin, Ext. 3629

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

SPCI and Data Informed Decision Making

OVERVIEW OF MODULE

The SPCI process engages school staff in dynamic decision making focused on student learning and achievement. Evidence-based decision making is essential if schools are to improve their performance. Specific data sources that are vital to the planning and implementation processes are available to YRDSB administrators and School Leadership Teams. New administrators need to be familiar with both the SPCI process and evidence-based decision making.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Examine the Toolkit for SPCI
- Explore the significance of different data sets defined in the Toolkit
- Hear best practice scenarios from a panel of principals and vice-principals
- Engage in data-referenced decision making (use of revised version of ReportNet)
- Understand the importance of a case management approach to support the achievement of at-risk students

SPECIAL REQUIREMENTS

Bring your copy of the Toolkit for SPCI

MODE OF DELIVERY

In class



PRESENTER(S)

Robert Dunn, Kathy Witherow

WHO SHOULD ATTEND

Required Training for First-time School Administrators
Self-Directed Professional Learning for Experienced Principals.

DATE(S)

October 16, 2008

TIME

8:30 a.m. to 11:30 a.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Gord Wagner Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

The Administrative Assistant: A Simulation and Panel Discussion

OVERVIEW OF MODULE

Panel/Simulation with current Superintendents/ Administrators / Managers and a team of Administrative Assistants currently in the roles sharing the 'day in the life of', answering important questions, and guiding your inquiries.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Go away with a sense of support and how to access staff if needed
- Have your questions answered
- Be able to participate in a simulation

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Principals, Managers, Superintendents and a team of current Administrative Assistants

WHO SHOULD ATTEND

Required learning for SOS, SOAA, AH, EAA positions

DATE(S)

May 27, 2009

TIME

3:00 p.m. to 6:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Ann Campsall, Ext. 3626

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Using Data Effectively (On-line Leading & Learning Module)

OVERVIEW OF MODULE

“Today, more than ever, education assessment plays a pivotal role in the education of students. That’s why educators—and everyone else who has an interest in education—need a dose of assessment literacy.”

Popham W. James, 2006

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line learning module participants will:

- Evaluate the impact of data on student learning and school improvement
- Assess current practice related to the use of data
- Study the characteristics of data-based school improvement planning
- Study examples of visible leadership in assessment literacy
- Learn how to disaggregate the data
- Learn how to foster productive professional interactions about data
- Expand awareness of instructional strategies that are supported by research data

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Access this on-line learning module at: <http://www.curriculum.org/leadingandlearning/main.html>

Participants may choose to experience this module as individual learning or as a facilitated group. All materials are provided on-line for either mode of learning.

PRESENTER(S)

N/A

WHO SHOULD ATTEND

First-time School Administrators
Experienced Principals

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>



Vanguard Support Staff Conference (Bi-Annual)

OVERVIEW OF MODULE

This is the opportunity for all Support Staff to gain understanding, learn how to apply and implement new Board initiatives.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Network
- Attend new workshops that apply to system initiatives

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Conference



PRESENTER(S)

Ann Campsall

WHO SHOULD ATTEND

Self-directed learning for SOS, SOAA, AH, EAA positions

DATE(S)

Bi-Annual (2010) PA Day

TIME

9:00 a.m. to 4:00 p.m.

LOCATION

TBA

CONTACT

Ann Campsall Ext. 3626

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Alternate Dispute Resolution (ADR)

OVERVIEW OF MODULE

ADR processes provide practical and innovative ways to resolve disputes. Wherever people interact - workplace, family, school, and community - ADR has proven effective. The ADR program that has been customized for our organization focuses on four areas: Emotional Intelligence, Cultural Proficiency, Principled Negotiation and Difficult Conversations.

Emotional Intelligence looks at the science of managing emotions as well as understanding personal triggers in situations involving conflict and high emotion. Cultural Proficiency is an approach that builds understanding and self awareness of the diversity in our world in order to see situations through a perspective which differs from our own. Principled Negotiation is an approach to negotiating that looks behind the positions at underlying interests and tries to find a win/win solution which maintains relationships. Difficult conversations require courage and consideration in sharing concerns and impacting changes in behaviour.

Participants will review the resource book, "Getting to Yes," and work with Elinor Whitmore from Stitt, Feld and Handy in practicing a variety of strategies for having difficult conversations, intervening when behaviour is inappropriate, and negotiating a win/win solution.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this interactive workshop participants will:

- Review personal triggers in situations involving conflict and high emotion
- Practice strategies of: separating the person from the problem, focusing on interests not positions, inventing options for mutual gain, using objective criteria
- Apply strategies to scenarios involving difficult conversations

SPECIAL REQUIREMENTS

- The cost of the program is \$330.00
- Participants who have already completed the Emotional Intelligence workshop and the workshop on Cultural Proficiency are not required to attend these modules of the ADR series. However, they should inform Dianne Hawkins that they have completed either one or both of these workshops previously.

MODE OF DELIVERY

Blended



PRESENTER(S)

The Leadership Development Team;
Elinor Whitmore, Stitt Feld & Handy

WHO SHOULD ATTEND

Managers and School Administrators

DATES & TIME

Fall Session:

October 22, 2008	8:30 a.m. to 3:30 p.m.
October 31, 2008	8:30 a.m. to 11:30 a.m.
November 7, 2008	8:30 a.m. to 3:30 p.m.
November 13, 2008	8:30 a.m. to 3:30 p.m.

Winter Session:

January 29, 2009	8:30 a.m. to 3:30 p.m.
February 6, 2009	8:30 a.m. to 11:30 a.m.
February 13, 2009	8:30 a.m. to 3:30 p.m.
February 20, 2009	8:30 a.m. to 3:30 p.m.

Spring Session:

April 24, 2009	8:30 a.m. to 3:30 p.m.
April 30, 2009	8:30 a.m. to 11:30 a.m.
May 8, 2009	8:30 a.m. to 3:30 p.m.
May 15, 2009	8:30 a.m. to 3:30 p.m.

LOCATION

Centre for Leadership & Learning

CONTACT

Dianne Hawkins, Ext. 3650

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Alternate Dispute Resolution (ADR) Introductory Session

OVERVIEW OF MODULE

Introduction to Alternate Dispute Resolution

In this interactive module, participants will explore conflict, its impact and be introduced to strategies to foster positive outcomes of conflict situations.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this interactive workshop participants will:

- Explore the emotional dimensions of conflict
- Examine conflict through the perspective of the other side
- Review frameworks and approaches to move conflict to a problem solving process

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Leadership Development Team/Dianne Hawkins

WHO SHOULD ATTEND

Required learning for SOS, SOAA, EAA positions

Self-directed learning for AH positions

DATE(S)

TBA, 2008

TIME

12:00 p.m. to 4:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Ann Campsall, Ext. 3626

TO REGISTER

<https://www.yrdsb.ca/connect2learn>

Building Parent & Community Relationships (On-line Leading & Learning Module)

OVERVIEW OF MODULE

“Where do children learn and grow? At home. At school. In the community. Students develop in all contexts simultaneously and continuously. Thus, the bridges of home, school and community are inevitably interconnected.”

Joyce Epstein, 2001

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line learning module participants will:

- Build their knowledge of research pertaining to parent and community involvement in schools
- Explore the link between parent involvement and student achievement
- Assess current practice in their schools
- Study how successful schools have learned to engage parents
- Learn about partnerships between schools and community agencies
- Explore mechanisms to increase parent involvement within the context of the school improvement plan

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Access this on-line learning module at: <http://www.curriculum.org/leadingandlearning/main.html>

Participants may choose to experience this module as individual learning or as a facilitated group. All materials are provided on-line for either mode of learning.

PRESENTER(S)

N/A

WHO SHOULD ATTEND

First-time School Administrators
Experienced Principals
All Staff

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>



Building Parent, Family & Community Relationships: “Expanding the Circle”

OVERVIEW OF MODULE

Presentation and discussion of ways to attract funding from public and private agencies.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

This hands-on session will include an overview of how to write successful research and grant proposals so that funds are made available to support school and community-based projects and initiatives that encourage parent, family and community engagement. Examples of funded initiatives supporting parent engagement will be reviewed.

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Margaret Roberts

WHO SHOULD ATTEND

Self-directed training for all School Administrators

DATE(S)

December 1, 2008 or March 9, 2009

TIME

8:30 a.m. to 11:30 a.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Margaret Roberts, Ext. N199

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Building Parent, Family & Community Relationships: “Sharing the Journey”

OVERVIEW OF MODULE

Using Joyce Epstein’s framework for parent involvement as a starting point, participants will briefly examine past and present practices, and move into examining issues of effective collaborative planning. Successful practices will be shared which support school goals for improvement.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

Participants will develop further knowledge of the effective ways in which parents, family members and community partners can be engaged in supporting student achievement and success. Using Joyce Epstein’s framework for parent involvement as a starting point, participants will briefly examine past and present practices, and move into examining issues of effective collaborative planning. Successful practices will be shared which support school goals for improvement. The emphasis will be on recognizing the assets these partners can contribute to our efforts to improve student achievement and on ways to share the journey towards maximized efforts and results.

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Margaret Roberts

WHO SHOULD ATTEND

Self-directed training for all School Administrators
Self-directed learning for SOS, SOAA positions

DATE(S)

October 6, 2008 or February 9, 2009

TIME

8:30 a.m. to 11:30 a.m.

LOCATION

October 6 - CEC North
February 9 - Centre for Leadership and Learning

CONTACT

Margaret Roberts, Ext. N199

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Building Working Relationships with Your Support Staff

OVERVIEW OF MODULE

As an effective leader you need to establish genuine, trusting relationships with your support staff guided by a sense of equity, inclusivity and mutual respect.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line workshop participants will:

- Receive valuable information on working with your Support Staff

SPECIAL REQUIREMENTS

Using a variety of methods throughout the year you will be given information, strategies, and support to empower others to work in the best interest of all staff serving our schools and system.

MODE OF DELIVERY

On-line



PRESENTER(S)

Ann Campsall

WHO SHOULD ATTEND

Required training for first-time School Administrators and managers or for Experienced Administrators and managers who would like to access this relevant information.

DATE(S)

Currently under development, 2008.

TIME

N/A

LOCATION

N/A

CONTACT

Ann Campsall, Ext. 3626

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Character Matters Symposium

OVERVIEW OF MODULE

This year's annual symposium will expand our understanding of the foundational role that character plays in creating positive, caring school cultures that support student success.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

At these symposia school-based teams will have an opportunity to:

- Review the components of a character school using a new self-assessment instrument based on the Ministry's Finding Common Ground Resource Paper
- Receive promising practices, innovative programs, and strategies that demonstrate some of these components
- Focus on strategies that support the 4th Pillar of Student Success (Community, Culture and Caring)
- Develop character-based solutions to current school issues
- Receive and be introduced to the new Character Matters School Resource kit

SPECIAL REQUIREMENTS

Watch for updates at www.charactermatters.ca

MODE OF DELIVERY

In class



PRESENTER(S)

YRDSB Staff, Teachers and School Administrators

WHO SHOULD ATTEND

School-based teams consisting of an administrator, school character contact, teachers, students (secondary day only), support staff and/or parents, or in short the school's character team.

DATE(S)

Currently under review, fall 2008

TIME

TBA

TBA

CONTACT

Stephen Rensink, (905)770-6598

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Creating Opportunities Beyond the Classroom (On-line Leading & Learning Module)

OVERVIEW OF MODULE

“Rather than divert students from meeting their academic goals, studies find that students engaged in extracurricular activities...are less likely to drop out and more likely to have higher academic achievement.”

Cosden, M. et al, 2004

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line learning module participants will:

- Study how some schools have implemented Positive Behaviour Supports (PBS) to improve student behaviour on a school-wide, group and individual basis
- Expand awareness of the advantages associated with providing after school programming that complements community needs
- Explore how teacher involvement in programs beyond the classroom can improve teacher performance and satisfaction
- Examine research concerning the importance of programs beyond the classroom
- Examine how teachers have learned to access funding sources to improve student performance
- Learn what teachers volunteering in after school programs have to say about the benefits of such programs
- Learn how schools have accessed community resources to assist in the provision of programs beyond the classroom

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Access this on-line learning module at: <http://www.curriculum.org/leadingandlearning/main.html>

Participants may choose to experience this module as individual learning or as a facilitated group. All materials are provided on-line for either mode of learning.

PRESENTER(S)

N/A

WHO SHOULD ATTEND

First-time School Administrators
Experienced Principals
Teachers

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>



Develop your Leadership Strengths

OVERVIEW OF MODULE

Leadership with a “little l”, as the Fred Factor puts it...is not conferred by a title or limited to the executive suite. Rather, it is shown through our everyday actions and the way we influence the lives of those around us.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

- Learn the ‘six’ principles of leadership
- Act with purpose rather than getting bogged down with mindless activity
- Learn the art of truly listening
- Learn to encourage the contributions and development of others rather than focusing solely on personal achievements
- Create a legacy of accomplishments and contribution in everything you do

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Ann Campsall

WHO SHOULD ATTEND

Required learning for SOS, SOAA, AH, EAA positions

DATE(S)

November 6, 2008 or April 7, 2009

TIME

2:00 p.m. to 4:30 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Ann Campsall, Ext. 3626

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Effective Communication

OVERVIEW OF MODULE

This workshop is designed for participants who need to convey clear messages, make formal and informal presentations, articulate ideas in a concise manner all with style and confidence.

A unique component of our approach to the Art and Skill of Effective Communication is our belief that everyone's natural 'self' is their best asset.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will learn how to:

- Create and organize messages and content that motivates
- Effectively use your voice and eye communication, gestures, and movement to maintain listener interest and demonstrate confidence
- Develop ways to improve your communication style
- Develop techniques for better listening and learn the art of empathic listening
- Learn how to "borrow brains"
- Add impact to your presentations, including the value of Power Point slides

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Ann Campsall

WHO SHOULD ATTEND

Managers, Teachers,
Vice-Principals and Principals
Required learning for SOS, SOAA, AH, EAA positions

DATE(S)

February 19, 2009

TIME

4:00 p.m. to 6:30 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Ann Campsall, Ext. 3626

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Emotional Intelligence (E.I.)

OVERVIEW OF MODULE

The common theme that runs through all attributes of leadership is people and the ability to effectively connect and interact with them. The research has clearly shown Emotional Intelligence (EQ) to be the single greatest contributor to individual excellence and leadership. Increased EQ moves individuals and teams to better surf “the waves of change”, enhance individual and team performance and ultimately achieve greater success.

As well, recent and radical changes in our world and work lives, have put increased pressures, demands, and expectations on all of us to achieve and perform at a higher level. To do this, we must look inside ourselves – to become more self aware, to be able to better manage ourselves as well as connect with others. This is the foundation of Emotional Intelligence.

This session will provide individuals with an awareness and understanding of Emotional Intelligence – what it is and what it is not, the importance of understanding the difference between intention and impact, and a focused examination of “empathy” – the key EQ competency required to connect with others and build positive relationships.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will explore:

- The physiology of emotions
- Intent and impact
- What occurs during an emotional hijack
- Emotional triggers and default behaviour
- Managing personal emotions
- Managing the emotions of others

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

The Leadership Development Team

WHO SHOULD ATTEND

Managers, Principals, Vice-Principals,
Required learning for SOS, SOAA, EAA positions
Self-Directed learning for AH positions

DATE(S)

November 26, 2008
February 27, 2009
April 29, 2009

TIME

8:30 a.m. to 4:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

John Steh, Ext. 3648

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Generational Differences: Understanding and Embracing the Multi-Generational Workplace

OVERVIEW OF MODULE

Over the last couple of years, the reality of massive generational change has become evident for many leaders and organizations. While the issues and challenges of an aging population and a new attitude to work have literally been emerging, it has been a sudden awakening for many organizations.

It is essential for leaders to do more than just observe the changing times. They must also understand and adapt to the changing times. When it comes to keeping up with the trends and preparing for the future, the focus tends to be on technological shifts. Clearly, the ever-changing technologies are redefining our world and workplace. Yet, interestingly, it is the demographic changes that have more profound implications on our future and workplace.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will have:

- An awareness and understanding of these generational differences
- An opportunity to explore how using the strengths and understandings of each of the generations can work to recognize and celebrate the diversity of the generations in creating a positive workplace environment

SPECIAL REQUIREMENTS

none

MODE OF DELIVERY

In class



PRESENTER(S)

John Steh

WHO SHOULD ATTEND

Managers, School Administrators, SOS, AH, SOAA, EAA

DATE(S)

October 15, 2008 or April 7, 2009

TIME

8:30 a.m. to 11:30 a.m.

LOCATION

Centre for Leadership and Learning

CONTACT

John Steh Ext. 3648

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Introduction to the Media and Issues Management

OVERVIEW OF MODULE

Public education is constantly in the media. Our schools receive media attention locally, provincially and occasionally across Canada. School administrators need to have the tools to respond appropriately as representatives of their schools within the York Region District School Board. Administrators may also use the media to their advantage to promote awareness of the various school initiatives to their communities.

This training session will review media basics with participants being able to experience hands-on media scenarios. The session will develop a comfort level in dealing with media regardless of the issue or event.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this interactive workshop participants will:

- Become familiar with various media, their characteristics and needs
- Understand the value of good relations with the media
- Learn how to negotiate and prepare for an interview
- Become comfortable with responding to basic media inquiries
- Understand how to pursue the media for events

SPECIAL REQUIREMENTS

Be prepared to role play and work with others in media situations.

MODE OF DELIVERY

In class



PRESENTER(S)

Lucia Cascioli, Ross Virgo

WHO SHOULD ATTEND

Required Training for Principals within their first two years of the role

Self-directed Professional Learning for Vice-Principals

DATE(S)

October 3, 2008 or February 11, 2009

TIME

8:30 a.m. to 3:30 p.m.

LOCATION

Education Centre Aurora

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Managing in a Unionized Workplace

OVERVIEW OF MODULE

In this session, we will provide an overview of the structure and contents of the collective agreements in place at the Board. Professional Misconduct and Progressive Discipline will also be reviewed, as well as the grievance process.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Understand the labour relations context
- Become familiar with the framework and contents of the collective agreements
- Understand the grievance process
- Understand the Progressive Discipline and Professional Misconduct procedure, including the process for investigations involving outside agencies (CAS, police)

SPECIAL REQUIREMENTS

Please bring your copy of the collective agreements (OSSTF, ETFO, ETFO-OT, CUPE 1734 and CUPE 1196).

If you have specific questions or areas of concerns relating to labour relations/progressive discipline, please email to presenter prior to session so that they can be addressed at the session.

MODE OF DELIVERY

In class



PRESENTER(S)

Dorothy Cammaert

WHO SHOULD ATTEND

Managers and First-time School Administrators

DATE(S)

November 18, 2008 or March 4, 2009

TIME

8:30 a.m. to 11:30 a.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Dorothy Cammaert, Ext. 2249

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

New Police Protocol and the Safe Schools Binder (Bill 212 Updates)

OVERVIEW OF MODULE

The focus of this half-day training session is going to be primarily on 'Progressive Discipline & Mitigating Circumstances'. Additionally, administrators will also review the Police Protocol to understand how it works with the new legislation. A case study approach will be used to ensure that administrators appreciate the full scope of the application of mitigating circumstances as well as help them to understand how to use progressive discipline in their schools. A representative from the police force will be asked to join us for the review of the protocol.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Review the changes to the updated Suspension and Expulsion binder
- Understand the legislation as it applies to 'Mitigating Circumstances'
- Increase their expertise in the area of progressive discipline and restorative practices
- Review the new Police Protocol

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Members of the Safe Schools Team

WHO SHOULD ATTEND

Required training for all School Administrators

DATE(S)

TBD

TIME

TBD

LOCATION

This required training will be delivered at the CEC administrators' meetings this year - ensuring that all School Administrators receive it at the required time (or in a timely fashion).

CONTACT

Dianne Hawkins, Ext. 3650

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Public Speaking

OVERVIEW OF MODULE

Participants will have the opportunity to further develop their public speaking skills and their comfort with public speaking.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this interactive workshop participants will:

- Review the challenges related to speaking in front of large groups
- Identify strategies to prepare and deliver formal speeches
- Practice delivering a speech to an audience
- Learn about available resources and access speeches for a variety of occasions

SPECIAL REQUIREMENTS

Willingness of participants to present in front of others and to receive feedback

MODE OF DELIVERY

In class



PRESENTER(S)

Lucia Cascioli, Ross Virgo

WHO SHOULD ATTEND

Managers, Principals and Vice-Principals

DATE(S)

October 23, 2008

TIME

8:30 a.m. to 11:30 a.m.

LOCATION

Education Centre Aurora

CONTACT

Lucia Cascioli, Ext. 2340

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Restorative Approaches - Facilitating Formal Restorative Conferences

OVERVIEW OF MODULE

Restorative Approaches have to be seen as a way of building and fostering healthy relationships, rather than viewed as a set of strategies for dealing with 'problematic behaviours'.

This two-day intensive training program prepares participants to take restorative leadership in their own schools (includes a half day follow up).

Participants will:

- Be introduced to current theory and research related to Restorative Approaches through a variety of interactive exercises
- Role play activities that allow participants to practice their new skills in a setting that provides support and feedback
- Understand how conferencing is an ideal method to use as part of Progressive Discipline that is required by Bill 212 – the new Safe Schools legislation, effective February 1, 2008

KEY LEARNING & IMPLICATIONS FOR PRACTICE

This training will be offered monthly during the school year. It is recommended that schools send a Principal or Vice-principal along with one or two other staff members, (this includes secretaries, EA's, CYW's, caretakers, parents, etc.) to be trained as a team. If teams can represent a family of school clusters (i.e. a secondary school as well as feeder schools), it helps the transition for students from the elementary to secondary panel.

SPECIAL REQUIREMENTS

Participants should try to become familiar with the contents of the RAYS BWV under Board Services on the portal.

In order to be certified as a formal restorative conference facilitator, participants must attend BOTH days, from 8:15am until 4:15 pm, for the duration. Participants will attend and participate in a half-day follow up session to strengthen networks and to learn from shared experiences.

MODE OF DELIVERY

In class



PRESENTER(S)

Any of: Helen Fox, Angie Dornai, Susan Logue, Dr. Marian Boer, Beverley Madigan, Carol Murray, Lisa Perez, Steve Young, Lisa Talbot

WHO SHOULD ATTEND

Principals or Vice-Principals with a school team

DATE(S)

- Option A: October 16 & 17, 2008
 - Half day follow up for this session: November 25, 2008
- Option B: November 26 & 27, 2008
 - Half day follow up for this session: January 16, 2009
- Option C: December 2 & 3, 2008
 - Half day follow up for this session: March 9, 2009
- Option D: January 22 & 23, 2009
 - Half day follow up for this session: March 9, 2009
- Option E: February 26 & 27, 2009
 - Half day follow up for this session: April 27, 2009
- Option F: March 10 & 11, 2009
 - Half day follow up for this session: April 27, 2009
- Option G: April 28 & 29, 2009
 - Half day follow up for this session: May 12, 2009
- Option H: May 13 & 14, 2009
 - Half day follow up for this session: TBA

TIME

8:15 a.m. to 4:15 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Angie Dornai, angela.dornai@yrdsb.edu.on.ca

TO REGISTER

<https://bww.yrdsb.ca/connect2learn>

Restorative Approaches in York Region Schools – Professional Learning Community

OVERVIEW OF MODULE

The Safe Schools Committee is offering administrators and system leaders a chance to participate in a Professional Learning Community (PLC) to study the philosophies, understandings, concepts and practices of Restorative Approaches in York Region Schools. The PLC will meet throughout the school year with a pre-set agenda, study materials, and readings. All materials will be provided. Meeting would be in the evenings, from 5:00pm to 7:00pm, with dinner provided. Meetings will take place at the Centre for Leadership and Learning.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Philosophy of Restorative Approaches
- Restorative Approaches integrated with other board initiatives (Integration Summit)
- Connections with, and differences between, Restorative Justice
- Resource review
- Restorative Approaches and Bill 212, Safe Schools Legislation
- Applications in the classroom - Curriculum connections – how to weave Restorative Approaches into the curriculum
- How to implement a school-wide program
- Restorative Approaches and Respectful workplaces – applications with adults in the school community – staff, parents, public.
- System-wide training – what is possible
- Restorative Approaches and differentiated instruction
- Restorative Approaches and the School Plan
- Dovetailing Restorative Approaches language into Policies and Procedures/Agenda pages, school policy
- Communication – school and community- how do you explain it?

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Facilitator: Steve Young – Principal Sutton P.S.

WHO SHOULD ATTEND

The RAYS PLC is open to any school administrator or manager.

DATE(S)

Wednesday, October 29, 2008
 Wednesday, November 26, 2008
 Wednesday, January 21, 2009
 Wednesday, February 18, 2009
 Wednesday, April 29, 2009
 Wednesday, May 20, 2009
 Wednesday, June 17, 2009

TIME

5:00 p.m. to 7:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Stephen Young, 905-722-3782

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Resume/Interview Preparation

OVERVIEW OF MODULE

Resume and Interview Preparation

KEY LEARNING & IMPLICATIONS FOR PRACTICE

You have your career goals set on a new position. There is no time like now to prepare for the interview process. The first step is your resume; it is the way you introduce yourself, your skills and your abilities. An effective resume gets the attention of the interviewers. Once you have their attention, it is time to prepare for the interview. An interview is your chance to shine so preparation is very important and will make you more confident during the process. Why not take the first step and join us for this interactive workshop!

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Human Resource Services/JoAnn McRae

WHO SHOULD ATTEND

Self-directed learning for SOS, SOAA, AH, EAA positions Managers

DATE(S)

January 8, 2009

TIME

4:30 p.m. to 7:00 p.m.

LOCATION

Education Centre Aurora

CONTACT

JoAnn McRae, Ext. 2847

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

The 7 Habits of Highly Effective People Signature Program

OVERVIEW OF MODULE

Turbulent unpredictable change, low trust, poor communication, and stagnant performance - these challenges create a heavy price on organizations as well as on you. Learn to solve these challenges with The 7 Habits of Highly Effective People.

The 7 Habits of Highly Effective People Signature program is an inspiring experience that creates a lifetime of positive change. Through this experience, you will change the way you approach your job and relationships, and you will learn how to look at problems as opportunities.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

Founded on the principles of the best selling book, The 7 Habits of Highly Effective People by Stephen Covey, the program helps you learn how to:

- Balance all aspects of your life
- Define yourself from within to become more influential
- Replace burnout with high levels of satisfaction
- Increase trust
- Meet needs more effectively through clearer understanding
- Increase your productivity and quality of work
- Better understand and meet other's needs

SPECIAL REQUIREMENTS

The cost for the program is \$175.00 per participant.

MODE OF DELIVERY

In class



PRESENTER(S)

John Steh

WHO SHOULD ATTEND

Self-directed learning for SOS, SOAA, AH, EAA positions

DATE(S)

- Option A: November 6, 20, December 4, 18, 2008,
January 15, 29, February 12, 26, 2009
- Option B: January 20, 28, February 4, 10, 17, 25,
March 4, 11, 2009
- Option C: January 21, 29, February 5, 12, 19, 27,
March 5, 12, 2009

TIME

- Option A: 4:00 p.m. to 6:00 p.m.
- Option B: 11:00 a.m. to 1:00 p.m.
- Option C: 11:00 a.m. to 1:00 p.m.

LOCATION

- Option A: Centre for Leadership and Learning
- Option B: Centre for Leadership and Learning
- Option C: Education Centre Aurora

CONTACT

John Steh, Ext. 3648

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

The 7 Habits for Leaders

OVERVIEW OF MODULE

The 7 Habits for Leaders program is a unique new approach to leadership development that helps leaders move from getting good results to great and enduring results. Designed as an intensive application-oriented learning experience that focuses on the fundamentals of great leadership, this program gives new and experienced leaders a set of tools that will help meet all of today's management challenges including: conflict resolution, prioritization, performance management, accountability and trust, execution, collaboration, team and employee development.

The program is taught as a two-day, facilitator led program that focuses on the application of the 7 Habits to the role of leader. The program includes the following components: a 360 assessment to measure leader effectiveness, participant guidebook, Manager Essentials Book with insights from Management and Leadership experts, as well as audio CDs.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will learn how to:

- Increase resourcefulness and initiative
- Define the contribution they want to make in their role as leaders
- Manage performance through a balance of accountability and trust
- Give constructive feedback
- Improve team decision-making skills by embracing – even encouraging – diverse viewpoints

SPECIAL REQUIREMENTS

The cost for the program is \$200 per participant.

MODE OF DELIVERY

In class



PRESENTER(S)

John Steh

WHO SHOULD ATTEND

Managers, Principals, Vice-Principals

DATE(S)

January 23, 2009 and January 29, 2009

TIME

8:30 a.m. to 4:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

John Steh, Ext. 3648

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Threat Assessment

OVERVIEW OF MODULE

The general purpose of training in the area of Threat Assessment in schools is to assist in creating and maintaining an environment where students, staff, parents and others feel safe. It is important to recognize that only a small percentage of students pose a threat in terms of harming themselves or others. However, recent high profile events of school violence have certainly brought the need for increased expertise regarding the degrees of threat or risk in our schools to the foreground. We have been training the last few years with Kevin Cameron from Alberta who is an expert in this area. Kevin Cameron has developed Canada's first comprehensive, multi-disciplinary violence threat/risk assessment training program and trains crisis response teams nationally and internationally.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In the Level One two-day workshop participants will:

- Understand the need to assess the degrees of threat or risk of students who pose a threat in terms of harming themselves or others

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Linda Di Marco, Helen Fox

WHO SHOULD ATTEND

Principals and Vice-principals
Special Education Staff and Guidance Counselors
All Staff

DATE(S)

January 27, 2009 and January 28, 2009

TIME

8:30 a.m. to 4:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Linda Di Marco, Ext. W313

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Transition Management: Managing the Human Side of Change

OVERVIEW OF MODULE

Barely 30% of all organizational change initiatives succeed. Even with a solid change strategy in place, plans are abandoned, implementation is delayed or employee resistance is unexpectedly high. Case studies and professional literature repeatedly identify proper management of the human side of change as the critical missing link in change initiatives.

Transition Management: Managing the Human side of change applies the work of William Bridges' *Three Phase Transition Model*, to help guide individuals and organizations through difficult changes. This model has stood the test of time and has provided individuals and organizations with a framework and tools for successfully embracing change.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will learn how to:

- Effectively lead individuals through strategic change initiatives
- Develop skills needed to help employees deal with constant change and loss due to change

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

John Steh

WHO SHOULD ATTEND

Managers and School Administrators

DATE(S)

October 30, 2008 or March 25, 2009

TIME

8:30 a.m. to 11:30 a.m.

LOCATION

Centre for Leadership and Learning

CONTACT

John Steh, Ext. 3648

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Transitioning into a New Context

OVERVIEW OF MODULE

Through an appreciative inquiry framework, participants will experience a model for working with their new staff to celebrate and build on the work of the predecessor, and collaborate in identifying future directions.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

As you prepare to leave your current work context and begin to plan the entry into your new context, we would like to support your transition with a workshop designed to assist you in transitioning through experiencing:

- An appreciative inquiry transition model
- Understanding the research on the links between transition and positive change
- Developing a plan to enhance trust and relationships with your new staff

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Gord Wagner

WHO SHOULD ATTEND

Managers, Principals, and Supervisory Officers

DATE(S)

June 10, 2009

TIME

1:00 p.m. to 4:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Assessment & Evaluation: Assessment for Learning

OVERVIEW OF MODULE

Participants will deepen their understanding of “assessment for learning” as defined in the board’s “Guidelines for Assessment and Evaluation”. Methods for School Administrators to support teachers in improving student achievement by becoming more assessment literate will be experienced.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will demonstrate an understanding of:

- Steps to Sound Assessment
- Guiding Principles for Assessment and Evaluation
- Policies and board directions on Assessment and Evaluation

All within the context of supporting teachers to improve student achievement by becoming more assessment literate

SPECIAL REQUIREMENTS

Principals participating in the Literacy Collaborative Change Management sessions commit to collecting data and monitoring progress with a submission of an annual school report which is presented each year at a Literacy Learning Fair.

In class



PRESENTER(S)

Kyn Barker

WHO SHOULD ATTEND

Required training for First-time School Administrators and Self-directed learning for Experienced Administrators

DATE(S)

October 6, 2008

TIME

8:30 a.m. to 11:30 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Kyn Barker, Ext. 3430

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Assessment & Evaluation: Data for School Improvement

OVERVIEW OF MODULE

Participants will deepen their understanding of how to access and use student achievement data including EQAO, Report Card, DRA, PM/AJ, At Risk, suspension rates, etc.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will demonstrate an understanding of:

- How to access ReportNet and other school student achievement data
- How to use data in school planning
- How to ensure the delivery of assessment - based instruction that is differentiated to intentionally support the strengths, needs and interests of each student to improve student achievement and success in all subjects and programs

SPECIAL REQUIREMENTS

Participants are to bring their lap-top computers.

MODE OF DELIVERY

In class



PRESENTER(S)

Daria Lindsey, Kyn Barker

WHO SHOULD ATTEND

Required training for First-time School Administrators and Self-directed learning for Experienced Administrators

DATE(S)

November 18, 2008 or February 19, 2009

TIME

8:30 a.m. to 11:30 a.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Kyn Barker, Ext. 3430

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Budget Management & Organization

OVERVIEW OF MODULE

Managing budgets and Board assets is an important area of administrative accountability. Policies and procedures related to the stewardship of funds and assets must be strictly adhered to. Support Staff administer and track funds related to schools and departments. In this session we will review your responsibility and expectations of the administration of funds.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Review appropriate use of funds
- Review school cash.net
- Use practical examples
- Review procedures for purchase, safeguarding and dispositions of Board assets
- Review Petty Cash
- Review School Generated Funds

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Nicky Kalogirou, Christine Lewis

WHO SHOULD ATTEND

Required learning for SOS, SOAA, EAA positions

Self-directed learning for AH positions

DATE(S)

Option A: November 26, 2008

Option B: April 30, 2009

TIME

Option A: 8:30 a.m. to 11:30 a.m.

Option B: 9:00 a.m. to 12:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Nicky Kalogirou, Ext. 2748

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Building Literacy Capacity (On-line Leading & Learning Module)

OVERVIEW OF MODULE

“Literacy is about more than reading and writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture ... Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today’s world. Indeed, it is the excluded who can best appreciate the notion of “literacy as freedom”.

UNESCO, Statement for the United Nations Literacy Decade, 2003-2012

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line learning module participants will:

- Explore personal and professional understandings of literacy to enhance their ability to articulate purpose and practice
- Generate strategies to further literacy leadership skills
- Explore literacy development at an international level
- Explore the role of school, district and provincial support in improving student achievement in literacy
- Review district-wide literacy capacity building projects to determine implications for practice
- Critically analyze the leadership skills required in developing a school-wide literacy plan
- Build instructional leadership practices in literacy, mathematical literacy, differentiated instruction and media literacy through a case study approach

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Access this on-line learning module at: <http://www.curriculum.org/leadingandlearning/main.html>

Participants may choose to experience this module as individual learning or as a facilitated group. All materials are provided on-line for either mode of learning.



PRESENTER(S)

N/A

WHO SHOULD ATTEND

First-time School Administrators
Experienced Principals
All Staff

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

Gord Wagner Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Digital Literacy Leadership Seminar (DLLS) - In partnership with ABEL (Advanced Broadband Enabled Learning)

OVERVIEW OF MODULE

Overview of Module 1 – Professional Learning Networks:

This introductory module presents participants with an overview of the five-part modular activity course and what it means to be part of a professional learning network. Participants gain awareness of course norms for on-line learning, review expectations including criteria for on-line reading responses & discussion, and learn about videoconferencing etiquette. The ePortfolio culminating task for module five and opportunities for assessment are discussed.

Overview of Module 2 – Learning and Leading Frameworks:

In this second module entitled, Learning and Leading Frameworks, participants engage in an on-line jigsaw activity via threaded discussion. The class participants will be divided into 5 groups, where each group investigates and summarizes one of the following frameworks:

1. Standards of Practice,
2. Annual Learning Plan,
3. Teacher Performance Appraisal,
4. Core Practices of Effective School Leadership, and
5. School Effectiveness Framework

Two participants will facilitate this blog activity. Publishing to the ePortfolio will be required.

Overview of Module 3 – Digital Literacies:

This third module focuses on Digital Literacies. Participants reflect on how the changing needs of 21st century learners will impact their professional practice through a series of article readings and discussions. Work Time publishing on the ePortfolio project is required provided and the second videoconference session takes place on Wednesday December 3rd, 2008. Two participants are encouraged to co-host, plan and facilitate the meeting. As part of the agenda for the f2f event, participants will provide formative feedback on the course via an on-line survey.

Overview of Module 4 – Leadership Models:

Two participants to team up and facilitate the on-line review of the course readings on Teacher and/or Principal Leadership.

Literature Review: On-line discussion regarding the impact of educational leadership through the study of the roles played by leaders, followers and the interactions between the two (J. Spillane). Self-assessment activity: What type of a leader are you?

Work TimeE: ePortfolio reflections are required.

Overview of Module 5 - Job-embedded Professional Learning:

Participants reflect on the qualities of effective professional learning experiences and investigate what the research says regarding job-embedded professional learning. Following their investigation, participants think about the implications of the principles of effective professional development on their practice as leaders.

Practice into Action: Each participant will post an upcoming professional learning activity they have planned and receive/provide constructive feedback on the events of two other colleagues in the course. Assessment and evaluation tools from the research will be explored to address the question: How can we measure our impact as leaders?

The final face-to-face session takes place via videoconference on Wednesday February 11, 2009. Two participants will co-host, plan and facilitate the meeting, and oversee the completion of the final course evaluation.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

School administrators registered in this course can reflect on how the Standards of Practice overlap with the core practices of effective school leadership. To this end, this program aims to equip school leaders with new knowledge and strategies to foster teacher leadership through the digital literacy/ ABEL program approach, in alignment with the school effectiveness planning process; and the culminating project for this seminar will be the creation and publishing of a personal professional ePortfolio.

SPECIAL REQUIREMENTS

Computer and Internet access

MODE OF DELIVERY

Blended



PRESENTER(S)

N/A

WHO SHOULD ATTEND

School Administrators

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

Janet Murphy, Ext. 3746

TO REGISTER

<https://www.yrdsb.ca/connect2learn>

ICT and the Learner and Digital Literacy: Planning for and Developing 21st Century Skills

OVERVIEW OF MODULE

These modules have been created to help provide a vision around technology-enhanced learning environments. We have set up a series of hands on activities for administrators to allow experiences of ICT and the Learner from an administrator perspective. This will enable administrators to plan purchasing, design effective school planning initiatives and work with staff in the implementation of digital literacy. These sessions are appropriate for administrators at any level of technological competency.

There are 3 options available:

Option A: After school session (2 hours). Overview of ICT and the Learner implementation

Option B: One half day hands-on experience

Option C: Option 3 is a cohort program. It consists of three half-day sessions focusing on a deeper understanding of the various tools that enhance digital literacy in your school. The final session involves interaction with the Literacy@School project as you will engage in a virtual visit with a classroom teacher. You may choose to be in Group 1 or Group 2 (depending on the dates that are most convenient for you). The expectation is that you will attend all three sessions).

All options offer an on-line component that will enable you to continue the conversation and experience the growth of ICT and the Learner in your school through the support of mentor administrators and teachers.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Develop an understanding of digital literacy and the tools available to students and staff
- Have opportunities to develop strategies for their school based upon their school plans
- Engage in a Community of Practice (CoP) designed to support school implementation plans

Topics that we will explore include:

- Contemporary Literacy Using Moodle (Blogs and Wikis) - Explore authentic opportunities for reading, writing and critical thinking through the use of Moodle tools such as Blogs and Wikis
- Media Literacy and Making Movies - Investigate the new Media Literacy strand and look at ways in which creating projects in Movie Maker and iMovie can help approach this curriculum
- GET SMART! - Using SMART technology you will experience ways to engage students and boost literacy
- Poetry in Motion - Literacy software and on-line projects
Learn how to use the basics of Flash to create Media Works, or engage in meaningful on-line activities that promote various aspects of literacy in a digital age
- ICT & Information Literacy for Teacher Librarians - Explore and share the many ways that technology can be integrated to support Information Literacy in the Library
- School Planning for technology integration - Explore and understand the options for technology deployment, cost sharing and hardware/software acquisition
- Literacy@School - Develop an understanding of this important Curriculum and Instructional Services initiative and ways in which your school can become involved

SPECIAL REQUIREMENTS

Participants are to bring their lap-top computers.

MODE OF DELIVERY

Blended



PRESENTER(S)

Curriculum and Instructional Services ICT Team

WHO SHOULD ATTEND

Principals, Vice-Principals, and Supervisory Officers

DATE(S)

Option A: October 6, 2008 or January 15, 2009

Option B: October 16, 2008 or January 16, 2009

Option C: February 13, 17, and 27, 2009

TIME

Option A: 4:00 p.m. to 6:00 p.m.

Option B: 1:00 p.m. to 4:00 p.m.

Option C: 1:00 p.m. to 4:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Todd Wright, Ext. 3373

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Information Access and Privacy (IAP)

OVERVIEW OF MODULE

Information is vital to our operations; teachers need it to teach students, trustees need it to approve budgets, payroll administrators need it to ensure we are all paid appropriately. Information is an asset in every way equal to money, people and property and must be managed. Information Asset Services ensures that the right information is available to the right people at the right time.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will learn:

- to efficiently manage files (paper and electronic)
- to understand what information can be freely given out and what needs to be protected
- to properly manage Ontario Student Records ...and HOW Information Asset Services can help

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Nancy Massie

WHO SHOULD ATTEND

Required learning for SOS, SOAA, AH, EAA positions

DATE(S)

Option A: October 21, 2008

Option B: December 3, 2008

TIME

Option A: 2:00 p.m. to 4:30 p.m.

Option B: 2:00 p.m. to 4:30 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Nancy Massie, Ext. 2015

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Instructional Intelligence Institute

OVERVIEW OF MODULE

Dr. Barrie Bennett has been working with York Region staff to increase our “Instructional Intelligence” for the past seven years. In 2008-09, Administrators have an opportunity to continue to work with Barrie to further refine their knowledge of effective instruction methods, and to deepen their skills in a range of models of coaching teachers.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Increase their knowledge of effective instructional practices by observing Barrie’s commentary on “live” lessons, and dialoguing with peers.
- Increase their knowledge of effective coaching methods by observing Barrie’s coaching demonstration with teachers, and by role playing with peers.

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Presentation, video, small and large group activities including direct experience of a range of instructional strategies and tactics, applications to classroom practice.



PRESENTER(S)

Dr. Barrie Bennett

WHO SHOULD ATTEND

Principals and Vice-Principals

DATE(S) & TIME

November 25, 2008	12:00 p.m. to 4:00 p.m. and/or
February 3, 2009	TBD and/or
April 15, 2009	4:30 p.m. to 7:30 p.m.

LOCATION

November 25, 2008	Bill Crothers S.S.
February 3, 2009	TBD
April 15, 2009	Cardinal Golf Club

CONTACT

Kyn Barker, Ext 3430

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Interviewing & Selection of Staff for Student Achievement

OVERVIEW OF MODULE

In this session participants will learn about effective processes for the interviewing and selection of potential staff.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Understand the impact of ineffective hiring practices
- Learn how to define the job they are hiring for
- Develop effective skills in assessing potential candidates
- Learn how to conduct effective interviews
- Build skills in getting the best information possible from referees

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Richard Williamson

WHO SHOULD ATTEND

Managers, First-time School Administrators and those wishing to refine their skills in selecting staff

DATE(S)

November 5, 2008 or March 31, 2009

TIME

1:30 p.m. to 4:30 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Richard Williamson, Ext. 3631

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Introduction to the Board: Policies, Procedures and Processes

OVERVIEW OF MODULE

An understanding of the structure of the Board and the processes which drive the day-to-day operations are necessary for all principals and vice-principals. As leaders of our public schools, it is their role to implement in a consistent manner, the directives of the Board and explain their importance to their school communities.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

This information session will review the basics with respect to trustee responsibilities, policies and procedures, and communications, in particular the Board's main communication websites (WWW and BWV).

The following topics will be addressed:

- Trustee elections
- Trustee meetings and committees
- Board policy and procedure review
- Communications (WWW and BWV)
- Board documents

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Lucia Cascioli, Lori Barnes

WHO SHOULD ATTEND

Managers, self-directed learning for
Principals and Vice-Principals

DATE(S)

September 25, 2008

TIME

8:30 a.m. to 11:30 a.m.

LOCATION

Centre for Leadership & Learning

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bww.yrdsb.ca/connect2learn>

Introduction to TPA

OVERVIEW OF MODULE

Teacher Performance Appraisal is a professional learning and growth opportunity that is provided to all teachers. The process is intended to support the professional growth of teachers in the interest of improving student learning. This program is designed as an introduction to TPA. Any school administrators who have not yet been trained in TPA need to attend this session.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

This training will allow newly-appointed administrators, who have never had Teacher Performance Appraisal training to learn the fundamental aspects of the process.

The following topics will be addressed:

- The legislative context of TPA
- The YRDSB philosophy of TPA
- Connecting TPA to student learning
- The process steps for TPA
- Effective practices within TPA

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Blended



PRESENTER(S)

Richard Williamson

WHO SHOULD ATTEND

Required training for First-time School Administrators

DATE(S)

October 10, 2008 or February 4, 2009

TIME

1:00 p.m. to 4:30 p.m. (Lunch is provided)

LOCATION

Centre for Leadership & Learning

CONTACT

Richard Williamson, Ext. 3631

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Literacy Collaborative: Continuous Improvement

OVERVIEW OF MODULE

The Literacy Collaborative (LC) is a learning structure that embraces long-term professional development, for school leadership teams, designed to provide a comprehensive school-wide approach to literacy instruction. The goals are to increase students' Literacy achievement by: 1) using assessment data for instruction and selection of resources; 2) building teacher and administrator capacity in literacy instruction; and 3) building sustainable, collaborative professional learning communities within schools and among schools across the district.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop series participants will engage in opportunities to learn with external partners about:

- Using data to improve student learning
- Developing successful classroom assessment and instruction that shares successful practices
- Innovative methods to improve learning for all students
- Developing learning communities

SPECIAL REQUIREMENTS

Principals participating in the Literacy Collaborative Change Management sessions commit to collecting data and monitoring progress with a submission of an annual school report which is presented each year at a Literacy Learning Fair.

MODE OF DELIVERY

In class



PRESENTER(S)

M. Fullan and C. Rolheiser (OISE/UT Research Partners)
Supervisory Officers,
Curriculum and Instructional Services Staff

WHO SHOULD ATTEND

School teams, at a minimum, comprised of a Principal, a Literacy Teacher and a Special Education Resource Teacher (SERT)

DATE(S) & LOCATION

LC Kick-off Dinner with Michael Fullan:
Tuesday, September 16 Sheraton Parkway

Session 1:

Monday, October 20	Premiere Ballroom - Secondary
Monday, October 27	Premiere Ballroom – Group A
Wednesday, October 29	Premiere Ballroom – Group B
Thursday, October 30	Premiere Ballroom – Group C
Thursday, November 13	Premiere Ballroom – Group D

Session 2:

Thursday, January 8	Premiere Ballroom – Group A
Wednesday, January 14	Premiere Ballroom – Group D
Thursday, January 15	Premiere Ballroom – Group B
Thursday, January 22	Premiere Ballroom – Group C
Thursday February 12	Premiere Ballroom - Secondary

Session 3:

Wednesday, March 25	Premiere Ballroom - Secondary
Thursday, March 26	Premiere Ballroom – Group A
Thursday, April 2	Premiere Ballroom – Group B
Thursday, April 16	Premiere Ballroom – Group C
Wednesday, April 22	Premiere Ballroom - Group D

Literacy Fair: Sheraton Parkway

Wednesday May 13	Central and North
Thursday May 14	East and West

TIME

TBD for 2008/09

CONTACT

Barbara Heffler, Ext. 3449

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Literacy Walk-Through Training

OVERVIEW OF MODULE

Shared Beliefs and Understandings: Literacy Walk-Throughs questions and conversations support teachers ability to be able to articulate what they do and why they teach the way they do.

Literacy Walk-Throughs occur when administrators walk through classrooms using a prescribed framework to observe patterns over time in order to generate reflective questions for teachers. It is a methodology for administrators to use to engage in reflective inquiry with teachers to impact student learning and support the learning culture within the school. It creates an explicit framework to observe and talk about teaching decisions in and across our classrooms that promote learning together as teachers and administrators.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

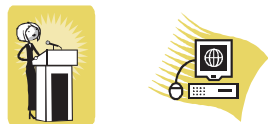
- Use a framework to observe classroom instructional practices
- Observe teacher decisions and generate a variety of teacher practices
- Develop reflective questions using a prescriptive methodology
- Frame questions that lead to meaningful conversations
- Use technology as a means to gather data to create questions
- Engage in conversations with teachers to impact student learning

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Participants will have the opportunity to choose workshops that reflect their level of understanding and implementation of literacy walk-throughs. A variety of learning opportunities will be used to support the learning process such as: visiting classrooms, designing questions and dialoguing with colleagues and teachers.



PRESENTER(S)

N/A

WHO SHOULD ATTEND

Required training for all First-time School Administrators and experienced Principals who have not been trained.

DATE(S)

The yearly calendar for walk-throughs will be developed in early September as aligned with the board calendar communicated through a board memo. Participants will use Connect2Learn to sign up for each session

TIME

N/A

LOCATION

Schools volunteer to host sessions

CONTACT

Kim Smith, Ext. 3716

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

MXWEB and the New School Administrator

OVERVIEW OF MODULE

Learn how to access read, edit and print your school report cards both past and present.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this interactive workshop participants will:

- Learn how to coach teachers in the preparation of report card comments based on the Ontario Curriculum
- Learn how to provide instant, ongoing access to databases created by teachers

SPECIAL REQUIREMENTS

Laptop needed. Make sure that you have contacted Scot Yake for your MXWEB password (same password used for mVal)

MODE OF DELIVERY

In class



PRESENTER(S)

Facilitator: Penny Hansen
Team Leader - Computer Resource Teachers
Assistant to Administrator - ICT
eLearning and Learning Resource Centre

WHO SHOULD ATTEND

Vice-Principals new to the role
Principals new to YRDSB

DATE(S)

Wednesday, November 5, 2008

TIME

1:00 p.m. to 3:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Penny Hansen, Ext. 3312

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Operations: Budget and Capital Renewal

OVERVIEW OF MODULE

Managing budgets and Board assets is an important area of administrative accountability. Policies and procedures related to the stewardship of funds and assets must be strictly adhered to. A member of the business services team, an experienced Principal and school Support Staff will present their perspectives on managing budgets, assets and other school funds efficiently and effectively.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Clarify the sources of funds available to school administrators
- Review appropriate uses of the funds
- Use practical examples to demonstrate potential areas of difficulty
- Identify actions administrators can take to ensure funds are being accounted for and managed properly
- Emphasize the importance of implementing controls over the handling of money and other Board assets
- Review Ministry guidelines for Tangible Capital Assets and provide an understanding of the impact on the Board's schools
- Demonstrate the effectiveness of allocating a portion of the school's annual operating budget to the replacement of furniture, equipment and computers
- Review procedures for purchase, safeguarding and disposition of Board assets

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Business Services Manager
YRDSB Administrators
Business Support Staff

WHO SHOULD ATTEND

Required training for First-time School Administrators

DATE(S)

September 24, 2008 or February 11, 2009

TIME

8:30 a.m. to 11:30 a.m.

LOCATION

Centre for Leadership & Learning

CONTACT

Nicky Kalogirou, Ext. 2748

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

PPM 140 - Applied Methods of Behavioural Analysis

OVERVIEW OF MODULE

On May 18, 2007, the Ministry of Education released Policy and Program Memorandum 140 (PPM 140) concerning Applied Behavioural Analysis (ABA). School boards have been directed through PPM 140 to use ABA methods with students with Autism Spectrum Disorders (ASD) in accordance with their Individual Education Plans and to incorporate transition plans, where appropriate, into the students' IEPs.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

The purpose of this training is to:

- Inform administrators of their compliance requirements of PPM 140
- Provide administrators with an understanding of ABA principles for the programs of students with ASD as administrators engage in the TPA and NTIP processes
- Further support the Resource Guide that will be sent to schools this fall on effective educational practices for students with ASD
- Provide support to administrators as they review the IEPs of students with ASD so that the IEPs comply with Ministry requirements

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Barbara Duncan and Special Education Staff with expertise in ASD

WHO SHOULD ATTEND

Required training for all first-time School Administrators and any who missed the required Board training in the 2007/2008 school year.

DATE(S)

November 3, 2008

TIME

8:30 a.m. to 4:00 p.m.

LOCATION

Centre for Leadership & Learning

CONTACT

Barbara Duncan, Ext. 3206

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Special Education - Part I

OVERVIEW OF MODULE

As champion of students with exceptionalities, administrators must be knowledgeable and apply the legislative requirements and Board protocols. To be effective, they must know how to support students, teachers, and programs.

This workshop is an interactive session involving professional dialogue, case studies and problem-based decision-making.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Explore the principal's role regarding students with exceptionalities as defined in Regulation 181/98
- Learn about the funding formula and the funding implications
- Review the definitions of exceptional students and apply these to the identification of students through the IPRC process
- Review Individual Education Plans (IEPs) for strengths and areas of improvement
- Review the principal's role in evaluation of delivery of Special Education programs, assessment and evaluation of Special Education teachers, and explore how to support teacher growth
- Consider strategies to develop and implement Special Education in the school plan
- Learn how to assess YRDSB resources to support you in resolving issues related to Special Education

SPECIAL REQUIREMENTS

Bring your laptop computers and your copy of the YRDSB Special Education binder

MODE OF DELIVERY

In class



PRESENTER(S)

Louise Moreau

WHO SHOULD ATTEND

Required Training for First-time School Administrators

DATE(S)

February 25, 2008

TIME

8:30 a.m. to 3:30 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Special Education - Part 2

OVERVIEW OF MODULE

To respond effectively to the needs of Special Education students, administrators are presented with a myriad of decisions. This in-depth, interactive workshop is intended to refine administrators' skills in making sound decisions in the interest of students in their care.

This workshop is an interactive session involving professional dialogue, case studies and problem-based decision-making.

This is the second of a two-part series.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this interactive workshop participants will examine:

- The Special Education supports and services available within and exterior to the board
- Legal issues and implications in Special Education
- How to work with all relevant stakeholders including students, teachers, educational assistants, parents, advocates, and support services for effective case management
- How to develop and share strategies to anticipate risks, assess possible solutions, and avoid and manage conflict regarding decisions that relate to Special Education students and programs

SPECIAL REQUIREMENTS

The binder that was provided in Session I.

MODE OF DELIVERY

In class



PRESENTER(S)

Louise Moreau, Brenda Bowlby, Lawyer, Hicks Morley and Regional Special Education Services staff

WHO SHOULD ATTEND

Required training for First-time School Administrators

DATE(S)

April 1, 2009

TIME

8:30 a.m. to 3:30 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Technology Skills - Microsoft Suite

OVERVIEW OF MODULE

This session will provide tips and techniques to aid you in becoming more efficient and productive when using Microsoft Office 2003 applications: Word, Outlook, Excel and Publisher. You will also learn tricks to becoming more proficient with the general use of your YRDSB computer.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will explore:

- Smart and easy ways to maximize Microsoft Word 2003 (and minimize its annoying nuisances)
- Ways to overcome and deal with e-mail overload in Microsoft Outlook 2003
- Tips to maximize the functionality of Microsoft Excel 2003 (the easy way!)
- Design and layout tips for Microsoft Publisher 2003
- Tips and tricks to feel more in control of your YRDSB computer

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Karen Thompson

WHO SHOULD ATTEND

Required learning for SOS, SOAA, AH, EAA positions

DATE(S)

October 15, 2008 or
May 20, 2009

TIME

8:30 a.m. to 4:00 p.m.

LOCATION

TBD

CONTACT

Karen Thompson, Ext. 2461

TO REGISTER

<https://www.yrdsb.ca/connect2learn>

Technology Skills - Part 2 (Conferencing Equipment)

OVERVIEW OF MODULE

In this session, participants will learn about how to facilitate online meetings and videoconferencing using vConnect, the Board's implementation of Adobe Connect which is supported by the Ministry. We will examine the use of the related hardware, including webcams and microphones/headsets, along with the use of the web-based application in conjunction with desktop programs, including Microsoft Office.

Participants are asked to bring along any items they will be specifically using for their meetings and conferences if available (i.e. laptop/webcam/headset etc.) to make the session as relevant as possible to your particular location. Laptops will be available for those without one.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will explore:

- Web Cams, Video Conferencing, Teleconferencing

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Leadership Development/Derek Hackshaw

WHO SHOULD ATTEND

Required learning for EAA positions

Self-directed learning for SOS, SOAA, AH positions

DATE(S)

March 5, 2009 or May 13, 2009

TIME

2:00 p.m. to 4:30 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Derek Hackshaw, Ext. 3649

TO REGISTER

<https://www.yrdsb.ca/connect2learn>

Technology Skills - Part 3 (Board Programs)

OVERVIEW OF MODULE

Learn the fundamentals and procedures for Board Calendar, Portal, Room Booking, Connect2Learn

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Navigate the portal
- Learn tips and short cuts
- Learn how applications are best utilized

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Lisa Gibson, Michele Scott, Pia Bottero

WHO SHOULD ATTEND

Required learning for SOS, EAA positions

Self-directed learning for SOAA, AH positions

DATE(S)

November 20, 2008

TIME

Required Learning: 2:00 p.m. to 4:00 p.m.

Self-Directed Learning: 4:00 p.m. to 6:30 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Lisa Gibson, Ext. 2272

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Trillium

OVERVIEW OF MODULE

This session will provide an overview of the various functions within Trillium...our Student Management System. An understanding of the process involved in maintaining data within the database will be covered.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Understand the importance of enrolment data being maintained completely and accurately on an ongoing basis

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

TBD

WHO SHOULD ATTEND

Required learning for SOS, SOAA, AH positions

Self-directed learning for EAA positions

DATE(S)

Required learning: November 11, 2008

Self-directed learning: November 12, 2008

TIME

Required learning: 8:30 a.m. to 4:00 p.m.

Self-directed learning: 12:00 p.m. to 4:00 p.m.

LOCATION

TBD

CONTACT

Nona Legresley, Ext. 2699

TO REGISTER

<https://www.yrdsb.ca/connect2learn>

Use of Technology: Introduction to mVal

OVERVIEW OF MODULE

This workshop session is an introduction to the mVal software used in the Teacher Performance Appraisal process. The session will be a hands-on working session to become familiar with the use of the software relative to the YRDSB philosophy for performance appraisals.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

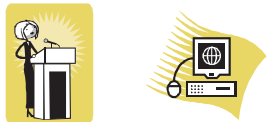
- Be introduced to the mVal software used in the TPA process
- Become familiar with the software through hands-on practice
- Understand how the mVal software supports the YRDSB philosophy of TPA

SPECIAL REQUIREMENTS

Those attending will need to bring their laptop computers and be able to access wireless internet.

MODE OF DELIVERY

Blended



PRESENTER(S)

Richard Williamson and guest administrators

WHO SHOULD ATTEND

First-time School Administrators or those wishing a refresher with the mVal software

DATE(S)

October 14, 2008 or February 10, 2009

TIME

1:30 p.m. to 4:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Richard Williamson, Ext. 3631

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Use of Technology: ReportNet

OVERVIEW OF MODULE

ReportNet is the system data warehouse from which school administrators can draw the necessary student data for the purposes of planning for improved student learning. This training session is designed to give participants a chance to learn how to use ReportNet as well as to examine how to use the data that can be found within it. Participants will be provided with a short project to do using the ReportNet software prior to meeting face-to-face. This will provide participants with an opportunity to engage with the software and to run reports.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

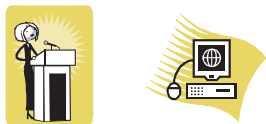
In the on-line component participants will complete a guided assignment in the use of ReportNet. The assignment will be to create and run reports that contain specific student data. In the face-to-face component, participants will engage in discussion about the use of the student data in the context of the YRDSB school planning process.

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Blended.



PRESENTER(S)

Nada Bimbilov & Richard Williamson

WHO SHOULD ATTEND

First-time School Administrators and those wishing a refresher

DATE(S)

October 21, 2008 or February 3, 2009

TIME

1:30 p.m. to 4:30 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Richard Williamson, ext. 3631

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Coaching Skills Fundamentals

OVERVIEW OF MODULE

Coaching is a structured and focused process to build leadership capacity. Unlike mentoring, which is more oriented to the operational aspects of school leadership, coaching is designed to build broad-based leadership qualities as outlined in the Leadership Competencies document. This module is designed to train participants in using a 5-step coaching process so that coaching can be used to help others develop a consciously skilled level of leadership.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this interactive workshop participants will:

- Learn about the differences between mentoring and coaching
- Understand the 5-step process for coaching
- Develop processes to engage in a coaching relationship oriented to professional growth for 'the client'

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Richard Williamson

WHO SHOULD ATTEND

Managers, Principals with Vice-Principals
Vice-Principals who are in formal coaching relationships with other staff members

DATE(S)

October 31, 2008 or February 17, 2009

TIME

1:30 p.m. to 4:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Richard Williamson, Ext. 3631

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Committee and Supervisory Officer Portfolio Work

OVERVIEW OF MODULE

You will handle the demands of your job with the confidence, judgement, and professional acumen of the most experienced, capable assistants. Equipped with increased skills, you will open the door to more responsibility, and great credibility.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Organize dozens of priorities and people - and actually make it look easy. (In fact, it will be easier!)
- Communicate like a pro - receive and give feedback that stops mistakes before they happen
- Manage time and resources expertly - you will reduce frustration and gain hours every day
- Delegate work without worry; even if you lack authority, you can get help and get it done right
- Smooth the peaks and valleys in your workload and put an end to chaos and panic

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Secondary Administrative Assistants/Norma Hick, Michele Scott

WHO SHOULD ATTEND

Required learning for SOS, SOAA, EAA positions
Self-directed learning for AH positions

DATE(S)

January 22, 2009

TIME

2:00 pm. to 5:00 p.m.

LOCATION

Education Centre Aurora

CONTACT

Norma Hick, Ext. 2456

TO REGISTER

<https://bww.yrdsb.ca/connect2learn>

Data Quality Management

OVERVIEW OF MODULE

Data Quality Management strategy is to ensure that our data is complete, accurate and reported to the Ministry on time. The Data Quality Management strategy is designed to inform our practice and decision making while maximizing Ministry funding for student learning.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Learn about school based data quality management teams and how they are working together to enhance data coherence to improve organization operations and student achievement.

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Richard Cherry, Carolien Dannrath

WHO SHOULD ATTEND

Required learning for SOS, SOAA, AH positions
Self-directed learning for EAA positions

DATE(S)

September 24, 2008 or February 20, 2009

TIME

1:00 p.m. to 4:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Carolien Dannrath, Ext. 2761

TO REGISTER

<https://www.yrdsb.ca/connect2learn>

Distributing Leadership (On-line Leading & Learning Module)

OVERVIEW OF MODULE

“The heads in the study had deliberately chosen a form of leadership to move the school forward that empowered others to lead and distribute leadership activity throughout the school...While headteachers’ responses to problems varied, depending on the circumstance or situation, their value position remained consistently one of empowering pupils, staff and parents...The study revealed a complex and compelling picture of leadership.”

Alma Harris, 2002

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line learning module participants will:

- Build a common understanding of what is meant by Distributed and/or Shared Leadership
- Assess current practice
- Examine and expand examples of Distributed Leadership currently in use within their schools
- Build their knowledge of research to inform practice
- Explore the relationship of Distributed Leadership and student achievement
- Gain familiarity with and begin to plan using the phases of implementation for school improvement
- Explore and generate organizational structures that support and are indicative of Distributed Leadership

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Access this on-line learning module at: <http://www.curriculum.org/leadingandlearning/main.html>

Participants may choose to experience this module as individual learning or as a facilitated group. All materials are provided on-line for either mode of learning.

PRESENTER(S)

N/A

WHO SHOULD ATTEND

Managers, First-time School Administrators
Experienced Principals

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>



Facilitation Skills

OVERVIEW OF MODULE

This is a four-part interactive workshop series designed to develop facilitation skills to increase participation of your meeting participants.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop series participants will:

- Learn to structure a facilitation
- Apply core facilitation practices
- Facilitate a team through the process of forming, storming, norming and performing
- Learn intervention strategies to manage participant behaviour
- Learn about and practice facilitation processes using specific tools for decision-making

SPECIAL REQUIREMENTS

Participants will practice facilitating in the small group to which they are assigned

MODE OF DELIVERY

In class



PRESENTER(S)

The Leadership Development Team

WHO SHOULD ATTEND

Managers

First-time School Administrators

Experienced School Administrators

DATE(S)

October 21, 29, November 6, 13, 2008
or March 25, April 2, 15, 28, 2009

TIME

8:30 a.m. to 11:30 p.m.

LOCATION

Centre for Leadership & Learning

CONTACT

Dianne Hawkins, Ext. 3650

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Health & Safety: Legislated Responsibilities

OVERVIEW OF MODULE

To meet Occupational Health & Safety Act requirements, Principals must receive training on the legislative system for resolving Health and Safety concerns.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line learning module participants will:

- Understand the powers and expectations of Ministry of Labour Inspectors
- Identify, understand and be able to apply the sections of the OHSA regarding a work refusal
- Understand what a critical injury is and be able to manage the situation
- Recognize and understand the essential elements of due diligence

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

On-line



PRESENTER(S)

On-line learning module

WHO SHOULD ATTEND

Required training for first-time School Administrators. Updates to the legislated responsibilities are required training for experienced Principals.

DATE(S)

Available Fall, 2008

TIME

N/A

LOCATION

N/A

CONTACT

Renate Kaskow, Ext. 2324

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Health & Safety: Standard First Aid Training

OVERVIEW OF MODULE

This course teaches an emergency approach on how to manage medical emergencies and render life saving care until professional help arrives.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

This two-day hands-on classroom training is provided by a Board approved First Aid delivery organization and the training they deliver includes: the law; communicable diseases; airway, breathing, circulation; rescue breathing; adult/child C.P.R.; heart attack and stroke; choking (conscious/unconscious); shock; wounds and bleeding; muscular/skeletal emergencies; head and spinal emergencies; burns; respiratory emergencies; seizures; diabetic emergencies; poisoning; triage; and crisis intervention.

SPECIAL REQUIREMENTS

Wear comfortable clothing

MODE OF DELIVERY

In class



PRESENTER(S)

Board approved First Aid delivery provider

WHO SHOULD ATTEND

Managers

Vice-Principals and Principals

DATE(S)

November 11, 12, 2008

or April 27, 28, 2009

TIME

8:30 a.m. to 4:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Renate Kaskow, Ext. 2324

Janet Luscher, Ext. 2486

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Health & Safety: WHMIS Initial Training

OVERVIEW OF MODULE

This is an on-line learning module designed to provide an overview of the workplace hazardous materials information system.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line learning module participants will learn the purpose of WHMIS; exemptions of WHMIS; the hazards of controlled products; the contents of supplier and workplace labels and material safety data sheets and the purpose and significance of the information contained on labels and a material safety data sheet; the type of workplace label used at YRDSB; the location of material safety data sheets in the workplace; and procedures to be followed in case of an emergency involving a controlled product.

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

On-line



PRESENTER(S)

N/A

WHO SHOULD ATTEND

All School Administrators

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

Janet Luscher, Ext. 2486

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

International Study Tours

OVERVIEW OF MODULE

Opportunities to participate in international leadership and learning study tours will be offered when appropriate. Careful preparation that includes clear reference to Board and School Plans for Continuous Improvement along with Leadership Action and Growth Planning will inform the elements of the visit. Participants are expected to prepare knowledgeably, participate actively, and follow-up effectively to ensure improved student learning results.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

N/A

SPECIAL REQUIREMENTS

N/A

MODE OF DELIVERY

N/A

PRESENTER(S)

Coordinating Council of Superintendents

WHO SHOULD ATTEND

Staff who benefit specifically from the leadership and learning study tour

DATE(S)

As identified in planning, normally outside of instructional school days as identified in the school year calendar

LOCATION

TBA

CONTACT

Dean Bodkin, Ext. 3629

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Leadership Study Forum

OVERVIEW OF MODULE

- Align with The Quest Conference theme each year
- To discuss current educational issues and research presented at Quest
- To share participant research relative to The Quest theme
- To publish an annual professional journal: The Quest journal
- To support future post-graduate students through their engagement with Leadership Study Forum

KEY LEARNING & IMPLICATIONS FOR PRACTICE

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Kathy Witherow, Richard Williamson

WHO SHOULD ATTEND

All staff with, pursuing or interested in pursuing, post-graduate degrees who are interested in dialogue around educational issues and research associated with the Quest Conference theme of *Focused Leadership that Deepens Learning*.

DATE(S)

Monday, October 20, 2008

Tuesday, January 27, 2009

Monday, March 30, 2009

Tuesday, June 2, 2009

TIME

5:00 p.m. to 7:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Richard Williamson, Ext. 3631 or

Kathy Witherow, Ext. 3630

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Legal Issues

OVERVIEW OF MODULE

This module will focus on legal issues that administrators may face in the day to day operations of your school. Issues such as investigating teacher sexual misconduct, School Administrators' duty toward pupils, and custody and access issues and school safety will all be covered in this half-day workshop

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this interactive workshop participants will understand:

- How to identify behaviour constituting sexual misconduct and what are your reporting requirements
- How to conduct an investigation into sexual misconduct: tips on interviewing teachers and students
- What is the School Administrators' duty of care toward a student and how to reduce the risk of injury to students
- How to maintain the safety of students where custody and access issues arise

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Jennifer Trepanier

WHO SHOULD ATTEND

Required training for first-time School Administrators. Experienced Principals wanting a refresher in legal issues.

DATE(S)

November 25, 2008

TIME

1:00 p.m. to 4:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Making Meetings Work

OVERVIEW OF MODULE

Time is a limited resource and this module will help participants make meetings useful and efficient.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this interactive workshop participants will:

- Understand the basics of meeting design and preparation
- Have an opportunity to practice facilitation skills
- Develop a repertoire of skills to handle challenging meeting situations

SPECIAL REQUIREMENTS

An on-line questionnaire will be sent to all participants prior to the session. The questionnaire needs to be completed and brought with participants to the session.

MODE OF DELIVERY

In class



PRESENTER(S)

The Leadership Development Team

WHO SHOULD ATTEND

Managers, School Administrators
Supervisors of Facility Services

DATE(S)

March 26, 2009

TIME

8:30 a.m. to 11:30 a.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Plant Services: Caretaking Operations for School Administrators

OVERVIEW OF MODULE

Clean Schools = Better Learning Environment = Better Student Achievement. This module provides School Administrators with the tools and information needed to make informed decisions regarding the caretaking operations of the school building. This includes communication, reporting, routine duties, routine maintenance, project cleaning, external maintenance, health & safety, waste management, etc.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line workshop participants will:

- Learn the difference between caretaking services and maintenance services
- Learn key contacts for various operational issues
- Understand the essential duties of the caretaker
- Understand requirements to set up an efficient cleaning schedule for their school
- Learn about required training and professional learning for caretaking staff
- Understand requirements for conducting Performance Appraisals for caretaking staff

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

On-line



PRESENTER(S)

N/A

WHO SHOULD ATTEND

Required training for first-time School Administrators

DATE(S)

Currently under development, 2008

TIME

N/A

LOCATION

N/A

CONTACT

Jacquie Copithorn, Ext. 3270

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Plant Services: Fire Safety and Awareness - Module 7

OVERVIEW OF MODULE

This on-line module will provide School Administrators with helpful information and useful resources that will assist in developing a comprehensive fire safety awareness program and provides tips for enhancing the training and emergency response of employees and designated supervisory staff within the school building. Guidance is provided for School Administrators that have responsibility for maintaining, or the use of, fire safety systems during an emergency. It includes instruction on the preparation and maintenance of a Fire Safety Plan and emergency procedures that must be followed during a fire. Appropriate fire safety planning will be an effective means in reducing fire losses from occurring in the future. We must work together to promote all aspects of fire safety within the school.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line workshop participants will:

- Understand roles and responsibilities for enhancing fire safety and emergency preparedness
- Understand why fire safety awareness and emergency response training is essential for occupants and designated supervisory staff
- Learn the importance of building fire safety features provided for fire and life safety;
- Identify gaps in current fire safety practices
- Identify the steps that can be taken to improve fire safety and emergency preparedness in the school building

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

On-line



PRESENTER(S)

N/A

WHO SHOULD ATTEND

Required annual review for School Administrators

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

Contact: Jacquie Copithorn, Ext. 3270

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Plant Services: Legislative Responsibilities - Modules 1 - 6

OVERVIEW OF MODULE

Principals have always had responsibility for their school building and grounds as mandated in the Education Act. This session provides an overview of Acts and Regulations as they relate to Plant Services, particularly life and building safety systems, and to situations a Principal may encounter regarding operation of the school building.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line series of 6 modules participants will:

- Understand the powers of the Ministry of Labour Inspector
- Understand the responsibility for maintenance of life and building safety systems
- Understand the role of the School Administrator and the role of Plant Services and how both work together to satisfy legislative requirements
 - Module 1 - Introduction
 - Module 2 - Life Safety Systems
 - Module 3 - Building Mechanical Systems
 - Module 4 - Electrical Work
 - Module 5 - Change of Use of Room or Room Number
 - Module 6 - Elevators and Platform Lifts

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

On-line



PRESENTER(S)

N/A

WHO SHOULD ATTEND

Required annual review for School Administrators

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

Jacquie Copithorn, Ext. 3270

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Positive Politics

OVERVIEW OF MODULE

Through interactive dialogue, reflection and role-playing, insights will be gained into the issues that leaders must address in their evolving role. With the involvement of guest speakers, participants will have the opportunity to experience examples of constructive and affirming approaches in addressing many of the challenging issues that arise in the day to day functioning of our schools and of our system.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Understand how to help stakeholders develop shared understandings about the school or system vision, purpose, and values
- Understand change theory and how to develop structures to promote ongoing improvement
- Understand how the organizational context affects the motivation and capacities of stakeholders
- Learn how to foster growth and development in others
- Learn how to promote their school or the system in the wider community

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Denese Belchetz

WHO SHOULD ATTEND

Managers, First-time School Administrators,
Experienced School Administrators

DATE(S)

Option A: December 11, 2008 or
Option B: April 2, 2009

TIME

1:00 p.m. to 4:00 p.m.

LOCATION

Option A: Education Centre Aurora
Option B: Centre for Leadership and Learning

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Project Management Fundamentals

OVERVIEW OF MODULE

Project Management Fundamentals will provide participants with an awareness and understanding of what project management is; as well as an opportunity to explore and practice the principles of effective project management.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this two-part workshop series participants will:

- Understand project management definitions and terms
- Learn the principles of effective project management
- Understand what is a project team and charter
- Understand what project requirements are
- Assessing risk in a project
- Estimating the resources required in a project
- Managing change in a project
- Executing the project

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

On-line



PRESENTER(S)

John Steh

WHO SHOULD ATTEND

Managers, Principals, and Vice-Principals

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

John Steh, Ext. 3648

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Resilient Leaders

OVERVIEW OF MODULE

Regardless of their particular context, leaders often experience tremendous demands, an overwhelming workload, and numerous challenges in serving all stakeholders. This on-line module will examine aspects of leadership theory and provide practical strategies to assist leaders in building resilience in order to be effective in their role.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line learning module participants will:

- Explore the nature of adversity in their role
- Examine personal tools for addressing adversity
- Review challenges in maintaining realistic optimism and protecting self-efficacy
- Learn and apply strategies to build personal resilience

SPECIAL REQUIREMENTS

This workshop is an excellent follow-up to the Emotional Intelligence workshop described within the Building Relationships section of this framework. Although it is not essential for participants to have completed the Emotional Intelligence workshop prior to doing this on-line module, your understanding of the content of this on-line module will be enhanced by having participated in the E.I. workshop.

Prior to beginning this module, contact Terri English at ext. 3633 to receive a copy of Resilient School Leaders: Strategies for Turning Adversity into Achievement. This text is needed to complete some of the on-line activities.

MODE OF DELIVERY

On-line



PRESENTER(S)

N/A

WHO SHOULD ATTEND

Managers, Principals, Vice-Principals, Supervisory Officers

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

Dianne Hawkins, ext. 3650

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Supporting Professional Learning (On-line Leading & Learning Module)

OVERVIEW OF MODULE

"If we view professional development as an ongoing, job-embedded process, every day presents a variety of learning opportunities. These opportunities occur every time a lesson is taught, an assessment is administered, a curriculum is reviewed, a professional journal or magazine is read, a classroom activity is observed, or a conversation takes place with another teacher or administrator. The challenge is to take advantage of these opportunities, to make them available, to make them purposeful, and to use them appropriately."

Guskey, T. R. 2000

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line learning module participants will:

- Explore examples of visible school leadership for ongoing professional learning
- Learn how to translate a vision for student learning into concrete change processes
- Expand research knowledge about professional learning
- Learn how to use data to inform planning priorities and support change initiatives
- Study the characteristics of professional learning communities
- Explore the risk-taking and conflict associated with collective inquiry and experimentation
- Learn how to work with those who resist change
- Explore ways to achieve sustainability in practice

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Participants may choose to experience this module as individual learning or as a facilitated group. All materials are provided on-line for either mode of learning.

Access this on-line learning module at: <http://www.curriculum.org/leadingandlearning/main.html>

PRESENTER(S)

N/A

WHO SHOULD ATTEND

First-time School Administrators
Experienced School Administrators

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

Gord Wagner, ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>



The Fundamentals of Coaching

OVERVIEW OF MODULE

Coaching is a focussed process to build leadership capacity. Unlike mentoring, which is more oriented to the operational aspects of school leadership, coaching is designed to build broad-based leadership qualities as outlined in the Leadership Competencies document. This module is designed to train participants in using a 5-step coaching process.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will:

- Learn about the differences between mentoring and coaching
- Understand the 5-step process for coaching
- Develop processes to engage in a coaching relationship oriented to professional growth for 'the client'

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Richard Williamson

WHO SHOULD ATTEND

Self-directed learning for SOS, SOAA, AH, EAA positions

DATE(S)

December 17, 2008

TIME

4:30 p.m. to 7:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Richard Williamson, Ext. 3631

TO REGISTER

<https://www.yrdsb.ca/connect2learn>

Time Management & Other Workload Strategies Part I: “Staying Focused on your Highest Priorities”

OVERVIEW OF MODULE

Many of us find ourselves challenged by competing demands on our time and attention. As well, the complexity of today's world has made staying focussed on the things that are important in both our personal and professional life, challenging to say the least. So how does one stay focussed on our highest personal and professional priorities?

When effort isn't aligned with an individual's top priorities, it becomes increasingly easy to get distracted and seem busy with unimportant things. Even modern day technologies such as email and blackberry's intended to make our lives easier, often trap individuals in an onslaught of information and distraction. As a result, individuals often become distracted and feel pressure to respond to situations that are perceived as urgent rather than focusing and acting on their highest priorities and what is truly important.

Based on the work of The 7 Habits of Highly Effective People – Habit 3 – Putting First Things First – this session will give participants an awareness of time management principles that will help individuals clarify, focus on, and execute their highest priorities as well as bring balance back into their lives.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

This session will help leaders:

- Understand how to deal with key priorities first and waste less time in crisis mode, resulting in higher productivity and more life balance
- Focus on top priorities
- Eliminate unimportant activities
- Plan weekly – adjust daily

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

John Steh

WHO SHOULD ATTEND

Managers, Vice-Principals, and Principals

DATE(S)

December 3, 2008 or March 10, 2009

TIME

8:30 a.m. to 11:30 a.m.

LOCATION

Centre for Leadership and Learning

CONTACT

John Steh, Ext. 3648

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Time Management & Other Workload Strategies Part 2 (On-line Module)

OVERVIEW OF MODULE

This workshop focuses on implementing best practices for dealing with increased pressure on your time and demands to accomplish the everyday tasks that come with the role of school leader.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line module, participants will develop:

- Strategies to get organized
- Time management techniques
- Approaches to deal with conflicting priorities
- Procedures that supports the effective use of time
- Strategies to manage information
- Strategies to understand your own approach to solving workload conflicts
- Methods to improve your own productivity

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

On-line



PRESENTER(S)

N/A

WHO SHOULD ATTEND

Managers, Vice-Principals, and Principals

DATE(S)

N/A

TIME

N/A

LOCATION

N/A

CONTACT

Dianne Hawkins, Ext. 3650

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Introduction to the Principals Qualification Programs (PQP)

OVERVIEW OF MODULE

This session is designed for those teachers who are considering officially entering the Principal Qualification Program and are considering beginning the process to have all requisite course/ qualifications in place. Candidates will have an opportunity to speak to representatives from the various providers of the Principals Qualifications Program in the greater Toronto area, in order to select the course which best works with their schedule and life. In addition, participants will receive information about YRDSB's Vice-Principal Internship program and other courses/resources available to support them in their leadership journey.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this in class module, participants will:

- learn about the courses required to qualify for the Principals Qualifications course
- receive an overview of the content of the Principals Qualifications Program
- learn about the PQP practicum and hear examples of the work of previous program candidates
- have an opportunity to speak to representatives from a variety of PQP course providers, including ETFO, Ontario Principals Council, OISE/UT, and York University
- receive information on additional leadership courses and supports available through the Leadership Development department

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Dianne Hawkins

WHO SHOULD ATTEND

Teachers considering pursuing Principal Qualifications courses

DATE(S)

TBA

TIME

4:00 p.m. to 6:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Dianne Hawkins, Ext. 3650

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Leadership and You - Part 1 and Part 2

OVERVIEW OF MODULE

Are you interested in Leadership? Are you aspiring to a formal leadership position in our Board? Leadership and You is an introductory program for all staff – Teachers and Support Staff - that are interested in exploring the concept of leadership.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

The program is divided into two parts:

- Part 1 examines some of the fundamentals of Leadership – What is Leadership; Understanding Personalities: Developing a Team, Working through Change, and Developing Positive Work places
- Part 2 goes into more depth focussing on the behaviours and practices of effective Leadership: Emotional Intelligence, Setting Priorities and Managing your time, Facilitation Skills, Effective Meetings, and Transition Management

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

On-line



PRESENTER(S)

John Steh

WHO SHOULD ATTEND

All staff aspiring to a Leadership role

DATE(S)

Part 1: October 7, 2008, October 21, 2008, November 4, 2008, November 18, 2008 and December 2, 2008

Part 2: March 10, 2009, March 24, 2009, April 7, 2009, April 22, 2009, May 5, 2009 and May 19, 2009

TIME

4:00 p.m. to 6:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

John Steh, Ext. 3648

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

The 7 Habits of Highly Effective People Signature Program

OVERVIEW OF MODULE

Turbulent, unpredictable change, low trust, poor communication, and stagnant performance - these challenges create a heavy price on organizations as well as on you. Learn to solve these challenges with The 7 Habits of Highly Effective People.

The 7 Habits of Highly Effective People Signature program is an inspiring experience that creates a lifetime of positive change. Through this experience, you will change the way you approach your job and relationships, and you will learn how to look at problems as opportunities.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

Founded on the principles of the best selling book, The 7 Habits of Highly Effective People by Stephen Covey, the program helps you learn how to:

- Balance all aspects of your life
- Define yourself from within to become more influential
- Replace burnout with high levels of satisfaction
- Increase trust
- Meet needs more effectively through clearer understanding
- Increase your productivity and quality of work
- Better understand and meet other's needs

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

John Steh

WHO SHOULD ATTEND

All staff

DATE(S)

- Option A: November 6, 20, December 4, 18, 2008,
January 15, 29, February 12, 26, 2009
- Option B: January 20, 28, February 4, 10, 17, 25,
March 4, 11, 2009
- Option C: January 21, 29, February 5, 12, 19, 27,
March 5, 12, 2009

TIME

- Option A: 4:00 p.m. to 6:00 p.m.
- Option B: 11:00 a.m. to 1:00 p.m.
- Option C: 11:00 a.m. to 1:00 p.m.

LOCATION

- Option A: Centre for Leadership and Learning
- Option B: Centre for Leadership and Learning
- Option C: Education Centre Aurora

CONTACT

John Steh, Ext. 3648

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

“So.....You Want to be a Consultant!”

OVERVIEW OF MODULE

This is a two-part series for those teachers who are interested in being a curriculum consultant. Attendance at both sessions is required.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will explore:

Part 1: IS THIS THE JOB YOU REALLY WANT?

An exploration of the complexities of the job itself and the qualifications needed to apply as well as the characteristics and skills needed to be successful.

Part 2: INTERVIEWS AND RESUMES

This second part in the series deals with the actual process of applying for a position. We will explore writing resumes and how to answer possible interview questions. We will also discuss how to put a long-term plan in place so that when you are ready to apply, you will have what is needed.

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

Barb Heffler

WHO SHOULD ATTEND

Teachers aspiring to the role of Curriculum Consultant

DATE(S)

Part 1: April 1, 2009

Part 2: April 28, 2009

TIME

4:15 p.m. to 6:00 p.m.

LOCATION

CEC North

CONTACT

Barb Heffler, Ext. 3449

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

“So.....You Want to be a School Administrator!”

OVERVIEW OF MODULE

This is a four-part series for those teachers who are interested in exploring the idea of becoming a school administrator in the future. These informal sessions will give participants an opportunity to hear about the role of school administrator, establish a network of colleagues considering school leadership, understand the requirements for a Principalship in Ontario and begin to develop a timeline for accomplishing requisite courses in preparation for the role.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop, participants will :

- Become knowledgeable of the requirements for preparation for becoming a School Administrator
- Will explore scenarios, establish networks and become very aware of what the role of School Principal will be as outlined by the Leadership Competencies Document.

SPECIAL REQUIREMENTS

It is the hope that all participants sign up for part 1-4 in either the fall or winter term.

MODE OF DELIVERY

In class



PRESENTER(S)

Gord Wagner

WHO SHOULD ATTEND

Teachers aspiring to the role of School Principal who have not yet begun the Principal Qualifications Program (PQP I or II) and are not registered in the Vice-Principal Internship Program.

DATE(S)

Fall Session	Winter Session
Part 1: October 16, 2008	Part 1: January 20, 2009
Part 2: October 30, 2008	Part 2: February 3, 2009
Part 3: November 18, 2008	Part 3: February 17, 2009
Part 4: December 2, 2008	Part 4: March 10, 2009

TIME

4:00 p.m. to 6:00 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Subject Head Lead Teacher Development Series 2008 - 2009

OVERVIEW OF MODULE

This program will provide participants with opportunities to explore effective school leadership through sessions that focus on the Leadership Competencies of: Setting Direction and Sustaining the Vision, Building Relationships, Leading and Managing Instruction, Further Developing the Organization, and Coaching & Mentoring.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

This program is designed to help interested teachers examine the roles of subject head or lead teacher through a leadership lens. Participants will engage in building an understanding of educational leadership with an emphasis on the competencies of leadership. Participants will be required to participate in a moodle that links the learning between the face-to-face sessions.

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

Blended



PRESENTER(S)

Gord Wagner

WHO SHOULD ATTEND

Subject Heads and Lead Teachers

DATE(S)

Group 1	Group 2
Wed. Oct. 15, 2008	Thurs. Oct. 23, 2008
Wed. Nov. 12, 2008	Thurs. Nov. 13, 2008
Wed. Dec. 10, 2008	Thurs. Dec. 11, 2008
Wed. Jan. 14, 2009	Thurs. Jan. 15, 2009
Wed. Feb. 11, 2009	Thurs. Feb. 12, 2009
Wed. March 11, 2009	Thurs. March 26, 2009
Wed. April 15, 2009	Thurs. April 23, 2009

TIME

4:15 p.m. to 6:30 p.m.

LOCATION

Centre for Leadership and Learning, two sessions for Group 2 at CEC North Office (Jan. and Feb.)

CONTACT

Gord Wagner, Ext. 3895

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

WORKSHOP SESSIONS AVAILABLE TO YOUR SCHOOL OR DEPARTMENT

Emotional Intelligence

OVERVIEW OF MODULE

The common theme that runs through all attributes of leadership is people and the ability to effectively connect and interact with them. The research has clearly shown Emotional Intelligence (EQ) to be the single greatest contributor to individual excellence and leadership. Increased EQ moves individuals and teams to better surf “the waves of change”, enhance individual and team performance and ultimately achieve greater success.

As well, recent and radical changes in our world and work lives, have put increased pressures, demands, and expectations on all of us to achieve and perform at a higher level. To do this, we must look inside ourselves – to become more self aware, to be able to better manage ourselves as well as connect with others. This is the foundation of Emotional Intelligence.

This session will provide individuals with an awareness and understanding of Emotional Intelligence – what it is and what it is not, the importance of understanding the difference between intention and impact, and a focussed examination of “empathy” – the key EQ competency required to connect with others and build positive relationships.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this workshop participants will explore:

- the physiology of emotions
- intent and impact
- what occurs during an emotional hijack
- emotional triggers and default behaviour
- managing personal emotions
- managing the emotions of others

CONTACT

John Steh, Ext. 3648

Generational Differences: Understanding and Embracing the Multi-Generational Workplace

OVERVIEW OF MODULE

Over the last couple of years, the reality of massive generational change has become evident for many leaders and organizations. While the issues and challenges of an ageing population and a new attitude to work have literally been emerging, it has been a sudden awakening for many organizations.

It is essential for leaders to do more than just observe the changing times. They must also understand and adapt to the changing times. When it comes to keeping up with the trends and preparing for the future, the focus tends to be on technological shifts. Clearly, the ever-changing technologies are redefining our world and workplace. Yet, interestingly, it is the demographic changes that have more profound implications on our future and workplace.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

This session will provide leaders with:

- an awareness and understanding of these generational differences
- an opportunity to explore how using the strengths and understandings of each of the generations can work to recognize and celebrate the diversity of the generations in creating a positive workplace environment

CONTACT

John Steh, Ext. 3648

Making Changes for School/Department Improvement - Overview

OVERVIEW OF MODULE

To make a change is to understand a process, to comprehend building a bridge from idea, to action, to use. Changes are so common that individuals that are asked to make and adapt to them every day and yet, as creatures of habit, we resist change. In organizational settings, people rarely pay attention to the best way to make changes occur, or to consider if there are ways to make changes smoother, more efficiently, or more sensitivity toward those people who will be affected by the change.

Making Change is a resource that simulates organizational change in an education setting. Organized as a training game, players have fun while they learn to manage change. More importantly, players get the opportunity to try real life strategies for changing policies and practices in a fictional school district, complete with administration, school staff and members of the community.

Working as a team, the players assume the role of the “change committee,” conducting various activities to influence the people on the game board. Because Making Change is based upon real findings from educational research, the situations and the people are real, as are the roadblocks and the excitement of achieving one’s goal.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

Participants will learn how to:

- manage change by trying to influence policies and practices in a fictional school district
- work through any change process whether the change is in a school, department or organization

CONTACT

John Steh, Ext. 3648

The Fish Philosophy: Creating a Positive Workplace – Overview

OVERVIEW OF MODULE

The FISH! Philosophy is a set of simple, practical tools to help you create the work culture you've been looking for. It's a way to build stronger relationships that equip you to face your challenges more effectively. The FISH! Philosophy fulfills the most basic needs of human beings who, in turn, fulfill the needs of the organization—more connected teams, better communication, extraordinary service and higher retention.

FISH! creates a common language. A language that will help improve your culture by using four simple practices – Be There, Play, Make Their Day and Choose Your Attitude™. FISH! is a wisdom that everyone can embrace. It is an invitation that enables people to care about each other and their commitments. FISH! is an ongoing journey. It is not a fad. It is a practice and a skill that evolves over time creating a positive workplace and a vibrant culture each time it is embraced.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

FISH! Culture will help you:

- Create a more engaged and alive workplace
- Increase productivity and reduce employee turnover
- Encourage imagination and creativity and infuse a fun-filled spirit
- Inspire others to own their choice of attitudes
- Build trust and improve communications and relationships in the workplace

CONTACT

John Steh, Ext. 3648

Time Management & Other Workload Strategies: “Staying Focused on Your Highest Priorities”

OVERVIEW OF MODULE

This workshop focuses on implementing best practices for dealing with increased pressure on your time and demands to accomplish the everyday tasks that come with the role of school leader.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

In this on-line module, participants will develop:

- Strategies to get organized
- Time management techniques
- Approaches to deal with conflicting priorities
- Procedures that supports the effective use of time
- Strategies to manage information
- Strategies to understand your own approach to solving workload conflicts
- Methods to improve your own productivity

CONTACT

John Steh, Ext. 3648

True Colours: Understanding the People You Work With – Overview

OVERVIEW OF MODULE

Understanding the similarities and differences of all people leads to developing improved communication skills, greater appreciation of the uniqueness of self and others, and more meaningful relationships. This hands-on, interactive, energizing seminar will guide participants with the True Colors foundational experience. Practical and useful activities apply True Colors concepts to both personal and professional lives.

True Colors teaches everyone an easy and highly effective personality and communications tool. Experience this exciting seminar and it will change your life.

CONTACT

John Steh, Ext. 3648

Administrative Assistant Leadership Program

OVERVIEW OF MODULE

The “Administrative Assistant Leadership Program” is specifically targeted for Administrative Assistants, school and administrative centre staff who are new to the Board, existing staff aspiring to a leadership role, or experienced Administrative Assistants. Participants will have the opportunity to attain the skills, knowledge and confidence to reach their career objectives.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

The content weaves many Board initiatives that highlight expectations and future development needs such as Data Quality Management (ONSIS, Trillium), Cultural Proficiency, Emotional Intelligence and building and sustaining working relationships.

Participants will have the opportunity to ‘job shadow’ the position they are aspiring to at a time convenient for both parties (e.g. P.A. days).

SPECIAL REQUIREMENTS

None

MODE OF DELIVERY

In class



PRESENTER(S)

N/A

WHO SHOULD ATTEND

SOS, SOAA, AH, EAA

DATE(S)

Kick-Off: October 8, 2008

TIME

9:00 a.m. to 5:00 p.m.

LOCATION

N/A

CONTACT

Ann Campsall, Ext. 3626

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

The Vice-Principal Internship Program

OVERVIEW OF MODULE

The Vice-Principal Internship will intensify the focus on the core competencies that school leaders need to be successful and will align with the recruitment and succession process of the York Region District School Board. Program content will build on the Modules in PQP I and II. The Vice-Principal Internship Program will consist of a blend of face-to-face workshops, presentations and on-line learning. On-going feedback will be an integral part of the program to ensure maximum growth for the participants.

The Vice-Principal Internship is open to experienced elementary and secondary teachers who are enrolled in or have completed PQP I or PQP II and are planning to become Vice-Principals within the next two years. The complete application process will be outlined at the Vice-Principal Internship Program Information Session on September 24th, 2008.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

The Leadership Development team has created an Internship program that will equip participants with the tools necessary for personal and professional growth. Input for this program was provided by current elementary and secondary leaders in our system based on the leadership practices and dimensions outlined in the “Leadership Competencies” profile.

SPECIAL REQUIREMENTS

There is a course fee of \$50.00.

MODE OF DELIVERY

In class



PRESENTER(S)

The Leadership Development Team

WHO SHOULD ATTEND

Experienced teachers who are enrolled in or have completed PQP I or PQP II and are planning to become Vice-Principals within the next two years.

DATE(S)

October 22, 2008
November 26, 2008
December 17, 2008
January 14, 2009
February 4, 18, 2009
March 11, 2009
April 1, 22, 2009
May 6, 20, 2009
June 3, 2009

TIME

4:15 p.m. to 7:15 p.m.

LOCATION

Centre for Leadership and Learning

CONTACT

Dianne Hawkins, Ext. 3650

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

The Supervisory Officer Internship Program

OVERVIEW OF MODULE

The S.O. Internship Program is offered to current principals and managers. The program is offered over two years and provides an excellent opportunity to explore the role, responsibilities, benefits and challenges of this critical leadership position. The S.O. Internship Program is open to experienced Administrators and Managers who have obtained approval from their supervisors and have followed the application process available in the fall of 2008.

KEY LEARNING & IMPLICATIONS FOR PRACTICE

The S.O. Internship Program is designed to develop system level thinking. The program allows participants to reflect on their own professional growth through the Leadership Competencies. A coaching component will also enhance opportunities for learning.

SPECIAL REQUIREMENTS

There is a course fee of \$95.00.

MODE OF DELIVERY

In class



PRESENTER(S)

N/A

WHO SHOULD ATTEND

Managers, Vice-Principals, and Principals

DATE(S)

October 17, 2008
November 14, 2008
December 12, 2008
January 16, 2009
February 13, 2009
April 3, 2009
May 8, 2009
June 12, 2009

TIME

1:30 p.m. to 4:30 p.m.

LOCATION

Education Centre Aurora

CONTACT

Kathy Witherow Ext. 3630

TO REGISTER

<https://bwww.yrdsb.ca/connect2learn>

Additional Web-Based Leadership Resources

**Please take advantage of a number of excellent on-line resources that have been recommended for your use
by the Leadership Development Team.**

Mid-continent Research for Education and Learning (McREL)

<http://www.mcrel.org>

National Staff Development Council

<http://www.nsd.org>

The Association for Supervision and Curriculum Development (ASCD)

<http://www.ascd.org>

The National College for School Leadership (NCSL)

<http://www.ncsl.org.uk/>

Webcasts for Educators (Literacy and Numeracy Secretariat)

http://www.curriculum.org/secretariat/literacy_en.shtml

MISSION STATEMENT

Inspiring innovative, caring, knowledgeable and highly skilled leaders of today for leadership tomorrow.

OUR COMMITMENT

To develop leadership capacity within our learning organization that cultivates excellence, innovation and creativity through quality professional development that is:

- aligned with our Board Plan for Continuous Improvement;
- inclusive and equitable;
- collaborative with internal and external partners;
- inspiring and forward thinking;
- technologically enhanced;
- informed by research; and
- responsive to our changing local and global community.

Education Centre - Newmarket, Centre For Leadership & Learning
300 Harry Walker Parkway South, Newmarket, ON L3Y 8E2

Location:	Switchboard:	Automated:
Aurora/King	727-3141	727-0022
Newmarket/East Gwillimbury	895-7216	895-7227
Georgina	722-3201	722-6255
Toronto/Markham/Richmond Hill/ Vaughan/Whitchurch-Stouffville	(416) 969-8131	(416) 969-7170

Fax: 727-1931