

INTENTIONAL LEADERSHIP

INSTITUTE

Developing Instructional Leaders

SYDNEY – THURSDAY 23 & FRIDAY 24 OCTOBER

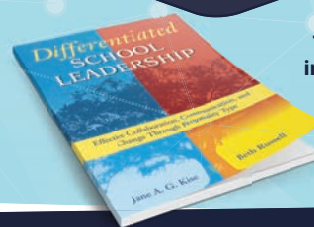
The Australian Professional Standard for Principals, with its matrix of three leadership requirements and five professional practices, makes clear the complexities of leadership. Discerning which areas need the most focus for your situation is key to setting your own professional development goals.

According to research, only fifteen per cent of leadership development programs have any lasting impact on outcomes. For leadership development to be worthwhile – and for you to reach your goals for enhancing teaching and learning – four conditions need to be met. The process needs to account for the context of your school, be directly connected to the real work of school leaders, address and incorporate your unique strengths and related blind spots, and identify ongoing priorities as well as measures of results.

In this institute, Jane Kise, leading author and expert in leadership will take participants through the four conditions of Intentional Leadership. Throughout the two-days participants will develop a deep understanding of their own strengths as leaders, how related blind spots might contribute to setbacks or derailment of instructional improvement efforts, and how their profiles compare to other leaders. Participants will discover the roles and priorities key to being successful in their own situation, using a leadership framework that encompasses the particular work of school leaders.

WHO SHOULD ATTEND

Heads of Department
Curriculum Coordinators
Instructional Coaches
Assistant Principals
Teachers Leaders
Team Leaders



This resource is included in your registration

DAY ONE

Creating Your Leadership Development Plan

Throughout day one, participants will work through the following concepts:

LEADERSHIP STRENGTHS AND RECOGNISING YOUR BLIND SPOTS

Participants will learn about Jungian personality types, identifying their own core ways of gathering information and making decisions. They will also learn about key neuroscience findings related to patterns in effective learning practices, listening patterns, stress inducers and other information that has an impact on personal development.

SETTING PRIORITIES

Leadership is situational. Participants will select their top leadership priorities and map them onto 12 research-based lenses that describe essential leadership tasks.

EMOTIONAL INTELLIGENCE

Through individual and group exercises, participants will explore their own emotional intelligence, the “social brain” implications of how harmony and relationships are essential for productivity, and how to develop more emotional intelligence in self and others.

POLARITIES AND LEADERSHIP

Each of the leadership lenses is a polarity – a pair of interdependent value sets, each of which is incomplete without the other pole. Participants will learn how to “leverage” a polarity – get the best of each pole – by mapping, assessing and learning from the common polarity of “Results and People”.

DAY TWO

Leading Teams ... Effectively

Throughout day two, participants will work through the following concepts:

UNDERSTANDING THE SCOPE OF SCHOOL LEADERSHIP

Participants will learn about the 26 School Leadership Roles, and how they align with the Australian Professional Standards for Principals and the 12 Lenses for Leadership.

PRIORITISING THE 12 LENSES OF LEADERSHIP

While all of the lenses are important, they describe tensions leaders face – between autonomy and collaboration, continuity and change, results and engagement, and so on. Participants will explore each of the lenses with the goal of choosing the three lens poles most essential to current success in their leadership role.

STRESS: IMPLICATIONS FOR LEADERSHIP

Little emphasis is placed on the role stress and work overload plays in blocking effective change initiatives, nor does general literature on school leadership support the importance of leadership in ensuring a healthy work environment. Participants will explore Lens 12: Limits and Opportunities, consider their own school climate, and learn how to handle their own stress levels and reduce stress for those around them.



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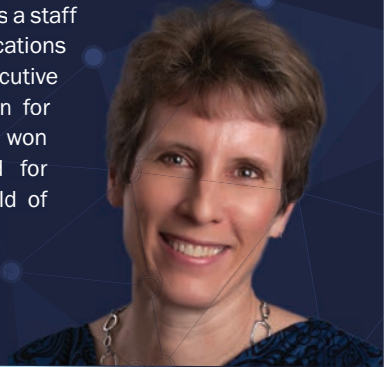
info@hbpls.com.au

PRESENTED BY JANE KISE

Jane A. G. Kise, Ed.D., is an educational consultant, specialising in teambuilding, coaching and school staff development for differentiated instruction, especially in mathematics. She is also the co-author of over 20 books, including *Creating a Coaching Culture for Professional Learning Communities*, *Differentiated Coaching: A Framework for Helping Teachers Change*, *Differentiated School Leadership*, *Differentiation Through Personality Types*, *Introduction to Type and Coaching*, *LifeKeys* and *Work it Out*. She holds an MBA in finance from the Carlson School of Management and a doctorate in Educational Leadership from the University of St. Thomas.

Kise has worked with diverse organisations, including Minneapolis Public Schools and various public and private schools, The Bush Foundation, Twin Cities Public Television and numerous

other institutions. She is a frequent workshop speaker and has presented at NSDC, NCTM, World Futures and APT International conferences, as well as workshops in Saudi Arabia and New Zealand. She has taught writing at the university level. She is a staff member of the Center for Applications of Psychological Type and an executive board member of the Association for Psychological Type. In 2005, she won the Isabel Briggs Myers Award for Outstanding Research in the Field of Psychological Type.



REGISTRATION FORM

FL1331

Individual: \$700 per person (inc. GST)

Team: \$630 per person (inc. GST)

(A team is a group of 5 people from the same organisation, registering at the same time)

INSTITUTE INFORMATION

Date: Thursday 23 & Friday 24 October 2014

Time: 9.00 a.m. – 4.00 p.m.

Venue: Waterview in Bicentennial Park
Bicentennial Drive, Bicentennial Park
(off Australia Avenue)
Sydney Olympic Park, Sydney 2127

School/Organisation

Name: _____

Address: _____

State: _____ Postcode: _____

Phone: (____) _____

Fax: (____) _____

Email address for invoice: _____

Registrant

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary requirements: _____

Team Registrant

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary requirements: _____

Team Registrant

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary requirements: _____

Team Registrant

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Position: _____

Mobile: _____

Email: _____

Dietary requirements: _____

Team Registrant

Name: _____

Position: _____

Mobile: _____

Email: _____

Dietary requirements: _____

Method of Payment

INVOICE

Please invoice school/institution (official purchase order must be supplied)

Purchase order number: _____

CREDIT CARD

School/organisation credit card Personal credit card

Visa Mastercard Amex (4% surcharge)

Card number:

Amount: \$ _____ Expiry date: _____ Signature: _____

CHEQUE

Cheque – Please make cheque payable to
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