



## The Intelligent, Responsive Leader

<b>Facilitator(s):</b>	Steven Katz
<b>Date:</b>	September 25, 2019
<b>Time:</b>	9:00 am – 3:30 pm
<b>Cost:</b>	\$150.00  (includes lunch, which is not prepared in a nut/gluten-free environment)
<b>Location:</b>	Edmonton (Fantasyland Hotel) 17700 - 87 Avenue
<b>Session Code:</b>	20-LE-018

### Target Audience

School and System Leaders

### About this Learning Opportunity

School and district leaders often feel caught in the middle between system-prescribed expectations and the experience-based judgments of practitioners. True learning organizations can harmonize these seemingly opposing forces through intelligent, responsive leadership. We will unpack what intelligent, responsive leadership practice entails by a) Explaining the power of “purposeful practice” as a methodology for getting better, and b) Showing how to build the requisite capacities to lead effectively via “influence”.

Intelligent, responsive leaders are committed to answering two key questions in the service of developing their organizations as true learning organizations: Am I getting better? And how do I know? In this session, we will practice how adaptive challenges around the notion of “leadership as influence” are transformed into investigable leadership inquiry questions for the purposes of getting better.

Finally, professional learning - the kind that has the goal of changing leader understanding in a way that leads to real and sustained changes in practice – often occurs in a collaborative setting. When groups of people get together to “learn” in this way, the experience tends to be characterized by significant discussion. People often leave a meeting and comment to themselves or to others, “That was a great discussion!” The problem with “great discussions” is that analysis, debate, and challenge - which are necessary for real professional learning – are often absent and there is no sustained impact on thinking and practice. In this session, we will explore how groups of leaders can engage in highly structured “critical friend” interactions by using an intentional interruption strategy known as The Learning Conversations protocol.

### About the Facilitator(s)

**Dr. Steven Katz** is a faculty-member in Applied Psychology & Human Development at the Ontario Institute for Studies in Education (OISE) of the University of Toronto (UT), where he teaches in the Child Study and Education graduate program. He is the recipient of the OISE/UT-wide award for teaching excellence. In addition, he is the Director of the research, evaluation, and capacity-building firm, Aporia Consulting Ltd.

Dr. Katz has a Ph.D. in human development and applied psychology, with a specialization in applied cognitive science. His areas of expertise include cognition and learning, teacher education, networked learning communities, leading professional learning, evidence-informed decision-making for school improvement, and leadership for system change. He has received the Governor General’s medal for excellence in his field, and has been involved in research and evaluation, professional development, and consulting with a host of educational organizations around the world. He is an author of several best-selling books, including *Leading Schools in a Data-Rich World*, *Building and Connecting Learning Communities*, *Intentional Interruption*, and *The Intelligent, Responsive Leader*.



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*This session is being offered on a cost recovery basis.*