Join Us!

August 20: Jennifer Abrams

We are looking forward to our day with Jennifer Abrams on August 20th at Richmond Green Secondary School in Richmond Hill, Ontario! This special day is only a few weeks away now. Registration will close by August 15th. The cost is $160 with lunch and light breakfast included. This is a partnered event with the Ontario Principals’ Council.

See the Learning Forward Website for more info: www.learningforwardontario.ca

You can also register through the Ontario Principals’ Council website.

Who is Jennifer Abrams?

Jennifer Abrams is an international educational and communications consultant for public and independent schools, hospitals, universities and non-profits. She trains and coaches teachers, administrators, nurses, hospital personnel and others on new employee support, supervision, being generationally savvy, having hard conversations and collaboration skills.

Her recent publications are Swimming in the Deep End: Four Foundational Skills for Leading Successful School Initiatives (2019) and Having Hard Conversations Unpacked (2016).

Recognized as one of “21 Women All K-12 Educators Need to Know” by Education Week and the International Academy of Educational Entrepreneurship, Jennifer considers herself a “voice coach,” helping others learn how to best use their voices. Jennifer holds a Master’s degree in Education from Stanford University and a Bachelor’s degree in English from Tufts University.
Ahh…..time for some personal reading! We know summer time is precious and a much-needed time to renew our energies. If you are in the mood for some inspirational reading to add to the mix of your personal reading list, we share the following three article links:

First, one of Jennifer Abrams’ heroes is the famed writer, Margaret Wheatley. The attached link is one that we accessed through a website suggested in “Swimming in the Deep End” entitled:

Who do you choose to be?
AN INVITATION TO THE NOBILITY OF LEADERSHIP
by Margaret Wheatley

The following quotes are a few that stand out in this article as being applicable to how we seek to work together in schools utilizing the power of influence and leadership in positive ways:

“We need to use our influence and power to create islands of sanity in the midst of this destructive sea. We can use our own sphere of influence, however large or small……..”

“Leaders must reclaim the very thing our culture has so casually given away: Time to think together and learn from our experiences. Without question, this is the most critical act of leadership. It is how we restore sanity and possibility to our work within our sphere of influence. It is how we work with the dynamics of living systems and use our intelligence in life-preserving ways as all other species do.”

(Wheatley, M. 2017, pgs. 38 & 39)
“Trust, however, doesn’t develop on its own. Leaders must engage in practices that build it. But what school leaders do to build trust has been something of a mystery”

Second, this is a quote from a Learning Forward article from the Learning Professional, December, 2018. Entitled, *Let’s get specific about how leaders can build trust*, by Jon Saphier, this article has important reflections to consider about how leaders can build trust – crucial to learning how to use leadership influence effectively.

You can access this article below:

*Let’s get specific about how leaders can build trust* by Jon Saphier
Finally, a third article comes from an issue of The Learning Principal (from the former National Staff Development Council in 2009 which eventually became Learning Forward).

This resource is now public domain and from it we highlight an article entitled: "Efficacy can overcome classroom barriers" by Valerie Von Frank (2009)

One quote from the article is from Albert Bandura:

“People who regard themselves as highly efficacious act, think, and feel differently from those who perceive themselves as inefficacious. They produce their own future, rather than simply foretell it.”

Albert Bandura (1986, p. 395)

Of note, within this edition as well, is an example of a survey used in research to assess Teacher Self-efficacy is shared. It is interesting to consider this article, produced 10 years ago, and how it relates to the conversations we are having in schools and organizations today regarding Collective Efficacy.

Certainly, the work of Jenni Donohoo (Collective Efficacy: How Educator Beliefs Impact Student Learning, 2017) and others have increased our awareness and understanding of how our individual and collective beliefs about our efficacy impact student and staff outcomes.

Download the Article: Efficacy Can Overcome Classroom Barriers by Valerie Von Frank

Hope to see you August 20th at Richmond Green Secondary School Richmond Hill, Ontario!

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