International School Leadership Certificate Program

in Bergen and Stavanger, Norway

In partnership with Mekki Education

MEKKI EDUCATION

"ISL provides excellent professional learning for school leaders in Norway. Having worked with the organization for a number of years, I am pleased to partner with ISL in the delivery of its program. It is a program advocated for by Drs. Fullan, Hargreaves, Leithwood, Glaze and other internationally recognized experts."

- Omar Mekki, CEO of Mekki Education

Exemplary Learning for all School Leaders – Principals, Heads, Deputies, Department Heads, Aspiring Leaders

Our certificate program is designed to provide you with a set of modules leading to the acquisition of an **International School Leadership Certificate**. Participants will be able to reflect on their own practice using our free online tools focused on self-assessment.

CERTIFICATE LEVEL 1 (60 Hours)

MODULE 1 PRINCIPAL LEADERSHIP FOR SCHOOL IMPROVEMENT

- examine practices of an effective school leader for 21st century teaching and learning using international leadership frameworks and research
- explore the role of personal reflection, emotional and cultural intelligence

MODULE 2 CHARACTERISTICS OF EFFECTIVE SCHOOLS AND SYSTEMS

- review the effective school research
- identify characteristics of effective schools that support 21st century teaching and learning
- explore the characteristics of effective schools and systems

MODULE 3 BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

- explore in-depth the concepts of emotional and cultural intelligence
- understand the importance of building relational trust, a collaborative culture and collective efficacy
- probe how to improve challenging conversations

MODULE 4 SETTING GOALS AND EXPECTATIONS USING DATA-INFORMED DECISION MAKING

- examine characteristics of a collaborative school culture
- understand the importance of collecting and analyzing a wide variety of student achievement data
- explore how to plan, monitor, and evaluate school improvement

MODULE 5 LEADING IMPROVEMENT IN CLASSROOM INSTRUCTION: MEETING THE NEEDS OF ALL LEARNERS

- understand conditions for learning, universal design for learning, tiered interventions, differentiated instruction, assessment and high-yield strategies
- identify the role of professional learning, collaborative inquiry and learning walks

MODULE 6 INSTRUCTIONAL LEADERSHIP PROJECT PLAN: THE APPLICATION OF THEORY TO PRACTICE

- apply new knowledge to the development of a leadership plan that identifies a problem of practice, goals, context, leadership, applicable literature and a process for assessing success

OUR INSTRUCTORS

Joni Heard

Joni is a passionate, committed educator driven by the highest standards. For over three decades, she has served in many different leadership roles: teacher, instructor, associate professor, consultant, elementary school principal and Education Officer with the Ministry of Education.

Other professional experiences include her role as sessional instructor and faculty advisor at the University of Ontario Institute of Technology, Faculty of Education and as instructor for the Principal's Qualifications Course at York University for many years. Joni continues to consult with the Ontario Ministry of Education on various educational initiatives.

Joni's experiences with International School Leadership include online and onsite courses for school leaders and workshops for education study tours. Her most recent onsite deliveries of the International School Leadership Certificate Program have been in Australia, Brazil, Denmark, Norway, Peru, Scotland and Sweden.

"Joni inspires and engages participants with her knowledge and interaction skills … perfect modeling of methods to use within schools, both in classrooms and during teacher collaboration time."
Elisabeth Rudi Lund – Norwegian Principal

Kristi Odeen

Kristi has served as a school leader for more than 20 years. Between 2007 and 2015, Kristi was the principal of Apeltun Primary School in Norway. This state-of-the-art school, with an open, modern architecture, provided opportunities for students to learn in untraditional ways. Further, the physical structure allowed for school-wide collaboration and team teaching that led to strong professional learning, including a number of study tours to other schools and countries to learn together about history, art and pedagogy. In recognition of excellence, the school won the Queen Sonja's School Award.

Since 2015, Kristi, as a member of the Directorate of Education Team in the Supervisory Corps, has been focused on supporting local board administrators in efforts to implement organizational change and improve student achievement. Specifically, she assists in a continual improvement process that involves analyzing needs, seeking opportunities to address the needs, setting goals, taking action and evaluating the outcomes.

Improving student learning with changes in instructional practices has been an academic focus during her Master's degree and a central focus of her leadership as a school leader.

ISL ADVOCATES

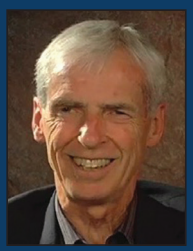
Dr. Simon Breakspear

Dr. Karen Edge

Dr. Michael Fullan, O.C.

Dr. Avis Glaze

Dr. Andy Hargreaves


Dr. Ken Leithwood

Dr. Lyn Sharratt

REGISTRATION INFORMATION

Location	Module(s)	Date(s)	Fees*
Bergen, Norway Thon Hotell Orion, Bradbenken 3, Bergen	**1 and 2**	Sep. 18-20, 2019	$1100 CAD/ ca. NOK 7.700
	4 and 5	Feb. 10-12, 2020	$1100 CAD/ ca. NOK 7.700
Stavanger, Norway Thon Hotell Maritim, Kongsgata 32, Stavanger	**1 and 2**	Feb. 13-15, 2020	$1100 CAD/ ca. NOK 7.700
	4 and 5	Apr. 22-24, 2020	$1100 CAD/ ca. NOK 7.700
Online	**3**	Sep. 23 - Nov. 28, 2019	$452 CAD/ ca. NOK 2.900
		Nov. 18 - Dec. 31, 2019	
		Jan. 13 - Feb. 15, 2020	
		Apr. 27 - Jun. 1, 2020	
Online	**6**	Sep. 23 - Nov. 28, 2019	$113 CAD/ ca. NOK 730
		Nov. 18 - Dec. 31, 2019	
		Jan. 13 - Feb. 15, 2020	
		Apr. 27 - Jun. 1, 2020	

Questions:
Contact Mekki Education
Kristi Odeen, kristi@mekkieducation.no
Tel: 00 47 00 69 16 04

Registration Deadlines:
September Conference: May 1, 2019
February Conference: Nov. 1, 2019
April Conference: Feb. 1, 2020

REGISTER

*Onsite registration fees include program, lunch and conference room; hotel rooms and travel must be arranged and paid for by the participant.

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Master of Professional Education
International School Leadership

In partnership with Western University, we are offering a Master's degree that imbeds our ISL Modules 1-5 into the curriculum.

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WHAT DID NORWEGIAN SCHOOL LEADER PARTICIPANTS SAY ABOUT THE PROGRAM?

How did the program change the practice of school leaders?

In 2018, seven Norwegian school leaders who completed the ISL Certificate Program participated in an international study to explore what mattered the most in terms of changing their practices. The entire study will be published as a chapter in a book to be released in 2019. We offer the following quotes as evidence of the impact.

For the Norwegian participants, five key components were identified by most as making a difference in their practice: use of data, importance of being a lead learner, relationship building, walkthroughs and assessment as learning.

What did they say about using data?

"And so, we have used the data quite a lot, to getting to know a school everyone thinks they know by heart and knows very well, in a new way because we have started to look at data over a larger span of time, or a certain span of time, and we have started to see that there are certain developments that it's important for us to work with that they haven't identified before."

What did they say about the importance of being a lead learner?

"…trying to be a support for my teachers in that respect. And that requires me to be where they are, in the classrooms, and being able to share my reflections on how the teaching is going in an open pressing manner. Not to be a judge, but to be a partner, to reflect on teaching practices and how the students are involved in what's going on, and that is something that I am trying to do more of."

What did they say about relationship building?

"…we need to have people. You cannot do that alone. You are dependent on others, and my task, sort of, is to try and motivate and involve people so that we can have some shared ideas of what we need to do to make the school better…"

What did they say about walkthroughs?

"I think to stay in a classroom for one hour is ineffective because I get so much information that I can't handle it afterwards. I'm not able to give the teacher effective, good quality feedback after I've stayed in a classroom for one hour….to scan the school by doing walk-throughs in my school is a nice way of getting to know the school, the teachers, the needs of the teachers and the needs of the students."

What did they say about assessment as learning?

"One thing that we tried to do and all the students in assessing their own work, and also evolve (involve) them, well assessing poor learning, but also all the learning."

"We started out having assessment meetings together where we actually look at the student's work a lot and since we use iPad for every student, it's wonderful."

How did school leaders rate the overall instruction?

"Keep sending/choosing the right inspiring teachers! The content of the course is already strong but the enthusiasm and professional skill of [the instructor] completes the success."

"It all gave me lots of inspiration and a lot to think about. I am so exited to see what difference we can make in our school when we start working with this. I also look forward to Module 3 next year."