

Intentional Interruption: Breaking Down Learning Barriers to Transform Professional Practice

**PRESENTED BY****Dr. Steven Katz****SERIES SESSIONS**

Date	Time
May 29, 2017	9:00 AM - 3:30 PM

**LOCATION****Ramada Plaza Calgary Airport - 3515-26 Street NE****FEE****\$130.00****QUESTIONS?****Contact Us:****crc-register@arpdc.ab.ca
403-291-0967****REGISTER ONLINE****Visit our website to register:
crpcd.ab.ca**

Program

AUDIENCE: School Administrators, District Leaders, Learning Coaches, Superintendents and all other School-based Leaders are encouraged to attend.

What does it mean for professional learning efforts in schools and districts to be about the kind of learning that truly improves practice? This session takes up that question. Despite best intentions, significant research has found that professional learning is often about activity rather than about learning. What then does it mean to truly leverage the learning in professional learning? Real new learning is hard work. It is about people thinking, knowing, and understanding differently than they did before. Research has shown that the reason why this is so difficult is because human beings are not naturally inclined to make these kinds of changes. Simply put, and contrary to conventional wisdom, our minds tend to get in way. There are a range of "cognitive biases" that work to impede new learning – things that our minds do that get in the way of changing what we think, know, and understand.

Getting to real learning requires disrupting our natural propensity to avoid it. This is challenging and requires intentional facilitation of a particular sort – what we call "intentional interruption". It's about an intentional interruption of the subtle cognitive and affective supports that work to preserve the status quo of thinking, knowing, and doing, and that impede new learning. This session will outline what it means to intentionally interrupt the status quo of professional learning in order to enable real new learning that takes the form of permanent changes in thinking and practice.

At the end of this session participants will understand:

- The "problem" with most professional learning
- What professional learning is from a psychological perspective, and why it is so difficult to make it happen

- How focus, collaborative inquiry, and instructional leadership can enable real professional learning
 - How our minds get in the way and interfere with professional learning
 - Tools and strategies for intentionally interrupting the psychological barriers to professional learning
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Presenters

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.

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, and evidence-informed decision-making for school improvement. 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* and *Intentional Interruption*.



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