

In this two-day course, these questions are explored:

- What are some characteristics of a highly functioning team?
- How can I facilitate the creation of a team focused on student learning?
- How can protocols, structures and norms facilitate thinking and a focus on student learning?
- What types of conversations are critical and when are they likely to occur?
- What processes and behaviours can be prepared in advance to enable difficult situations and conversations to be well managed?

led by Nancy Lhoest-Squicciarini

“Management is about arranging and telling. Leadership is about nurturing and enhancing.”

– *Tom Peters*

From the extensive body of literature and research, and from the wide array of experiences in leadership, how do we tease out what is most useful, practical and productive in leading teams?

Teachers and administrators are by definition expected to be leaders. How do we use that authority thoughtfully, sensitively and productively? Should we find ourselves in the role of a leader without perceived authority—a more informal position—it is a different dynamic. Regardless of the role, a teacher-leader helps to shape the culture of a school, improves student learning, and influences practice among peers.

Nancy Lhoest-Squicciarini



Nancy Lhoest-Squicciarini is upper school assistant principal responsible for teaching and learning at the International School of Luxembourg. She is a facilitator for the Teacher Leader Institutes sponsored by the Principals Training Center (PTC/TTC). Nancy chairs the ECIS Curriculum and Assessment Committee and is a member of the ECIS Think Tank. She earned her teaching certification and B.S. from State University of New York and attended LIU for her graduate studies. This is Nancy’s 25th year in international education, with a broad range of experiences as a teacher, head of department, CIS accreditation officer and coordinator of professional learning at ISL. Her role as assistant principal supports the development of teacher leadership to promote and enhance the learning community. Nancy firmly believes in the importance of school climate by developing strong interpersonal relationships with colleagues and teams.