

Field-Led Courses:

The provincial Certificate in School Leadership (<http://www.edu.gov.mb.ca/k12/profcert/certificates/othercertificates/leadership.html>) requires 24 credit hours of University-based coursework and 6 credit hours of Field-led coursework.

- Field-led courses are developed and offered by one or more of these educational partners: Manitoba Teachers' Society (MTS), Council of School Leaders (COSL), Manitoba Association of School Superintendents, (MASS), Manitoba School Boards Association (MSBA).
- These courses are designed to emphasize the professional knowledge base of experienced school leaders and the practical application of the knowledge and skills identified in the Five of Domains of Knowledge and Skill required by School Leaders in Manitoba.
http://www.edu.gov.mb.ca/k12/profcert/pdf_docs/leadership.pdf
- When successfully completed, Field-led courses will be accepted as external credit by Manitoba universities who offer post baccalaureate diplomas in educational administration.
- Please note: One must be registered in a post baccalaureate program in educational administration at University of Manitoba, Université de Saint-Boniface or Brandon University and obtain a Letter of Permission from that university prior to enrolling in a Field-led course in order to have the Field-led Credit transferred to your program.
- The following table lists approved Field-led courses and when they have been or are scheduled to be offered.

DATES	2015-16	2016-17	2017-18	2018-19
FLC 1 Ethical Leadership	Offered by COSL Summer 2015			
FLC 2 Personnel Leadership	Offered by MTS October 2015 – April 2016		Offered by MTS October 2017 – April 2018 <i>(SEE NEXT PAGE)</i>	
FLC 3 Educational Leadership		Offered by COSL Summer 2016		
FLC 4 Change Leadership		Offered by MTS October 2016 – April 2017		
FLC 5 School Leadership in Manitoba		Offered by MASS in Brandon January to December 2017		
FLC 6 Leading Healthy and Safe Schools			Offered by COSL Summer 2017	





Course Overview:

School leaders interact constantly with a variety of individuals and groups within the school and in the community. They work individually with teachers and other staff daily as they supervise, encourage professional growth and evaluate performance. They also work at a group level with various staff, parent and community members to develop collaborative planning and problem solving mindsets. As they develop teams, foster collaboration, and support the growth and development of staff, school leaders build capacity to achieve successful outcomes for students.

Instructor of Record:

Linda Thorlakson
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You are invited to contact me whenever you require information, clarification, or support in order to be successful in this course

Class Times:

See Detailed Class Schedule

Course Description:

The purpose of this course is to provide practitioners with opportunities to increase their knowledge and skills in supporting the professional growth and development of individual staff members and in leading and developing collaborative communities within the school. The course will provide opportunities to learn and practice various communication tools and discussion protocols, develop norms for collaboration and problem solving, and apply these skills to various contexts depending on their school and their current role in it. A reflective practice perspective will provide a framework for discussion and assignments.

Intended Learning Outcomes:

Participants in this course will be able to:

- Outline the duties, challenges, and the legal and policy parameters for supervision and evaluation
- Discuss the values, beliefs and experiences that impact the leader's behaviour and the staff member's behaviour in 'routine' situations and in challenging circumstances
- Describe appropriate responses to a variety of supervisory situations and other dilemmas
- Discuss how to differentiate the leader's stance and/or strategies to support the professional growth and development of teacher practice
- Demonstrate verbal and non-verbal communication skills that support rapport building, collaboration and problem clarification
- Apply frameworks for crafting difficult conversations
- Design effective meetings and productive group tasks



Recommended Readings:

TBA

Assessment:

Balanced assessment and evaluation will be used to assess knowledge/understanding, thinking/inquiry, communication, and application of the course content. Participants will be expected to demonstrate their attainment of the course outcomes:

1. Through their preparation and discussion of assigned readings.
2. Through their participation in class discussions/activities with their colleagues.
3. Through their completed course assignments

It is expected that participants will consistently complete quality work.

Assignments

TBA

Evaluation:

This course is graded either Pass or Fail. Participants must satisfactorily meet all requirements for attendance, participation and assignments in order to achieve a Pass.

Attendance Policy:

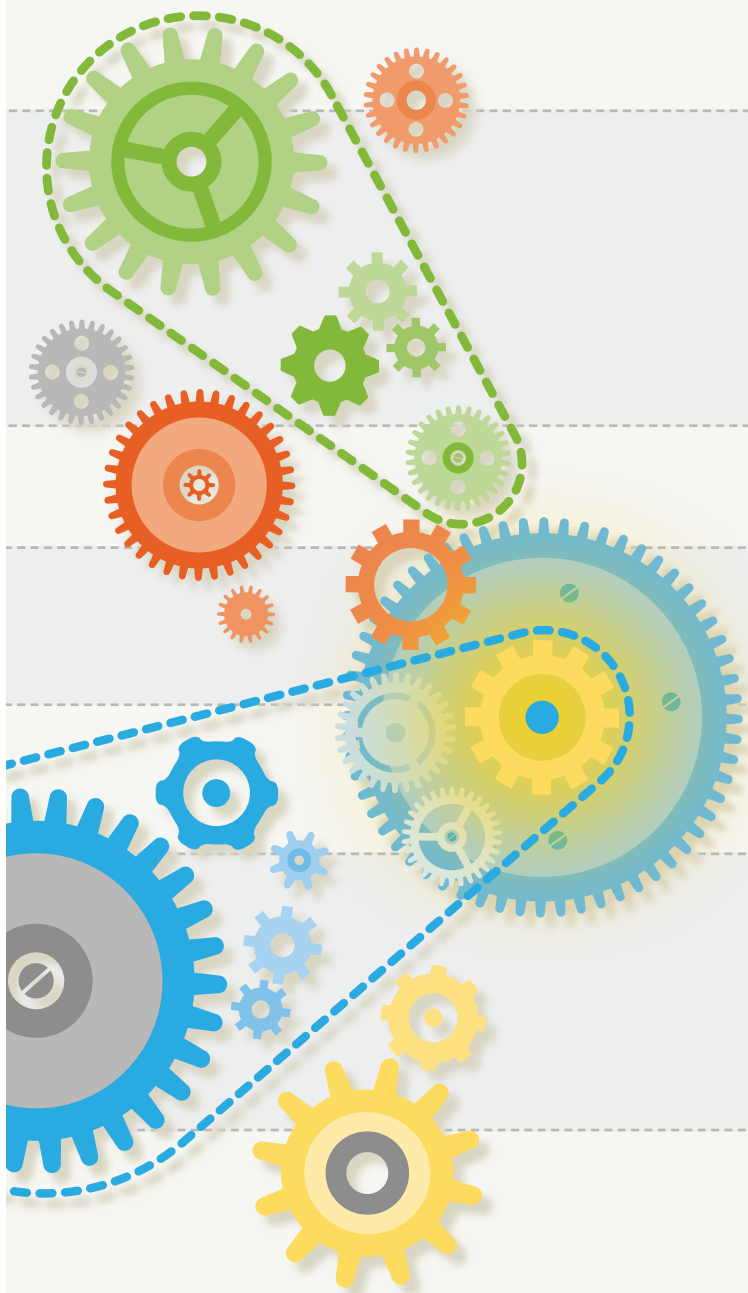
Regular attendance is expected of all students. The instructor may initiate procedures to debar a student from attending classes and/or from receiving credit where absences exceed those permitted by the faculty regulations.

Academic Integrity

Plagiarism is described as taking credit for another's work. In an environment based upon academic integrity, plagiarism exemplifies unethical behavior. If it is discovered that any student has plagiarized material, that student will automatically fail the class and the case will be referred to the Instructor of Record and the Faculty of Graduate Studies as per the university's policy. If you are unsure as to what constitutes plagiarism, or do not know how to adequately reference material, please ask for help and consult the newest edition of the American Psychological Association (APA) reference. Please refer to the University of Manitoba, Université de Saint- Boniface and Brandon University, General Calendar for any other questions.

Respect of Privacy:

While it is appropriate to discuss the professional aspects of your practice with your course-mates as it pertains to your own learning, it is essential that you demonstrate respect for the privacy of your students, colleagues, and school. Use pseudonyms only, when referring to others.



Class Schedule*

SESSION AND LOCATION	DATES	PRESENTERS	TOPICS
<p>1 Supervision and Evaluation: A Toolbox for Principals</p> <p>COSL Fall Conference location: Tec Voc High School 1555 Wall St. Winnipeg</p>	<p>Thurs. Oct. 19, 2017 5:30 pm – 9:30 pm + Fri. Oct. 20, 2017 9:00 am – 4:00 pm</p>	<p>Andrew Peters Danielle Fullan Kolton Linda Thorlakson <i>MTS Staff Officers</i></p>	<ul style="list-style-type: none"> • Differences between supervision, evaluation and discipline • Legislated responsibilities • Divisional policy and protocols • Documentation • Guidelines for formative and summative evaluation
<p>2 Managing Conflict with Clarity, Confidence and Courage</p> <p>McMaster House (MTS) Winnipeg</p>	<p>Thurs. Dec. 11, 2017 9:00 am - 4:00 pm + Fri. Dec. 12, 2017 9:00 am – 4:00 pm</p>	<p>Jennifer Abrams <i>Educational Consultant</i></p>	<ul style="list-style-type: none"> • Managing resistance and difficult interactions • Recognizing influential behaviours • Using persuasive language skills • Understanding triggers that threaten people and become obstacles to productive work • Work on personal case studies and learn specific strategies to increase influence
<p>3 Leading and Learning through Collaborative Inquiry</p> <p>McMaster House Winnipeg</p>	<p>Fri. Feb. 2, 2018 5:30 pm – 9:30 pm + Sat. Feb. 3, 2018 9:00 am – 4:00 pm</p>	<p>Dr. Jenni Donohoo <i>Educational Consultant, Ontario Ministry of Education</i></p>	<ul style="list-style-type: none"> • Collaborative inquiry as a mechanism for professional learning • 12 principles of change • Stages of collaborative inquiry • Facilitation strategies for leading collaborative inquiry • Activity traps • Skills for meaningful dialogue • Collection and analysis of relevant data to support inquiry, dialogue and change
<p>4 Dilemmas of Practice: Frameworks for Leaders to Interpret and Respond</p> <p>McMaster House Winnipeg</p>	<p>Fri. March 9, 2018 5:30 pm – 9:30 pm + Sat. March 10, 2018 9:00 am – 4:00 pm</p>	<p>Danielle Fullan Kolton <i>MTS Staff Officers</i></p> <p>Alysha Sloane <i>Brandon University</i></p>	<ul style="list-style-type: none"> • Interpreting and reacting to dilemmas • Political and ethical filters • Types of dilemmas, including practice with case scenarios • COPE strategy (clarify, options, plan, evaluate) • Strategies for reflective practice and self-care

*Topical overview is a guide only. Time constraints and other unforeseen factors may require that some of the above topics be omitted or covered in less detail.