

Professional Perspectives: Educational Leadership

This course will be offered online using a 'synchronous/asynchronous' blended format. The synchronous coursework (50%) will happen through video-conferencing asynchronous work (50%) will use the web-based platform, Schoology, where students will interact with one another through message boards.

INSTRUCTOR OF RECORD

Dr. Brahim Ould Baba



bouldbaba@mbteach.org



(204) 831-3066

CO-INSTRUCTOR

Sascha Epp



sepp@mbteach.org



(204) 831-3089 *Please contact if you require information, clarification, or support in order to be successful in this course.*

COURSE DESCRIPTION

This course explores the concept of educational leadership through four lenses: by role (leader, manager, change agent, learning community); with commitments (conscious leadership, five practices of exemplary leaders); in relationships (power and privilege); and by an ethic of care. The course content and processes are intended to help learning leaders to reflect, apply, and lead intentionally while bridging theory with practice. A reflective practice perspective will provide a framework for course discussion and assignments.

ATTENDANCE POLICY

Regular attendance is expected of all students. If you are absent for up to three hours of class time, you are responsible for acquiring materials distributed in the portion you missed from, and you may be asked to complete an extra assignment at the discretion of the instructor. If you miss more than three hours of class time, you may not receive course credit as deemed appropriate by the instructor. Medical absences in excess of three hours require a doctor's note.

COURSE DATES – VIRTUAL

July 6, 7, 8

9:00 a.m. to 4:00 p.m.

July 13, 14, 15

9:00 a.m. to 4:00 p.m.

INTENDED OUTCOMES

Throughout the course, the participants will reflect on and extend their knowledge of theory and practice in school leadership. Participants in this course will be able to:

- **participate** meaningfully and actively in a community of practice;
- **demonstrate** a learning stance by connecting and sharing experience, exploring multiple perspectives, and managing the discomfort of unfamiliar concepts or viewpoints;
- **self-assess** their current leadership practices in five areas: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart;
- **compare and contrast** different lenses of leadership including roles, goals, practices, and relational dynamics; and
- **plan** for and articulate ways to incorporate new learning to enhance their leadership knowledge, skills, interactions, practice, and attitude.

Registration, Payment, Letter of Permission and Refund Policy

Registration is not considered complete until we have received your payment and the approved Letter of Permission. You must apply for your Letter of Permission to your University. Check with them regarding required timelines. They may require 6 weeks to process. Deadline for cancellations is June 28, 2021. Cancellations after this date will not receive a refund of fees.

GUIDING PRINCIPLES

Relationships

safe • collegial • supportive
curious • respectful • humble

Relevancy

theory to practice • content *and* process
reflective practice • learning stance

Rigour

reflect • analyze • synthesize • challenge

REQUIRED TEXTS

Dethmer, J., Chapman, D. & Warner
Klemp, K. (2014). *The 15 commitments of
conscious leadership: A new paradigm
for success*. USA: The Conscious
Leadership Group.
(\$22.67 @ amazon.ca)

Kaser, J., Mundry, S., Stiles, K. E., &
Loucks-Horsley, S. (2013). *Leading every
day: Actions for effective leadership* (3rd
ed.). Thousand Oaks, CA: Corwin.
(\$71.19 @ amazon.ca) **This can be
difficult to get and is available in a Kindle
version

Other required course readings will be
provided in the course materials.

ASSESSMENT & EVALUATION

Balanced assessment is intended to measure
knowledge/understanding, thinking/inquiry, communication,
and application of the course content. Participants will be
expected to demonstrate understanding of the course
outcomes through:

- preparation and discussion of assigned readings;
- participation in class discussions/activities; and
- completion of course assignments.

The purpose of the formal assignments to prompt students to
reflect on learning, integrate new readings and knowledge, and
articulate the implications for practice and future learning.
Students are expected to *consistently complete quality work*.
Students will be asked to revise and resubmit work that does
not meet the assignment criteria.

The final course grade is Pass or Fail. Participants must
satisfactorily meet all requirements for attendance,
participation and assignments in order to achieve a Pass.

All assignments should be in APA format. For a complete APA
formatting and style guide, please refer to Owl Purdue Online
Writing Lab:

<https://owl.english.purdue.edu/owl/resource/560/01/>

ACADEMIC INTEGRITY & MISCONDUCT

Plagiarism is taking credit for another person's work. In an
environment based upon academic integrity, plagiarism
exemplifies unethical behavior. Students who plagiarize 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 about 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
Calendars for information about academic regulations and
policies.

SCHOOLGY

Once you have registered **and completed the payment
process**, a link will be provided to access all course readings
and materials through Schoology.

Course Schedule

TOPIC	OVERVIEW	DATE & TIME
Key Elements of Instructional Leadership	<ul style="list-style-type: none"> • Key elements of instructional leadership; • The role of vice principals and principals as learning leaders; • Creating a shared sense of purpose in the school, establishing goals and high expectations for student success; and • Instructional leadership in curriculum, instruction and assessment. 	Tuesday, Jul 6 9:00 a.m. – 12:00 p.m. Synchronous 1:00 p.m. to 4:00 p.m. Asynchronous
Supporting Teaching and Learning	<ul style="list-style-type: none"> • The principal's role in maintaining a consistent focus on student achievement and student success; • The relevant legal, contractual and professional rights and responsibilities related to instructional leadership; • Supporting instructional improvement; and • Leadership practices that foster teacher collective efficacy. 	Wednesday, Jul 7 9:00 a.m. – 12:00 p.m. Synchronous 1:00 p.m. to 4:00 p.m. Asynchronous
Leading School Planning for Student Success	<ul style="list-style-type: none"> • Creating and leading a culture of collaborative inquiry; • Supporting continuous school improvement • Using a collaborative learning cycle to explore and analyze data; and • Assessing and monitoring student performance. 	Thursday, Jul 8 9:00 a.m. – 12:00 p.m. Synchronous 1:00 p.m. to 4:00 p.m. Asynchronous
Supporting Professional Learning	<ul style="list-style-type: none"> • Creating and leading a culture of professional learning; • Current challenges and promising practices in supporting the professional learning of teachers; • Enhancing collective efficacy through professional learning; • Applying partnership principles to professional learning; • Understanding staff development processes and stages; and • Supporting professional growth planning. 	Tuesday, Jul 13 9:00 a.m. – 12:00 p.m. Synchronous 1:00 p.m. to 4:00 p.m. Asynchronous
Facilitating Adult Learning	<ul style="list-style-type: none"> • Building capacity and confidence to design and deliver professional learning; • Learning about the conditions and practices for effective adult learning; • Understanding the 4C's model of professional learning design; • Exploring brain-friendly instructional strategies; and • Learning key facilitation skills for high participation and engagement. 	Wednesday, Jul 14 9:00 a.m. – 12:00 p.m. Synchronous 1:00 p.m. to 4:00 p.m. Asynchronous
Instructional Coaching	<ul style="list-style-type: none"> • The role of instructional coaching in personnel leadership; • The difference between coaching and evaluation; • Adopting a coach-approach to supporting professional learning; • Coaching skills for growth-oriented dialogue; and • Coaching conversation maps for breakthrough conversations. 	Thursday, Jul 15 9:00 a.m. – 12:00 p.m. Synchronous 1:00 p.m. to 4:00 p.m. Asynchronous

Course Assignments

PURPOSE	ASSIGNMENT #1 REFLECTIVE NARRATIVE	DUE
To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.	Choose ONE of the reflection exercises from <u>Leading Every Day</u> . Write a 750-word reflective narrative including: <ul style="list-style-type: none"> • Why you chose that topic; • An articulate and specific response to the questions posed; and • Professional goals and next steps. 	Thursday, Jul 8, 2021
PURPOSE	ASSIGNMENT #2 PECHA KUCHA 20X20	DUE
To provide participants with a novel and creative way of teaching the Commitments of Conscious Leadership and connecting them to the literature.	<ol style="list-style-type: none"> 1. Create and present a Pecha Kucha 20x20 presentation that details one of the Commitments of conscious leadership. Link the Commitment to three other literature sources. Pecha Kucha (pronounced peCHAtchka, Japanese word for "chit chat") is a quick paced, carefully planned sequence of 20 slides; each shown for 20 seconds, and set to advance automatically that culminates in a presentation that is 6 minutes and 40 seconds in length. This format requires you to select images thoughtfully, compose text for narration, and rehearse the delivery. The format inspires creativity by imposing constraints upon the presenter. 2. Prepare a one-page graphic handout on your Commitment to distribute (we will copy this for you). Include an APA References page. 3. Email Schoology a copy of your slides (6 slides per page handout). 	Graphic: Tuesday, Jul 13, 2021 Pecha Kucha: Wednesday, Jul 14, 2021
PURPOSE	ASSIGNMENT #3 CHOICE 1: CASE STUDY ANALYSIS	DUE
To provide participants with a course content application exercise based on leadership problems of practice.	Write a 750-word analysis of the case study you worked on with your group. Include the following components in your response: <ul style="list-style-type: none"> • Identify the issue(s); • State the intended outcome(s) and rationale; • Outline two different perspectives and responses including the pros and cons for each; and • Choose the best solution and explain how you would deal with this in the context of a school. 	Submitted via e-mail no later than Sunday, Jul 25, 2021

PURPOSE	ASSIGNMENT #3 CHOICE 2: SIMULATION ANALYSIS	DUE
<p>To provide participants with a course content application exercise based on a simulation.</p>	<p>Write a 750-word analysis of ONE of the two simulation exercises including:</p> <ul style="list-style-type: none"> • Takeaway(s) from the exercise; • Observations of your learning stance while participating (what was new? what was uncomfortable? what did you agree or disagree with? problem-solving and decision making that you observed in yourself as you participated in the simulation); • What you learned about the needs of teachers, leaders, and students; and • Implications for your leadership practices. 	<p>Submitted via e-mail no later than Sunday, Jul 25, 2021</p>

PURPOSE	ASSIGNMENT #4 CONCEPTUAL SYNTHESIS PAPER	DUE
<p>To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning. To write a scholarly paper using current research and APA formatting. Please note: the page limit <u>includes</u> your title page and reference list. Adherence to APA (7th edition) is a requirement of this assignment. *Abstract and ToC not required.</p>	<p>Choose ONE of the following topics in school leadership:</p> <ul style="list-style-type: none"> • The Role of the School Leader; • Educational Management; • Women in Educational Leadership; • Collaborative School Cultures; • Time/Priority Management; • High Impact Teams; • Change Management; • Power and Privilege in Leadership; • Effective Leadership Practices; • Leadership Resilience; or • Other as arranged with instructors. <p>Write an 10-13 page paper including:</p> <ul style="list-style-type: none"> • A five-page literature review, including a minimum <u>five credible sources</u> cited in the text, which delineates themes across the research; • An insightful analysis of your strengths, challenges, and targets for growth in this area; • An action plan moving forward to develop your skills which includes <i>macro</i> and <i>micro</i> goals and strategies supported by the research; and • An additional <u>five sources</u> from the literature cited in the text (over and above your literature review). **Of the ten cited sources in your paper, two can come from course required readings/materials. 	<p>Submitted via e-mail no later than Sunday, Aug 1, 2021</p>