

University of
Lethbridge



Faculty of Education

EDUCATION 5632

Managing the Organization

Summer Session II: July 4–15, 2016

Time: July 4-7: 9:00-11:50 a.m.; 1:00 - 4:00 p.m.
July 8, 10-14: 9:00-11:50 a.m.
July 15: 9:00-10:30 a.m.

Room: TH373

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COURSE DESCRIPTION

The nature of leadership practice in an organizational context – the leader as manager. Understanding school system management processes and developing human resources. Assessing the larger political, social, economic, legal and cultural contexts of schools as organizations.

CONTEXT

This course is designed to explore the nature of leadership practice in schools or school districts from the perspective of leader as manager. School system management processes that support the development of human, physical and financial resources within the larger political, social, legal, and cultural context will be examined.

This course will focus mainly on the **Leadership Dimension 6 – Managing School Operations and Resources** as identified in *The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta* (Alberta Education, 2009). The principal manages school operations and resources to ensure a safe and caring, and effective learning environment. The principal:

- a. effectively plans, organizes and manages the human, physical and financial resources of the school and identifies the areas of need
- b. ensures that school operations align with legal frameworks such as: provincial legislation, regulation and policy; as well as school authority policy, directives and initiatives
- c. utilizes principles of teaching, learning and student development to guide management decisions and the organization of learning.

This course addresses management in schools and the school district from a leadership perspective. Viewing organizational components of schools and systems as an integral part of the culture of leadership and learning requires specific skills, knowledge and dispositions for enabling effective implementation and delivery of the school program. Intentional, purposeful utilization of structures and processes support and sustain the school and community vision while being responsive to policies and demands of the larger context. The school leader skillfully interprets shared values and goals in implementing the school plan connected to student learning. Critical to sustainability and progress is the development of solid foundational practices that support the management of human, physical, technical and financial resources.

LEARNER OUTCOMES

A. Leading and managing. Learners will:

- examine the nature of organizational leadership with a focus on the structure, roles and relationships in school settings,
- understand and interpret policy development to manage the organization,
- explore the relationship between leadership and management, and
- demonstrate deep knowledge and understanding of PQPG Leadership Dimension 6: Managing School Operations and Resources.

B. Linking outcomes and operations management. Learners will:

- analyze and reflect on the operations within a school,
- understand process skills to create consensus and to resolve conflict, while aligning resources with the school plan, and
- understand the application of the *School Act* and other legislation in the promotion of achievement and safe and efficient use of facilities.

C. Resourcing in support of teaching and learning. Learners will:

- explore current means for school management, business procedures, and scheduling,
- understand how to deploy resources to align curriculum with student needs,
- develop plans for the sustainable distribution and access to technology, and
- examine the nature of responsive school programs that support student needs.

D. Operating within the political, legal and economic context. Learners will

- understand the impact of specific contextual factors on policy, practice and the school environment,
- examine policies, laws and regulations enacted by authorities that affect schools, and
- explore policies and activities that benefit students and their families, and that promote equitable learning opportunities for students.

E. Building scholarship, knowledge and leadership capabilities. Learners will

- enhance understanding of leadership with respect to school and organizational management through dialogue, reading, research and reflection.

RESOURCES

Alberta Education: <https://education.alberta.ca>

- The School Act
- The Education Act
- Teaching Profession Act
- Funding Manual for School Authorities
- Guide to Education: ECS to Grade 12
- Inspiring Education: A dialogue with Albertans
- Ministerial Order on Student Learning
- The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta

- Your School District Policy Handbook
- Your School District Three Year Education Plan
- Your School Education/Improvement/Development Plan

Suggested Readings:

Bush, T. (2007). Educational leadership and management: theory, policy and practice. *South African Journal of Education*, 27(3), 391-406. Retrieved from: <http://www.ajol.info/index.php/saje/article/viewFile/25107/4321>

Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4(3), 221-239.

Heck, R., & Hallinger, P. (2005). The study of educational leadership and management: Where does the field stand today? *Educational Management Administration & Leadership*, 33(2), 229-244.

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42.

Robinson, V. (2006). Putting education back into educational leadership. *Learning & Managing*, 12(1), 62-75. Retrieved from <http://www.education.auckland.ac.nz/webdav/site/education/shared/about/centres/uacel/docs/Putting%20Education%20Back%20into%20Educational%20Leadership.pdf>

Spillane, J. P. (2009). Managing to lead: Reframing school leadership and management. *Phi Delta Kappan*, 91(3), 70-73.

Please note: A selection of journal articles will be presented to students on the first day of class. Students may be required to search for additional resources to support their research and study.

TENTATIVE SCHEDULE

Date	Topic
July 4 am/pm	Introductions Course Overview/Assignments Principal Quality Practice Guidelines Leadership and Management
July 5 am/pm	Article Review (Senge et al, 2000) Creating a Personal Vision Research Assignment One
July 6 am/pm	Team presentations Learning Task # 1 Using data effectively Developing capacity in staff Getting the message straight
July 7 am/pm	Team presentations (cont.) The Power of Teams Communication Skills Ministerial Order on Student Learning
July 8 am	The Power of Questions Learning Task # 1 Due School/System Planning
July 11 am	Tough Conversations Educative Decision Making New legislation for Alberta Education
July 12 am	Team Presentation(s) Issues in Educational Leadership and Management
July 13 am	Team Presentation(s) Issues in Educational leadership and Management
July 14 am	Team Presentation(s) Review Principal Quality Practice Guideline
July 15 am	Putting it all together School Leadership and Management Learning Task #4 due

ASSESSMENT

Assignment Overview

	Assignments	Weighting	Due
Learning Task #1	Team Presentation	30%	July 6-7
Learning Task #2	Position Paper	30%	July 8
Learning Task #3	Team Presentation OR Annotated Bibliography (Alternate)	30%	July 11-14
Learning Task #4	Reflective Paper	10%	July 15

Topics for Learning Tasks #2 and #3 will be discussed and shared during the first class.

Learning Task # 1: Team Presentation (30%)

Due: July 6-7

The expectations for this assignment will be handed out during the first day of class. The rubric will be developed in class. Time will be provided during the second day of class to ensure that all teams are ready to present at their designated times during Days 3&4.

Assessment Criteria for Learning Task #1

Criteria	Minimally Meets Requirements (B-)	Meets All Expectations (A-, B+, B)	Meets All and Exceeds Most Expectations (A+, A)
Introduction	No clear introduction	Issues and position are identified	Clearly identifies your position and the issues and the value of this discussion
Ideas & Content	Vague or limited presentation and understanding of issues with minimal flow or focus	Issues are presented with generally maintained focus and flow	Provides well organized, clear understanding of issues that maintains flow throughout the paper
Application/ Relevance	Limited presentation of examples or application to real world contexts.	Identifies examples in practice	Presents supporting real world examples and applications
Use of resources/ literature	Surface level reference to research/literature and resources	Limited use of supporting literature/research and resources.	Clear connection of practice to current research, literature and available resources
Mechanics	Minimal use of correct grammar, spelling and sentence structure	Grammar, spelling and sentence structure are correct.	Grammar, spelling and sentence structure are correct and used effectively.
Formatting	APA format used infrequently or incorrectly throughout the presentation.	APA format used correctly throughout most of the presentation.	APA format used correctly throughout the presentation.

In five pages, double-spaced, describe your personal vision of the principal as a manager and a leader, giving due consideration to the following:

- How do you want management and leadership to be interrelated in your work as a school leader?
- What impact do you want each set of responsibilities to have on the other as you commit to the Principal Quality Practice Guideline?
- What are some barriers you see to the achievement of your vision, and how might you confront them? (select a few relevant examples here).

You can include a limited number of appropriate references. Please adhere to APA (6th edition) format throughout your paper.

Length: 1000 words approx. (excluding references)

Assessment Criteria for Learning Task #2

Criteria	Minimally Meets Requirements (B-)	Meets All Expectations (A-, B+, B)	Meets All and Exceeds Most Expectations (A+, A)
Introduction	No clear introduction	Importance of your topic is identified	Clearly establishes the importance of your topic and draws the participants in.
Content	Vague or limited identification of key issues	Key issues of the topic and connections to practice are identified.	Overview addresses the breadth and depth of the key issues related to the topic. Promotes consideration of application to practice.
Learning Activity	Limited opportunity for participants to engage with the topic.	Participants are engaged in higher level thinking. Activity provides opportunity for exploration and building of knowledge.	Participants are deeply engaged in higher level critical thinking and reflection. Activity is creative and original and appropriate to support effective exploration of the topic
Handout	Limited overview of topic and use of APA format.	Adequate overview of topic and issues. APA format used correctly in most of the document	Thorough, concise overview of topic and issues Consistent use of APA format.
Time Management	Time is not used effectively to explore the topic	Pace and clarity of presentation is adequate and supports exploration of topic.	Presentation flows, is clear and concise. Completed within time frame.

Learning Task #3: Team Presentation (30%)**Due July 11-14**

Working with partners, you will select one of the topics from the list provided below.

- An analysis of key elements and requirements/ expectations of Alberta Education legislation, and how it might/has impact(ed) your school
- An examination of an event that could be called *The principal and the law*
- Description, analysis and critique of current practice and/or policies in your school (district) specific to Managing the Organization
- with reference to the Learning Communities Matrix (class Handout), an analysis of the strengths and weaknesses of your own school or district.
- How Do Outstanding Schools Do It?

You will prepare a highly-engaging, interactive, challenging, 60-minute presentation that will have your classmates asking for more!

In addition, you will prepare and distribute a concise handout (one page/double sided) that presents the main ideas and references from your presentation.

Learning Task #3 (Alternate): Annotated Bibliography (30%)**Due: July 11-14**

Students who choose this option will prepare and share an annotated bibliography of eight articles written by authorities in the field of educational leadership and management. In advance of this assignment, you will receive a handout in class entitled: *Preparing an Annotated Bibliography*.

Assessment Criteria for Learning Task #3

Criteria	Minimally Meets Requirements (B-)	Meets All Expectations (A-, B+, B)	Meets All and Exceeds Most Expectations (A+, A)
Introduction	No clear introduction	Importance of your topic and associated issues are identified.	Clearly identifies the importance of your topic along with the associated issues and dimensions of your topic. Draws the participants in.
Content	Vague or limited identification of key issues. Limited connection to course research and Alberta policies.	Key issues of the topic and connections to practice are identified. Research and policies are identified.	Thorough presentation of topic and issues. Connection to current research. Linked to relevant policies. And other authors. Evidence of critical analysis of topic, issues and challenges presented to educational leaders.
Learning Activity	Limited opportunity for participants to engage with the topic.	Participants are engaged in higher level thinking. Activity provides opportunity for exploration and building of knowledge.	Participants are deeply and actively engaged in higher level critical thinking. Application to school or educational context evident. Connected to educational management and leadership.
Handout	Limited overview of topic and use of APA format. Minimal references identified.	Adequate overview of topic and issues. APA format used correctly in most of the document	Thorough, concise review of essential elements of topic and issues. Includes a list of references. Consistent use of APA format.

It's time to get your thoughts in order before you go back to your school or district. What have been your own critical learnings from this course? Where have you grown? What BIG professional goal are you carrying into your new school year? Of which aspects of the Principal Quality Practice Guideline are you more aware now? Any thoughts specifically about Leadership Dimension #6? What thoughts do you have about different ways of working with different colleagues?

Length: approximately 1000-1500 words (excluding references).

Assessment Criteria for Learning Task #4

Criteria	Minimally Meets Requirements (B-)	Meets All Expectations (A-, B+, B)	Meets All and Exceeds Most Expectations (A+, A)
Introduction	No clear introduction	Issues are identified	Clearly identifies your position and the issues related to your personal analysis.
Content	Vague or limited presentation and understanding of plan with minimal connection to course material or leadership practice.	Analysis and critique are generally connected to course material and leadership practice.	Provides well organized, clear analysis directly connected to course material and leadership practice. Offers creative alternatives.
Use of resources/ literature	Surface level reference to research/literature and resources	Adequate use of supporting literature/research and resources to support conclusions.	Clear connection of analysis and conclusions to current research, literature and available resources
Mechanics	Minimal use of correct grammar, spelling and sentence structure	Grammar, spelling and sentence structure are correct.	Grammar, spelling and sentence structure are correct and used effectively.
Formatting	APA format used infrequently or incorrectly throughout the paper.	APA format used correctly throughout most of the paper.	APA format used correctly throughout the paper.

GRADING SCHEDULE FOR GRADUATE CLASSES

All components within Graduate Studies & Research in Education programs that use a percentage procedure will use the following table for determining the final grade.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
100- 97	96- 93	92- 90	89- 87	86- 83	82- 80	79- 77	77- 73	72- 70	69- 67	66- 63	Less than 63

Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.

PROTECTION OF PRIVACY

Although this program places an emphasis on the use of authentic school settings, practices and data, it is imperative to refrain from the use of personal identifying information in course dialogue and writing. Towns and schools should be disguised and real names kept confidential.

PLAGIARISM WARNING

All material and ideas included in class assignments must be properly acknowledged to give credit to the originator in keeping with APA style requirements. The University of Lethbridge Student Conduct Policy considers plagiarism as an academic offence and states: “No student shall represent the words, ideas, images or data of another person as his or her own.”

STUDENT CONDUCT

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs)