

University of
Lethbridge



Faculty of Education

EDUCATION 5632 (online)

Managing the Organization

Spring Session II: April 1-June 30, 2017

Synchronous sessions: April 3, 24
May 15
June 5, 19

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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: Students will be required to search for additional resources to support their research, presentations and learning tasks.

TENTATIVE SCHEDULE

| Date | Topic |
|-------------------------|---|
| Week 1 April 3-9 | Synchronous class April 3 7-9pm Introductions Course Overview/Assignments Leadership and Management |
| Week 2 April 10-16 | Learning task #1 due April 14 Participation in student facilitated online discussion |
| Week 3 April 17-23 | Participation in student facilitated online discussion |
| Week 4 April 24- 30 | Synchronous class April 24 7-9pm Group Presentation Issues in Educational leadership and Management School Act/Education Act |
| Week 5 May 1-7 | Participation in student facilitated online discussion |
| Week 6 May 8-14 | Participation in student facilitated online discussion |
| Week 7 May 15-21 | Synchronous class May 15 7-9pm Group Presentation Issues in Educational Leadership and Management Guide to Education |
| Week 8 May 22-28 | Participation in student facilitated online discussion |
| Week 9 May 29-June 4 | Participation in student facilitated online discussion |
| Week 10 June 5-11 | Synchronous class June 5 7-9pm Group Presentation Issues in Educational leadership and Management Education and the Law |

| | |
|-----------------------|--|
| Week 11 June 12-18 | Participation in student facilitated online discussion |
| Week 12 June 19-25 | Synchronous class June 19 7-9pm Group Presentation Putting it all together School Leadership and Management Learning Task #5 due June 19 |

ASSESSMENT

Assignment Overview

| | Assignments | Weighting | Due |
|------------------|---|------------------|-----------------|
| Learning Task #1 | Engagement in and contribution to Scholarly Community | 15% | ongoing |
| Learning Task #2 | Position paper | 20% | April 14 |
| Learning Task #3 | Partner Facilitated discussion | 20% | TBD |
| Learning Task #4 | Group Presentation | 20% | As per schedule |
| Learning Task #5 | School Development Plan Review | 25% | June 19 |

LEARNING TASK # 1:

Engagement in and Contribution to Scholarly Community (15%)

Due: Ongoing

You are expected to participate in the weekly discussions. Your responses will put forth questions and ideas, take and defend positions, respond to and strengthen the ideas of others, and question what seems settled, commonplace or beyond question.

You will need to go beyond summarizing and retelling what you read/know and be willing to put what you think and have experienced at risk. The content of your conversation and postings is to be substantive, scholarly, and oriented to developing new understanding for yourself and others.

You are required to contribute at least one original comment about the discussion topic each week and to thoughtfully participate in a questioning, strengthening and knowledge building dialogue through at least one extending comment each week responding to the thoughts and contributions of others.

Original comments are expected to be 300-500 words; extending comments are expected to be 100-300 words. Please take the time to make your posts understandable to others.

ASSESSMENT CRITERIA FOR LEARNING TASK #1

| Criteria | Minimally meets requirements (B- to B+) | Meets All Requirements (A- to A) | Meets All and Exceeds Some Requirements (A to A+) |
|----------------------------|---|---|---|
| Dialogic Processes | You add your independent contribution with limited dialogic interaction with others in the group. | You recognize and respond to the contributions of others, helping them and the group obtain needed information. | You respond to and strengthen the contributions of others, engaging with them as dialogic partners in building understanding. |
| Interpretive Agency | You demonstrate a personal sense of direction, motivation, and responsibility | You bring forth your thoughts and negotiate a fit between your thinking and that of others. | You bring forth your thoughts and encounter them again differently through the thinking of others. |
| Idea Diversity | You participate in identifying different ideas. | You play an active role in putting forward different ideas to create a dynamic environment. | You play an active role in putting forward different ideas to create a dynamic environment in which relationships among ideas becomes evident, creating a rich environment for ideas to evolve into new and more refined forms. |

Learning Task #2: Position Paper (20%)

Due: April 14

You will describe your personal vision of the principal as a manager and a leader, giving due consideration to the following:

- How do you see management and leadership to be interrelated in the work of a school leader?
- How do leadership and management reside within the Principal Quality Practice Guidelines?
- How is effectiveness impacted taking only management or leadership into consideration?
- Describe what your role as principal would look like taking management and leadership into consideration.
- What are some barriers you see to the achievement of your vision, and how might you confront them? (select/provide a few relevant examples).

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 | 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. |

Learning Task #3: Partner Facilitated Discussion (20%)

Due: see schedule

You will work with a partner to lead and facilitate an online discussion on your selected topic. (topics to be discussed on April 3) You will post your summary and overview by Sunday of the week of your scheduled facilitation and begin the discussion on the Monday.

Your responsibilities include:

- Providing and posting background information in the form of a one or two page summary and overview of key aspects and legislative requirements/expectations from Alberta Education including:
 - rationale for importance and purpose of directives
 - clear connection to and direction from the law
 - description and examples of current practice and/or policies in your school (district)
 - critique of practices and policies

- initiating the online discussion by providing provocative questions
- monitoring and responding to student posts
- providing and posting a summary/wrap up of the discussion at week's end

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 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. |
| Facilitated Discussion | Limited opportunity for participants to engage with the topic. Facilitators demonstrate minimal understanding of topic. Limited depth in responses to posts. | Facilitators demonstrate basic understanding of topic and offer provocations that provide opportunities for exploration and building of knowledge. Their responses affirm views and comments with some extensions and connections. Participants are engaged in higher level thinking. | Facilitators demonstrate solid understanding of topic and offer provocations that are creative, original and appropriate to support effective exploration of the topic. Their responses encourage participants to connect and build on each other's ideas and thereby take responsibility for the overall advancement of knowledge. Participants are deeply engaged in higher level critical thinking and reflection |
| Format | 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. |

Learning Task #4: Group Presentation (20%)

Due: see schedule

In groups of 4 you will prepare a 60 minute interactive presentation that includes:

- a thorough examination of the topic and its various dimensions
- identification of any legislative/provincial policy/guidelines impacting your topic

- a concise, informative , research based overview of the topic
- clear connections to supporting student learning and achievement
- a “case study, vignette or problem” for the class that causes class interaction, deeper thinking and provides for application of topic content
- promotion of deeper thinking about educational management and leadership in relation to problem solving and increased relevancy and application to school/educational contexts
- reference to research, policies and alternative practices

You will provide and post a concise summary (one page/double sided) that presents the main ideas and references from your presentation.

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 | 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. |
| Summary | 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. |

Learning Task #5: School Development Plan Review (25%)

Due: June 19

You will present a review and critique of a (your) school development plan. Summarize the key elements. What data informed the establishment of the goals and strategies? How was progress measured? How did this live in day to day practice? How is this plan supported by such aspects as Human Resources, Professional Learning, Finance, Time and Technology? What evidence of leadership and management exists? Are there connections to the district plan? What aspects of Leadership Dimension #6 are evident in this plan? What are the strengths/ weaknesses of this plan?

What are the links/connections to current literature? What recommendations for improvement would you make to this plan? Attach the plan.

Assessment Criteria for Learning Task #5

| Criteria | Minimally Meets Requirements (B-) | Meets All Expectations (A-, B+, B) | Meets All and Exceeds Most Expectations (A+, A) |
|---|--|---|---|
| Introduction | No clear introduction. Provides minimal overview of plan. | Topic is presented and issues are identified. Overview of plan is provided. | Clearly identifies purpose, issues and context. Presents overview of plan highlighting key components. |
| 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, in-depth analysis and critique of plan directly connected to course material and leadership practice. Offers creative alternatives and suggestions for improvements based on meaningful analysis. Demonstrates deep understanding of role, purpose and intentions of plan. |
| Use of resources/ literature | Surface level reference to research/literature and resources | Adequate use of supporting literature/research and resources to support critique. | Clear connection of critique and analysis to current research, literature and available resources |
| Focus | Vague or limited consideration of topic with no apparent throughline and little attempt at a focus anywhere in the paper. | Generally maintained focus with an at times wandering throughline that minimally recognizes the complexity of the topic and tries to address that complexity. | Strongly maintained subject, purpose, and logic with a clear throughline maintained throughout the paper recognizing and addressing the complexities of the topic. |
| 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. |

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|-------------------|---|---|---|
| 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. |
|-------------------|---|---|---|

The following ethical considerations should guide your participation in our online class conversations:

- You should strive to be sensitive when expressing alternate viewpoints to classmates but you should also be willing to critically question the ideas of others with a view to deepening the conversation.
- You are expected to be ethical in any discussions of workplaces and life settings and ensure confidential information is not shared or posted online; *please use pseudonyms in all examples.*
- If interpersonal misunderstandings develop, all involved should make an effort to clear them up as quickly as possible.

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)