

University of Lethbridge  
Faculty of Education



**EDUCATION 5633**

**GOVERNANCE, COLLABORATION AND  
COMMUNITY ENGAGEMENT**

Summer II  
July 9 – 27, 2018

TH 241

Instructor: Dr. Charmaine Brooks  
Cell: Refer to course outline provided in  
E-mail: Moodle for contact information

**COURSE DESCRIPTION**

The course focuses on an examination of relationships, partnerships, governance, and moral decision-making in an ethical culture; the construction of the hidden, formal, and lived curriculum of the school. In addition, together with ED 5500, the two courses of this summer session have been designed with critical points of intersection. These intersections of content, collegial engagement, reflection, and writing will enhance the construction of comprehensive understandings related to school leadership in the Alberta context. This course is designed to develop competencies in two competencies of Alberta's *Leadership Quality Standard*.

***Leadership Competency 7: Developing Leadership Capacity***

A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

***Leadership Competency 9: Understanding and Responding to the Larger Social Context***

A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting the schools and the school authority.

**RATIONALE**

Taken together, Alberta's Professional Practice Standards create a foundation for supporting quality teaching and leadership across the system. Education 5633 will provide a forum for students to examine the *Leadership Quality Standard* while making connections to the literature and to their own practice. While the course is designed to allow students to make meaningful connections to their professional context, it is also intended to provoke consideration of the complexities of the education system more broadly.

## LEARNER OUTCOMES

Students will:

1. Build scholarship and leadership capabilities through reading, reflection, dialogue and research.
2. Convey a sophisticated understanding of *Leadership Competency 7*, wherein achievement of the competency is demonstrated by indicators such as:
  - demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;
  - identifying, mentoring and empowering teachers in educational leadership roles;
  - promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;
  - creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership decision making; and
  - promoting team building and shared leadership among members of the school community.
3. Convey a sophisticated understanding of *Leadership Competency 9*, wherein achievement of the competency is demonstrated by indicators such as:
  - supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;
  - representing the needs of students at the community, school authority and provincial levels;
  - engaging local community partners to understand local contexts;
  - demonstrating an understanding of local, provincial, national, and international issues and trends and their implications for education; and
  - facilitating school community members' understanding of local, provincial, national, and international issues and trends related to education.
4. Demonstrate an increasingly sophisticated understanding of Alberta's Leadership Quality Standard within the structure and context of schooling in Canada.

## LEARNING TASKS AND EVALUATION

Assignments	Marks	Due
LT1 Leadership and Identity	20	July 12
LT2 Examining the system	25	July 17
LT3 Media and policy analysis	25	July 23
LT4 Enacting Leadership	30	July 27

This section briefly overviews each of the four Learning Tasks (LT). More specific expectations related to the assignments will be discussed in class.

### **LT1: Leadership and Identity: A Statement of Person and Place (ED 5633) Metaphorical Representation & Analysis of Your Journey to Lead (ED 5500)** [20 marks]

There are significant intersections between identity and educational leadership. Indeed, before we can engage in academic inquiry relative to leadership and our practice, it is essential to consider identity: how it has influenced who we are today as well as the ways in which it shapes who we might become as educational leaders.

This integrated learning task explores the following questions:

ED 5633: Who are you as a leader?  
In what ways have you been shaped and what has shaped you?  
Where do you position yourself?  
How are you positioned by others?

ED 5500: How do you symbolize your formal or informal leadership journey?  
In what ways does this metaphor, specifically, represent who you are as a leader as well as who you might become?

### **ED 5563: A Statement of Person and Place**

#### ***Expectations***

Your task includes articulating what has shaped your perspective (e.g. your genealogy, cultural heritage, values and beliefs, family upbringing, socialization, education, professional and life experiences). Who or what has influenced your beliefs? How have your life experiences contributed to the formation of your identity?

Secondly, critically consider how you are positioned by others within society. How do others identify you in terms of power relations (e.g., race/ethnicity, social class, gender, sexual identity, religion, ability/disability, political affiliation)? In what ways are you privileged and marginalized? How do the complexities related to your identity influence your leadership practice?

Your Statement of Person and Place will:

- clearly articulate responses to the guiding questions with illustrative linkages to lived experiences, personal reflections and literature;
- demonstrate self-awareness and critical analysis relative to the perspectives of others;
- draw meaningful connections to your leadership stance/philosophical position;
- be approximately 1500 words in length and adhere to APA 6 style requirements

**LT2: Examining the system**

[25 marks]

The education system is comprised of multiple stakeholders each with a clear mandate and role. While they are focused on a shared goal of quality student learning, each brings a unique perspective and seeks to influence the system in a way that furthers the values of the organization. As stakeholders engage in policy discourse and implementation activities, the education system is influenced by political, social, economic and cultural forces through the media, interest groups, and others seeking to shape public education. This assignment allows students to examine the system holistically and consider the factors which influence how policy is taken up in the main.

***Expectations***

Each pair or small group will create a presentation on one of the research topics listed below. The presentation will focus on the key research findings and critical reflections on the topic and include:

- a 2-page executive summary adhering to ATA 6 style requirement,
- illustrative examples to support findings

Students may select a topic of inquiry not listed below. Your topic must align with course outcomes and be approved by the instructor before commencing your research.

**Areas of inquiry:**

A. Alberta Education

- Role/Mandate: What functions and services does Alberta Education provide to support trustees, parents, school and jurisdiction leaders, teachers and students?
- How are these services organized, staffed and resourced?
- In your estimation, which of these services are most beneficial to the education system?
- Are there potential conflicts of interest between some of these roles? Why/why not?
- What are the current, high-priority areas of interest for Alberta Education?
- Based on your analysis of this organization, what changes would you suggest to be able Alberta Education to better serve the education system?

B. The Alberta Teachers' Association (ATA)

- Role/Mandate: What functions and services does the ATA provide to support trustees, parents, school and jurisdiction leaders, teachers and students?

- How are these services organized, staffed and resourced?
- In your estimation, which of these services are most beneficial to the education system?
- Are there potential conflicts of interest between some of these roles? Why/why not?
- What are the current, high-priority areas of interest for the ATA?
- Based on your analysis of this organization, what changes would you suggest so that the ATA could better serve the education system?

C. The Alberta School Boards Association (ASBA)

- Role/Mandate: What functions and services does the ASBA provide to support trustees, parents, school and jurisdiction leaders, teachers and students?
- How are these services organized, staffed and resourced?
- In your estimation, which of these services are most beneficial to the education system?
- What are the major responsibilities of school boards in the current School Act?
- What are the current, high-priority areas of interest for ASBA?
- Based on your analysis of this organization, what changes would you suggest so that ASBA and/or school boards could better serve the education system?

D. The Alberta School Councils Association (ASCA)

- Role/Mandate: What functions and services does the ASCA provide to support trustees, parents, school and jurisdiction leaders, teachers and students?
- How are these services organized, staffed and resourced?
- In your estimation, which of these services are most beneficial to the education system?
- What are the current, high-priority areas of interest for ASCA?
- Based on your analysis of this organization, what changes would you suggest so that ASCA could better serve the education system?

E. College of Alberta School Superintendents (CASS)

- Role/Mandate: What functions and services does the CASS provide to support trustees, parents, school and jurisdiction leaders, teachers and students?
- How are these services organized, staffed and resourced?
- In your estimation, which of these services are most beneficial to the education system?
- What are the current, high-priority areas of interest for CASS?
- Based on your analysis of this organization, what changes would you suggest so that CASS could better serve the education system?

F. Education Policy Watchdogs

- Describe the roles played in Alberta by 4 education policy watchdogs: the Fraser Institute, the C. D. Howe Institute, the Parkland Institute, and the Alberta Centre for Child, Family, and Community Research.
- Are there other groups that you see as significant contributors to the interpretation and critique of the education policy in Alberta?
- Provide examples to illustrate how these organizations impact education discourse in Alberta.

- How does the media take up the work of these organizations?
- Based on your analysis, how would you recommended school leaders best consider and respond to these organizations?

#### G. International Perspectives

- Alberta works with the Council of Ministers of Education, Canada (CMEC), the Organization for Economic Cooperation and Development (OECD), and the International Association for the Evaluation of Educational Achievement (IEA) to participate in international assessments. Describe each of the international assessments. What is the purpose and value of each? How is school participation determined? How do Alberta and Canadian results compare on an international scale?
- What are the issues related to test question appropriateness, test validity and test reliability?
- How are results used and communicated by various stakeholder groups and the media?
- What is the impact of tests on the education system in Alberta and on Alberta's profile internationally.
- Based on your analysis, what changes would you recommend to Alberta's participation in international assessment program to better serve the education system?

#### H. Student Voice

- Provide an overview of the Minister's Youth Council. How does this group contribute to education policy discourse in Alberta?
- How do other organizations channel student voice and to what ends?
- What evidence do you see of the influence of student voice on policy and/or practice?
- How might student voice influence the system in the future?
- Based on your analysis, how would you recommend school leaders and school authority leaders engage students?

#### I. Choice in Alberta's education system

- Describe how choice is supported within the province using applicable policy, legislation and regulations.
- Identify the stakeholders most involved in supporting choice and those most actively voicing opposition.
- How does Alberta's approach to supporting choice compare to other provinces?
- Based on your analysis, does Alberta's approach to providing choice within the education system serve the best interests of students? Caregivers? Albertans?
- What recommendation would you suggest to policy makers to improve how the system responds to choice?

### **LT3: Media and Policy Analysis**

[25 marks]

This task requires you to critically examine the multiple ways a current policy related issue is taken up in the main by considering the positions of engaged stakeholder groups, media organizations and the general public.

#### ***Expectations***

Using the policy documents as the primary focus, compare and critique how it is interpreted and shaped by political, social and economic forces over time. Finally, determine the interpretation of the policy that successfully dominates the discourse. What strategies and circumstances were instrumental in how the policy was interpreted? Which stakeholder groups, media organizations or other forces were most successful in shaping the policy discourse?

You may choose a policy area of interest to your local context. Be sure to choose an area that has garnered significant interest from the media and the public but be sure to consult with your instructor prior to commencing your research. Some examples of policy areas which have been of interest recently include *An Act to Support Gay-Straight Alliances*, the mathematics curriculum specifically or curriculum (re)design generally, and class sizes.

Your analysis will:

- draw upon multiple credible data sources
- be 1000 - 1500 words in length and include a 15-minute presentation;
- adhere to APA 6 style requirements.

### **LT4: Enacting Leadership: Developing a Strategic 3 Year Jurisdictional Plan & Embedding Essential Understandings Related to Professional Learning**

Integrated Learning Task

[30 marks]

You have been invited to be part of a small team of educators in your jurisdiction to consider the development of a new 3 Year Strategic Plan for implementation in Fall 2019. As preparation for your involvement - and knowing you are taking these two courses this summer - your superintendent has asked if you could focus your attention on the contextual elements that will shape this plan, the strategies and measures needed as well as essential understandings about professional learning that will form the foundation for successful implementation. This integrated learning task explores the following questions:

ED 5633:

1. How does your 3 Year Strategic Plan respond to identified societal and local challenges and opportunities?
2. What elements of the plan will provide support for the implementation of the Professional Practice Standards?
3. What strategies will engage your school community and indicate the success of your initiative?

ED 5500:

1. In what ways does seminal research related to planning for and leading professional learning inform the decisions your team will make to support the implementation of your Strategic Plan?

Thus, this task has two components: first, developing a 3 Year Strategic Plan specifically reflecting your jurisdictional context (ED 5633) and second, demonstrating understanding of seminal literature related to professional learning and identifying the ways in which these understandings have informed your strategies for implementation (ED 5500).

This culminating integrated learning task requires you to draw together theoretical understandings and practical knowledge within your leadership context with particular emphasis on the relationship between developing jurisdictional direction and professional learning.

### **ED 5633: Developing a 3 Year Strategic Plan**

The 3 Year Strategic Plan must take into consideration both the larger societal context and local challenges and opportunities. It must include support for the implementation of the Professional Practice Standards. It will be written as a research paper and include a presentation for the senior leadership team (e.g. slides).

The assignment will:

- use multiple data sources and literature to inform the goals and strategies for the strategic plan;
- outline how you will gauge progress, report on results and respond to challenges;
- describe how you will communicate the plan to the school community;
- be 1000 - 1500 words in length and include a 15-minute presentation;
- adhere to APA 6 style requirements.

3 Year Strategic Plan                      20%

Presentation                                      10%



## SCHEDULE

Note: This schedule is subject to adjustment upon discussion as a group.

Date	Topics
July 9 – combined class (AM/PM)	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• Setting the stage: Alberta’s Professional Practice Standards</li> <li>• Our frames of being</li> </ul>
July 10 - PM	<ul style="list-style-type: none"> <li>• Literature dialogues:               <ul style="list-style-type: none"> <li>○ Text: Chapter 1</li> <li>○ Text: Chapter 2</li> </ul> </li> <li>• Guest speaker: Dr. Karsten Koch, Alberta Education</li> <li>• LT2 Topics selected</li> </ul>
July 11 - PM	<ul style="list-style-type: none"> <li>• Literature dialogues:               <ul style="list-style-type: none"> <li>○ Pollock, K., &amp; Winton, S. (2015).</li> <li>○ Koyama, J. (2014).</li> </ul> </li> </ul>
July 12 - AM	<ul style="list-style-type: none"> <li>• Literature dialogues:               <ul style="list-style-type: none"> <li>○ Bush, T. &amp; Glover, D. (2014).</li> <li>○ Gibbons, J., &amp; Seel, K. (2012).</li> </ul> </li> <li>• <b>LT1 Leadership and identify due</b></li> </ul>
July 13 - AM	<ul style="list-style-type: none"> <li>• LT3 topics selected</li> <li>• Guest speaker: Mr. Dave Driscoll, Palliser Regional Schools</li> </ul>
July 16 - PM	<ul style="list-style-type: none"> <li>• Literature dialogues:               <ul style="list-style-type: none"> <li>○ Text: Chapter 6</li> <li>○ Bosetti, L. (2000).</li> </ul> </li> </ul>
July 17 - PM	<ul style="list-style-type: none"> <li>• Guest speaker: Dr. Reagan Weeks, Prairie Rose School Division</li> <li>• <b>LT2 Examining the system: facilitated inquiry due</b></li> </ul>
July 18 - AM	<ul style="list-style-type: none"> <li>• Literature dialogues:               <ul style="list-style-type: none"> <li>○ Text: Chapter 3</li> <li>○ Text: Chapter 7</li> </ul> </li> </ul>
July 19 - AM	<ul style="list-style-type: none"> <li>• Literature dialogues               <ul style="list-style-type: none"> <li>○ Volante, L. (2013).</li> <li>○ Text: Chapter 8</li> <li>○ Ottmann, J. (2009).</li> </ul> </li> <li>• Interrogating our definitions of success: Implications for leadership               <ul style="list-style-type: none"> <li>○ OECD (2017).</li> </ul> </li> </ul>

July 20 - AM	<ul style="list-style-type: none"> <li>• Guest speaker: Dr. Mark Swanson, Alberta Teachers' Association</li> </ul>
July 23 - PM	<ul style="list-style-type: none"> <li>• Literature dialogues: <ul style="list-style-type: none"> <li>○ Brandon, J., Hollweck, T., Donlevy, J.K., and Whalen, C. (2018).</li> <li>○ Newton, P. and da Costa, J. (2016).</li> </ul> </li> <li>• <b>LT3 Media and Policy Analysis due</b></li> </ul>
July 24 - PM	<ul style="list-style-type: none"> <li>• Guest speaker: Dr. Jim Brandon, Werklund School of Education, University of Calgary</li> </ul>
July 25 - AM	<ul style="list-style-type: none"> <li>• Literature dialogues: <ul style="list-style-type: none"> <li>○ York-Barr, J. &amp; Duke, K. (2004).</li> </ul> </li> </ul>
July 26 - AM	<ul style="list-style-type: none"> <li>• Reflections and Connections – marking our learning journey</li> </ul>
July 27 – combined class (AM/PM)	<ul style="list-style-type: none"> <li>• <b>LT4 3 Year Strategic Plan due</b></li> <li>• Friday salon - LT4 Presentations</li> </ul>

## LEARNING RESOURCES

Lehmann, W. (2016). *Education & society: Canadian perspectives*. Don Mills, Ontario: Oxford University Press.

**In addition, the following required readings will be posted on the course moodle site.**

Alberta Education. (1998). *Teacher growth, supervision, and evaluation policy*. Retrieved at <https://education.alberta.ca/policies-and-standards/teaching-quality/>

Alberta Education. (2013). *Ministerial Order #001/2013*. Retrieved at <https://education.alberta.ca/policies-and-standards/student-learning/everyone/ministerial-order-on-student-learning-pdf/>

Alberta Education. (2017). *Guide to education: ECS to grade 12*. Retrieved at <https://education.alberta.ca/media/3653320/guide-to-education-2017-2018.pdf>

Alberta Education. (2018). *Leadership Quality Standard*. Author. Retrieved at <https://education.alberta.ca/professional-practice-standards/new-professional-standards/>

Alberta Education. (2018). *Teaching Quality Standard*. Author. Retrieved at <https://education.alberta.ca/professional-practice-standards/new-professional-standards/>

Bosetti, L. (2000). Alberta charter schools: Paradox and promises. *Alberta Journal of Educational Research*, 46(2), 179-190.

Brandon, J., Hollweck, T., Donlevy, J.K., and Whalen, C. (2018). Teacher supervision and evaluation challenges: Canadian perspectives on overall instructional leadership. *Teachers and Teaching, Theory and Practice*, 24(3), 263 – 280.

Bush, T. & Glover, D. (2014). School leadership models: What do we know? *School Leadership & Management*, 34(5), 553-19.

Gibbons, J., & Seel, K. (2012). Governance in transformation: Alberta school board chairs' perspectives on governance. *Canadian Journal of Nonprofit and Social Economy Research*, 3(1), 26-41.

Government of Alberta. (2018) *School Act*. Edmonton, AB. Retrieved at <http://www.qp.alberta.ca/documents/Acts/s03.pdf>

Koyama, J. (2014). Principals as bricoleurs: Making sense and making do in an era of accountability. *Educational Administration Quarterly*, 5(2), 279-304.

Newton, P. and da Costa, J. (2016). School autonomy and 21st century learning: the Canadian context. *International Journal of Educational Management*, 30(7), 1279-1292.

- OECD (2017). *Promising practices in supporting success for Indigenous students*, OECD Publishing, Paris. Retrieved at [https://read.oecd-ilibrary.org/education/promising-practices-in-supporting-success-for-indigenous-students\\_9789264279421-en#page3](https://read.oecd-ilibrary.org/education/promising-practices-in-supporting-success-for-indigenous-students_9789264279421-en#page3)
- Ottmann, J. (2009). Leadership for social justice: A Canadian perspective. *Journal of Research on Leadership in Education*, 4(4), 1-9.
- Pollock, K., & Winton, S. (2015). Juggling multiple accountability systems: How three principals manage these tensions. *Educational Assessment, Evaluation and Accountability*, published online.
- Volante, L. (2013). Canadian policy responses to international comparison testing. *Interchange: A Quarterly Review of Education*, 44(3-4), 169-178.
- York-Barr, J. & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316.

## OVERALL COURSE GRADE

The overall letter grade for ED 5633 corresponds to the cumulative total of the marks for each of the four course assignments noted above and explained in more detail below.

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

## STUDENTS WITH DISABILITIES POLICY

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

## PROTECTION OF PRIVACY

Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

## **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](http://www.uleth.ca/ross/academic-calendar/sgs))

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below:

ATA Code of Professional Conduct

<http://www.teachers.ab.ca/AbouttheATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx>

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

## **PLAGIARISM**

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 an academic offence and states: “No student shall represent the words, ideas, images or data of another person as his or her own.” Assistance with documentation is available through the University of Lethbridge Library.