

**EDUCATION 5630**  
**EDUCATIONAL LEADERSHIP AND THE CHANGE PROCESS**

Wednesday July 3 to Tuesday July 23 2013 (excluding weekends)

**Room:** Turcotte Hall room 341

**Time:** 1:00 – 3:50 p.m.

***Admittance restricted to students registered in the  
Master of Education Leadership Specialization.***

**Instructor:** **Dr. George Bedard**

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**Course Description**

This course introduces students to the concept of educational leadership, change, and the Alberta context. The aim is to provide students with theoretical and practical frameworks to understand leadership practice.

**Topics include:**

-  An overview of educational leadership models
-  An overview of leadership standards in Alberta: The Professional Practice Competencies for School Leaders (PPCSLs)
-  The change process

**Required Reading**

*The Essentials of School Leadership*, 2<sup>nd</sup> edition. Edited by Brent Davies. London, UK: Sage. Paperback 2009 ISBN: 978-1-84787-566-2 (available at University of Lethbridge Bookstore)

A selection of digital resources will be posted before the start of Summer Session II classes on Moodle. They will be posted as required readings to support your learning and completion of assignments.

Each participant will:

- Explore a variety of conceptions of educational leadership.
- Demonstrate an in-depth understanding of one or more educational leadership perspective(s).
- Demonstrate a working understanding of each of the seven leadership dimensions of Alberta's PPCSLs.
- Understand and appreciate particular challenges posed by the change process
- Demonstrate understanding of their own development as educators and that of their colleagues
- Enhance skills of communication and discussion specific to leadership practice.
- Build scholarship and leadership capabilities through reflection, dialogue and inquiry.
- Develop access skills to library electronic articles and skills for Endnote.
- Learn how to navigate through the course site on Moodle
- Learn about the features of our program and the nature of each course, particularly the staging and purposes of the internships.

<b>Assignments</b>	<b>Marks</b>	<b>Due</b>
1. Leadership Beliefs and Values Statement (a)	15	Version 1 – As per schedule (to be discussed in class) Version 2 – As per schedule
2. Leadership Beliefs and Values Statement (b) (written one-page single spaced)	15	
3. Are you ready for the PPCSLs? (oral and written one page single spaced)	15	As per schedule
4. A Leadership Model or Change Process – Personal response (written and oral presentation) (one and one-half pages single spaced)	20	As per schedule  As per schedule
5. Leadership/Culture Combined Paper (details to follow from Bedard & Mombourquette)	35	As per schedule

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

#### **GRADING SCHEDULE FOR GRADUATE CLASSES**

<b>Numeric Value</b>	<b>Letter Grade</b>	<b>Grade Point</b>
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

**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:** 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."