EDUCATION 5632—Calgary Cohort
Managing the Organization
Summer Session II: July 10- 19, 2013
Monday to Friday
Time: July 10 – 12: 8:30 – Noon
July 15 – 19: 8:30 – Noon
1:00 – 4:00 p.m.
Room: TBA

Instructor: Dr. Paulette Hanna

Telephone: Office:
Home: to be provided by instructor
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E-mail: To be provided by instructor

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1. Course Description

The nature of leadership practice in a school or in a district context—leader as manager. Understanding school system management processes, and developing human resources in the larger political, social, economic, legal, and cultural context.

2. Objectives (Learner Outcomes)

This course is largely derived from ***Leadership Dimension 6 - Managing School Operations and Resources*** which states:

The principal manages school operations and resources to ensure a safe and caring, and effective learning environment.

Descriptors
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.

1. Examine the nature of organizational leadership with a focus on the structures, roles and relationships in school settings. (shared objective with 5633)
   Learners understand and interpret:
   - policy development to manage the organization.
   Learners demonstrate ability to:
   - implement a school plan to optimize the learning environment by applying models and principles of culture, growth, and management;
   - make organizational decisions using research and data-driven decision-making with attention to indicators of accountability, effectiveness, and efficiency;
   - develop strategies for effective management of financial, human, and physical resources in support of safety, and teaching and learning; and
   - manage time effectively and deploy resources in ways that promote student achievement.

2. Analyze and reflect on the operations of a school making the link between intended outcomes and operations management.
   Learners understand and interpret:
   - group process skills to create consensus and to resolve conflict, with a view to aligning resources with the school plan.
   Learners demonstrate ability to:
   - establish priorities based on research and data analysis;
   - develop a communications plan for the staff and community; and
   - apply the School Act and other legislation to promote achievement and safe and efficient use of facilities.

3. Develop strategic, long-range, and operational planning to deploy resources in support of teaching and learning.
   Learners understand and interpret:
   - Current means for school management, business procedures, and scheduling.

Learners demonstrate ability to:
- Acquire financial resources;
- Deploy resources to align curriculum with student needs; and
- Develop plans for the sustainable distribution and access to technology.

4. Determine the nature of responsive school programs that support student needs
   Learners understand and interpret:
   - how counseling, school-community and health partnerships, and extra-curricula programs and resources are utilized to support students.

5. Study the political, legal, and economic factors and their social impact on policy, practice, and the school environment. (shared objective with 5633)
   Learners understand and interpret:
   - Policies, laws, and regulations enacted by authorities that affect schools—particularly those that are intended to improve educational and social opportunities;
   - Community values and norms and how they relate to promoting social justice;
   - How theories of change and conflict resolution apply to specific learning communities;
   Learners demonstrate ability to:
   - Analyze the complex causes of disadvantages and their effects on families, communities, students, and learning;
   - Develop policies and activities that benefit students and their families, and that promote equitable learning opportunities for students.

3. Rationale

This course addresses management in schools and the school district, and links organizational strategies to the larger context of the community and beyond. Leaders need to view organizational components of schools and systems as an integral part of the culture of learning--requiring collaboration and context-awareness to enable effective implementation and delivery of the school program. Purposeful structures support and sustain the school and community vision and respond to the policies and demands of the larger context. The school leader skillfully interprets shared values and goals in implementing the school plan and vision in a structurally sound process. Sound business practices are employed to acquire, deploy, and sustain the human, physical, technical, and financial resources.

4. Course Content

1. Nature of organizational leadership: -
   - human resources
   - physical resources
   - budgeting
2. Meeting student needs with a supporting structure–student services and programs.
3. Developing learning community through the planning process.
4. Providing safe and orderly learning conditions
5. Managing the resources.

5. Course Format

Classes will incorporate reflective practice, dialogue, and sharing to provide a forum for learning. Management issues will be considered from a legal and practical standpoint.

6. Course Requirements and Evaluation

Assignment #1 - Professional Platform (20%)

Revisit your educational platform. What does your platform say about your beliefs regarding issues of educational management, resource allocation, and student management? What are the differences between management and leadership? How is management and leadership interrelated in the role of the school principal?

Length: 700-1000 words

Due: July 15

Assignment #2 - Planning (20%)

Critique the 3-year-plan for a (your) school or district. Summarize the key elements that focus on student learning. How are the goals, strategies, and measures based on current data (i.e. district goals, parent satisfaction data, school achievement data, Alberta Education initiatives)? What are the flaws and strengths of this plan? Attach the 3 – Year – Plan.

Length: 700-1000 words

Due: July 17

Assignment #3 - Individual Presentation (30%)

Work individually on your assigned topic. You have 30 minutes to do your presentation. Describe and analyze current practice and/or policies in your school (district). Show some examples. Critique these practices and policies. How could they be improved? Compare to other school (district). What does the law say about this topic?

Involve the class in your presentation through a learning activity (discussions, debates, simulations, group work, role playing, etc.) that engages participants, extends their learning of the area of focus, and provides potential application to the presentation topic. You must provide each participant with a concise handout (no more than one page – can be double sided) that captures the main ideas from your presentation.

Assessment Criteria:

- Presentation is well organized, provides a concise overview of the content, and promotes consideration for application to practice.
- Engagement of participants in learning activities
- Addresses breadth and depth of key issues
- Provides participants with opportunity to engage in critical thinking and reflection
- Evidence of team collaboration by all members of presentation team.
- Quality of student handout as a review of essential elements of the presentation

Assignment #4 - Group Presentation (30%)

You will be a member of a group of 3-4 students. Each group will present on one of the 5 topics. Students will be assigned to a topic and topic group during the first class.

The group presentations are intended to be a thorough examination of the topic and its various dimensions. Create an interactive presentation that engages all class participants and provides them with a concise, informative, and research based overview of the assigned topic. Formulate a "discussion topic" which may include focus questions(s), a case study, vignette, and/or problem which can be solved (in the session time) that will be ideal to trigger class interaction and deeper thinking. The design should be to promote deeper thinking about educational management and leadership particularly in relation to problem solving, and/or increased relevancy and application to school or other educational contexts.
 Refer to readings, policies, and alternative practices. You must provide each participant with a concise handout (no more than one page – can be double sided) that captures the main ideas from your presentation. You must provide a list of references using APA style.

Presentation time is 90 minutes.

Assessment Criteria:

- Presentation is a well organized, provides a concise overview of the content, and promotes consideration for application to practice.
- Engagement of participants in learning activities
- Addresses breadth and depth of key issues
- Provides participants with opportunity to engage in critical thinking and reflection
- Evidence of team collaboration by all members of presentation team.
- Quality of student handout as a review of essential elements of the presentation
- APA Style

Topics

1. **Manager and Instructional Leader**

   What are the managerial tasks under the purview of the principal? What are the nuances, complexities, and challenges involved? How does policy inform the principals of his/her managerial responsibilities?
   What are the instructional leadership tasks under the purview of the principal? What are the nuances, complexities and challenges involved? How does policy inform the principals of his/her instructional leadership responsibilities?
    How does the principal find the balance between instructional leader and manager?

2. **Management of Professional Development/ Learning**

   Principals are responsible for establishing different learning environments and effective professional learning experiences for teachers. How does the principal promote and facilitate meaningful professional development for teachers? Critically analyze different approaches to professional development and learning. Explain the implications of professional development for student learning, organizational effectiveness and workplace culture as it is implemented and evaluated.

3. **Managing Inclusive Education**

   Managing inclusive education takes time, money, and human resources. But there are many other dimensions as well—mandates, policies, and instructional supervision. What is the current state of inclusive education in your district? Has the model changed from the previous special education model? How has this change affected personnel in the area of inclusive education?

4. **Human Resource Management**
   Most school principals are involved in recruiting staff. What are the protocols guiding advertising, interviewing, communicating, contracting, orienting, and retaining certificated and non certificated staff?

5. **Technology Management**
   Managing technology has far reaching implications in schools. Planning, budgeting, and acquisitions are a serious part of the process—but there's more to it than that! Who is making the decisions about technology and what is informing these decisions? How is technology integrated into pedagogy? Is there a governance model? What are the policy implications?

6. Summary of Evaluation Weightings

Assignment 1 July 15	Assignment 2 July 17	Assignment 3 July 15-19	Assignment 4 July 15 - 19
20%	20%	30%	30%

7. Resources

Alberta Education: http://education.alberta.ca/resources.aspx
       The School Act
       Teaching Profession Act
       Funding Manual for School Authorities
       Guide to Education: ECS to Grade 12
           Policy, Regulations and Forms Manual
       Inspiring Education: A Dialogue with Albertans
       The Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta

Alberta Teachers' Association:
http://www.teachers.ab.ca/Search/searchresults.aspx?k=The%20future%20of%20teaching%20in%20Alberta
The Future of Teaching in Alberta

Your School District Policy Handbook

Faculty of Education

M.Ed. GRADING SYSTEM

"All components within the M.Ed. program that use a percentage procedure will use the following table for determining the final grade."

Grading Schedule for Graduate Classes

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 the M.Ed. 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