

The University of Lethbridge
Faculty of Education

EDUCATION 5633

GOVERNANCE, COLLABORATION AND COMMUNITY ENGAGEMENT

July 2-22, 2014 Summer Session II

9:00—11:50 am sessions: 13:00—15:30 pm sessions (as per schedule below)

U of L Campus

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COURSE DESCRIPTION

Examination of relationships, partnerships, governance, and moral decision-making in an ethical culture.

This course is designed to develop competencies in two *Leadership Dimensions* of Alberta's *Principal Quality Practice Guideline* (PQP):

Leadership Dimension 5: Developing and Facilitating Leadership

The principal promotes the development of leadership capacity within the school community – students, teachers and other staff, parents, school council members – for the overall benefit of the school community and the education system.

Leadership Dimension 7: Understanding and Responding to the Larger Social Context

The principal understands and responds appropriately to the political, social, economic, legal and cultural contexts impacting the school.

LEARNER OUTCOMES

Each learner will:

1. Build scholarship and leadership capabilities through reading, reflection, dialogue and research.
2. Convey a sophisticated understanding of PQP *Leadership Dimension 5*, wherein Alberta school leaders are expected to:
 - a) demonstrate informed decision making through open dialogue and consideration of multiple perspectives.
 - b) promote team building and shared leadership among members of the school community
 - c) facilitate meaningful involvement of the school community, where appropriate, in the school's operation, using collaborative and consultative decision-making strategies
 - d) identify and mentor teachers for future educational leadership roles.

Convey a sophisticated understanding of *Leadership Dimension 7*, wherein Alberta school leaders are expected to:

- e) advocate for the needs and interests of children and youth
 - f) demonstrate knowledge of local, national, and global issues and trends related to education
 - g) assess and respond to the unique and diverse community needs in the context of the school's vision and mission
 - h) advocate for the community's support of the school and the larger education system.
3. Demonstrate an increasingly sophisticated understanding of Alberta Principal Practice Competencies within the structure and context of schooling in Canada.

LEARNING RESOURCES

The Sociology of Education in Canada: Critical Perspectives

Publication Date: Sept. 30 2013 | ISBN-10: 0195445481 | ISBN-13: 978-0195445480 | Edition: Fourth Edition

BOOK DESCRIPTION

This critical introduction to the key debates, issues, research, and theories in Canadian and international education offers a well-rounded, engaging treatment of a breadth of issues, such as the sociology of teaching, gender and race, feminism, and globalization. Expertly written and researched, this text reflects the current state of the Canadian education system while also considering major challenges and controversies surrounding education systems in the twenty-first century

SCHEDULE

| Class | Date | Topics | Lead |
|-------|-----------|--|------------|
| 1 | July 2 am | <ul style="list-style-type: none"> • Introductions • Course Overview and Selection of Group Assignments • Alberta's School Leadership Framework – An Update • Making Sense of Public Education (1-20)* Handout | Wes |
| 2 | July 2 pm | <ul style="list-style-type: none"> • The Sociological Analysis of Education • Sociological Theories of Education | Wes |
| 3 | July 3 am | <ul style="list-style-type: none"> • Decision-Making (83 - 94)* Handout • Journal/preparation for presentations/APA | Wes |
| | July 3 pm | <ul style="list-style-type: none"> • Group Breakout Planning Sessions • Research Paper/APA d | Wes |
| 4 | July 4 am | <ul style="list-style-type: none"> • Historical and Educational Dimensions of Education (45-78) | TBA TBA |

| | | | |
|----|---------------|---|------------|
| | | <ul style="list-style-type: none"> Alberta School Council Association(ASCA) Focus on Generative Governance. | |
| 5 | July 4 pm | <ul style="list-style-type: none"> PSBAA/ASBA: Role of the Trustee/Advocacy Alberta Teachers Association: Focus on Pedagogy | TBA TBA |
| 6 | July 7 am | <ul style="list-style-type: none"> The Process of Schooling (p. 79-103) Alberta Education: Action on Curriculum/Inclusion/Setting the Direction/Inspiring Education | TBA TBA |
| 8 | July 7 pm | <ul style="list-style-type: none"> The Politics of Teaching 104-128 Alberta Teaching Professions Act/TQS | TBA TBA |
| 9 | July 8 am | <ul style="list-style-type: none"> Schooling and Work (129—154) Growth, and Supervision, and Evaluation | TBA TBA |
| 10 | July 8 pm | <ul style="list-style-type: none"> Educational Opportunity and Social Reproduction (155—192) Law in Education: Focus on Discretion | TBA Wes |
| 11 | July 9 am | <ul style="list-style-type: none"> Contemporary Educational Challenges and Reform (193—213) Think Tanks: C.D. Howe/Fraser Institute/Parkland Institute/Alberta Center for Child Family and Community Research | TBA TBA |
| 12 | July 10 am | <ul style="list-style-type: none"> College of Alberta School Superintendents (CASS) Standards of Practice for Superintendents | TBA |
| 13 | July 11 am | <ul style="list-style-type: none"> TIMMS & PISA, Achievement Tests and Diploma Exams Law In Education: Focus on Justice vs. Care and Charter | TBA Wes |

EVALUATION

| Assignments | Marks | Due |
|---|-------|-----------------------|
| 1. Individual Facilitation – Assigned Reading | 20 | As per schedule (TBA) |
| 2. Critical Reflection Journal | 20 | July 4, 7 and 10 |
| 3. Paired Facilitation – Selected Research | 20 | As per schedule |
| 4. Research Paper | 40 | July 11 |

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.

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

Any course with a grade of less than B- cannot be considered for credit in the M.Ed. Program.

ASSIGNMENTS

This section briefly overviews each of the four major assignments. More specific expectations related to the assignments are itemized below in the *Assignment Evaluation Rubrics* section.

A. Individual Facilitation – Assigned Reading 30 – 40 minutes 20 marks

Each learner will facilitate small group learning experiences that actively engage 7 to 8 participants in dialogue designed to deepen understanding of the content and to consider the implications of an assigned course reading. With the exception of the first reading, which will be done as a “fish bowl”, facilitators will lead 3 small groups during the assigned class session. A one page executive summary of the reading is to be prepared and distributed during the facilitation. The small group dialogue format does not lend itself to presentation slides.

An assigned discussant in each small group will then take 10 to 15 minutes to critique and to provide an alternative perspective to the reading.

B. Critical Reflection Journal Daily Activity 20 marks

Each learner will write *Critical Reflection Journal Entry* of less than one page for each course reading and presentation. The purposes of the journal are (1) to provide a mechanism for ongoing documentation of key concepts, (2) to record personal learning insights, questions and/or critiques to the ideas encountered. It is intended that journal entries will be completed during class each day and submitted for assessment on the 3 dates indicated above.

C. Paired Facilitation – Selected Research 45 minutes 20 marks

Each facilitation pair will provide a presentation and facilitate a whole class discussion on one of the research topics listed on pages 5 and 6 below. The presentation will focus on the group’s key research findings and critical reflections on the topic. The facilitated discussion will provide opportunities for consideration of additional critical insights and alternative perspectives. A 2 page executive summary with discussion questions is to be distributed on the scheduled presentation day.

D. Research Paper 2000 – 2500 words 40 marks

Each learner will write a research paper that will demonstrate deep theoretical and practical understanding of one or four topics listed on page 6 below. The paper will be based on a variety of credible sources and will comply with APA (Edition 5 or 6) style requirements. Topics must be selected and approved by the end of Session 4 on July 5th.

PAIRED FACILITATION RESEARCH TOPICS

A. Alberta Education

- 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 student learning?
- Based on your analysis of this organization, what major changes would you suggest so as to better serve student learning in Alberta?

- B. The Alberta Teachers' Association (ATA)
- 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 student learning?
 - Are there potential conflicts of interest between some of these roles? Why/why not?
 - Based on your analysis of this organization, what changes would you suggest so that the ATA could better serve student learning in Alberta?
- C. The Alberta School Boards Association (ASBA)
- 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 student learning?
 - Based on your analysis of this organization, what changes would you suggest so that the ASBA could better serve student learning in Alberta?
- D. The Alberta School Councils Association (ASCA)
- 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 student learning?
 - Based on your analysis of this organization, what changes would you suggest so that the ASCA could better serve student learning in Alberta?
- E. College of Alberta School Superintendents (CASS)
- 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 student learning?
 - Based on your analysis of this organization, what changes would you suggest so that the CASS could better serve student learning in Alberta?
- F. School Board Governance
- What are the major responsibilities of school boards in the current School Act?
 - Describe how these responsibilities might change in light of
 - the Governance ideas conveyed in Alberta's *Inspiring Education* report.
 - the Governance ideas conveyed in Ontario's recent report on 21st century school boards.
 - Based on your analysis of the current responsibilities of school boards under the School Act and in consideration of the two above reports, what suggestions would you suggest so that school boards could better serve student learning in Alberta?
- G. Demographic Study
- Using Census Canada data, compare the composition of two Alberta school jurisdictions in terms of age, gender, marital status, ethnicity, and income levels.
 - What significant recent trends can you discern from this reading of demographics?

- H. 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.
 - In what ways are these organizations helpful or problematic in our work as educators?
 - How does/should our profession respond to the work of these watchdogs?
- I. TIMMS & PISA
- Describe each of these assessments. What is the purpose of each?
 - What value does participation provide to Canada? Alberta?
 - What are the issues related to test question appropriateness, test validity and test reliability?
 - Are schools and students required to participate?
 - How are results used and communicated?
 - How do Alberta and Canadian results compare on an international scale?
- J. School Jurisdiction and School Leadership
- Describe the similarities and differences between the Principal Quality Practice Guideline and the CASS Practice Standard.
 - In greater detail, describe the differences and similarities between Dimension 7 of each document?
 - In your view, what are the most significant differences in the leadership roles of principals and system educational leaders?
- K. Student Voice – Speak Out Alberta Initiative
- Provide an overview of this initiative.
 - Describe the processes used to gather student opinions through this initiative.
 - In your view, what are the key findings that should be considered and acted upon by school leaders?
- L. Student Voice – What Did You Do In School Today?
- Provide an overview of this CEA study: findings, study approach, significance.
 - In your view, what are the key findings that should be considered and acted upon by school leaders?

INDIVIDUAL RESEARCH PAPER TOPICS

1. Alberta's public education system is owned by the public and governed by the public. The principal must understand and respond appropriately to the political, social, economic, legal, and cultural contexts impacting the school. How do these principles work in practice? From whom does a school leader get his/her authority? How does this impact on distributed leadership practices ... on student learning ... on fostering positive working relationships?
2. "... school boards exist to provide the oversight to ensure that tax dollars are spent well in the service of student learning. Period. There is no other reason for them to exist. When school boards fail in that responsibility, they jeopardize the entire structure of local control and make all districts vulnerable to control by others" (Richardson, 2009).

What is meant by school board governance? What are the responsibilities of the board? What is the role of the trustee? What is the relationship between the superintendent and the school board, between others and the school board? All the information that you need can be accessed at the Alberta Education and ASBA websites.

3. In considering the “larger societal context” of schooling in Alberta, what do you consider to be the most significant “local, national and global trends” that will impact your school in the next five years? As a school leader, describe your assessment and then response plan to three of these trends – one at each level (local, national and global). What evidence will you rely upon? What strategies will you use to engage members of your school community in responding?

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 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.