

EDUCATION 5632

Managing the Organization

Summer Session II: July 15- 24, 2015

Time: July 15 – 17: 1:00 – 4:00 p.m.

July 20 – 24: 8:30 – 12:00

1:00 – 4:00 p.m.

Room: TBA

Instructor: Dr. Carol Murray

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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.

CONTEXT

This course is designed to explore the nature of leadership practice in a school or district context 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 within the context of leadership. Viewing organizational components of schools and systems as an integral part of the culture of leadership and learning requires specific skills, knowledge and disposition 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
- 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.
- 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
- 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
- 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

Task Force for Teaching Excellence

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 Three Year 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.

Students may be required to search for additional resources to support their research and study.

ASSESSMENT

Assignment Overview

	Assignments	Weighting	Due
Learning Task #1	Position Paper	20%	July 20
Learning Task #2	Individual Presentation	30%	July 20-24
Learning Task #3	Group Presentation	30%	July 20-24
Learning Task #4	Reflection Paper	20%	July 24

Topics for Learning Tasks #2 and #3 will be discussed and shared during the first class.

Learning Task #1: Position Paper (20%) Due: July 20

You will describe your position on the principal as a manager and a leader that considers the following:

- How is management and leadership interrelated in the role of the school principal?
- What impact does each behavior have on the other?
- Can one be a leader without consideration of management?
- Can one be a manager without consideration of leadership?
- Describe what your role as principal would look like taking management and leadership into consideration.

You will include relevant references using APA style.

Length: 750-1000 words

Assessment Criteria for Learning Task #1

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 are presented with generally maintained focus and	Provides well organized, clear understanding of

	issues with minimal flow or focus	flow	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 paper.	APA format used correctly throughout most of the paper.	APA format used correctly throughout the paper.

Learning Task #2: Individual Presentation (30%) Due July 20-24

Working individually, you will select a specific topic from the provided list. You will prepare a 40 minute presentation that includes the following:

- description and analysis of current practice and/or policies in your school (district)
- examples
- critique of practices and policies
- suggestions for improvement
- comparison to other school(s)/district(s)
- clear connection to and direction from the law

You will involve the class in your presentation through an engaging learning activity that extends their learning of your topic and provides for application opportunities. You will prepare and distribute a concise handout (one page/double sided) that presents the main ideas and references from your presentation.

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	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.
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 engaged in higher level critical thinking and reflection. Activity is creative and original and appropriate to support effective exploration of the topic
Handout	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.
Time Management	Time is not used effectively to explore the topic	Pace and clarity of presentation is adequate and supports exploration of topic.	Presentation flows, is clear and concise. Completed within time frame.

Learning Task #3: Group Presentation (30%) Due July 22-24

In groups of 4 you will prepare a 90 minute interactive presentation that includes:

- a thorough examination of the topic and its various dimensions
- a concise, informative , research based overview of the topic
- a “discussion topic, focus question, case study, vignette or problem” for the class that causes class interaction and deeper thinking
- 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 prepare and distribute a concise handout (one page/double sided) that presents the main ideas and references from your presentation.

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 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 research and 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. 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.
Handout	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 #4: Reflection Paper (20%) Due July 24

You will prepare a paper that presents reflections on your learning as a learner/practitioner as they relate to the course discussions, assignments and readings. Consider the following:

- What were the most helpful elements of this course?
- What elements most surprised you?
- What elements are you still struggling with?
- What aspects will apply to your work? Now? In the future?
- What challenges does this work present to you?
- How will you plan to address these challenges?
- What impact has the course material had on your understanding of leadership?

Length: approximately 750-1000 words

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	Issues and position are identified	Clearly identifies your position and the issues and the value of this discussion
Content	Vague or limited presentation and understanding of issues with minimal connection to course material or leadership practice.	Issues are generally connected to course material and leadership practice.	Provides well organized, clear connection of issues to course material and application to leadership practice
Reflection	Limited indication of personal reflection and learning.	Presents general and personal reflections with evidence of student learning.	Consistent evidence of critical, reflective thought, insight and depth of student voice and evidence of personal learning
Use of resources/literature	Surface level reference to research/literature and resources	Adequate use of supporting literature/research and resources to support reflection.	Clear connection of thinking and reflection 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 paper.	APA format used correctly throughout most of the paper.	APA format used correctly throughout the paper.

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	96	92	89	86	82	79	77	72	69	66	Less than
97	93	90	87	83	80	77	73	70	67	63	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.”