



The University of Lethbridge  
Faculty of Education

## EDUCATION 5633

### GOVERNANCE, COLLABORATION AND COMMUNITY ENGAGEMENT

July 11-22, 2016 Summer Session II

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

U of L Campus

<b>Instructor:</b>	Dr. Phil Butterfield	<b>Secretary:</b>	Margaret Beintema
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#### 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.

This course is designed to develop competencies in two dimensions of Alberta's *Professional Practice Competencies for School Leaders*. (Note: In anticipation of a Ministerial Order formally introducing the *School Leader Practice Standard*, expected for the summer or fall 2016, both documents will be analyzed for their implications on leadership and governance).

#### ***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 PPCSL *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.
3. Convey a sophisticated understanding of *Leadership Dimension 7*, wherein Alberta school leaders are expected to:
- a) advocate for the needs and interests of children and youth
  - b) demonstrate knowledge of local, national, and global issues and trends related to education
  - c) assess and respond to the unique and diverse community needs in the context of the school’s vision and mission
  - d) advocate for the community’s support of the school and the larger education system.
4. 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** (Note: This schedule is subject to adjustment as required to meet the needs of students and ensure learning outcomes are achieved)

Class	Date	Topics	Lead
1	July 11 pm	<ul style="list-style-type: none"> <li>• Course Overview and Selection of Group Assignments</li> <li>• Research Paper review topics and rubric/APA sixth ed.</li> <li>• Alberta’s School Leadership Framework: An Update PPT</li> </ul>	Phil
2	July 12 pm	<ul style="list-style-type: none"> <li>• <i>Text: The Sociological Analysis of Education</i> (pp. 1—20)</li> <li>• Research paper topics selected</li> </ul>	Phil
3	July 13	<ul style="list-style-type: none"> <li>• Challenge Day - Details TBA – no regular classes</li> </ul>	
4	July 14 pm	<ul style="list-style-type: none"> <li>• <i>Text: Sociological Theories of Education</i> (pp. 21—59)</li> <li>• Alberta School Council Association (ASCA) Focus on Generative Governance</li> </ul>	TBA (3) TBA (2)
5	July 15 am	<ul style="list-style-type: none"> <li>• Leadership Initiatives</li> <li>• Class Discussion - issues to date/Journal Reflection</li> </ul>	Phil
6	July 18 am	<ul style="list-style-type: none"> <li>• <i>Text: Historical and Educational Dimensions of Education</i> (pp. 60-90)</li> <li>• PSBAA/ASBA: Role of the Trustee/Advocacy</li> </ul>	TBA (3) TBA (2)

7	July 18 pm	<ul style="list-style-type: none"> <li>Alberta Teachers Association: Focus on teacher rights/ bargaining/teacher growth, supervision and evaluation</li> </ul>	TBA (2)
8	July 19 am	<ul style="list-style-type: none"> <li><i>Text</i>: The Process of Schooling (pp. 123-159)</li> <li>Alberta Education Initiatives</li> </ul>	TBA (3) TBA (2)
9	July 19 pm	<ul style="list-style-type: none"> <li><i>Text</i>: Teachers and Teaching (pp. 160-194)</li> <li>Alberta Teaching Professions Act / TQS</li> </ul>	TBA (3) TBA (2)
10	July 20 am	<ul style="list-style-type: none"> <li>Schooling and Work (pp. 195—239)</li> <li>Research Paper Progress Review</li> </ul>	TBA (3) Phil
11	July 20 pm	<ul style="list-style-type: none"> <li><i>Text</i>: Educational Opportunity and Social Reproduction (pp. 240—294)</li> <li>Think Tanks: C.D. Howe/Fraser Institute/Parkland Institute/Alberta Center for Child Family and Community Research/ etc.</li> </ul>	TBA (3) TBA (2)
12	July 21 am	<ul style="list-style-type: none"> <li><i>Text</i>: Contemporary Educational Challenges and Reform (pp. 294—329)</li> <li>Class Discussion - issues to date/Journal Reflection</li> </ul>	TBA (3) Phil
13	July 21 pm	<ul style="list-style-type: none"> <li>College of Alberta School Superintendents (CASS)/ Standards of Practice for Superintendents</li> <li>Research Paper Due</li> </ul>	TBA (2)
14	July 22 am	<ul style="list-style-type: none"> <li>TIMMS &amp; PISA, Achievement Tests and Diploma Exams</li> <li>Course Summary &amp; Wrap Up</li> </ul>	TBA (2) Phil

## LEARNING TASKS AND EVALUATION

	Assignments	Marks	Due
LT1	Group Facilitation I – Assigned Reading	20	As per schedule (TBD)
LT2	Critical Reflection Journal	20	July 15 and 21
LT3	Group Facilitation II – Selected Research	20	As per schedule (TBD)
LT4	Research Paper	40	July 21

## ASSIGNMENTS

This section briefly overviews each of the four major Learning Tasks (LT). More specific expectations related to the assignments are itemized below in the rubric for each learning task.

### **LT1 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.

**LT1 Rubric:**

<b>Criteria</b>	<b>Does Not Meet Requirements (&lt;C+)</b>	<b>Meets All Requirements (B- to B+)</b>	<b>Meets All and Exceeds Most Requirements (A- to A+)</b>
<b>Constructive Uses of Authoritative Sources</b>	You summarize readings more than you provide critical analysis or thoughtful interpretation.	You critically evaluate information sources and recognize that even the best are fallible.	You draw upon content from the readings and experiences, along with additional information sources, as data for your own knowledge building and ideas-improving processes.
<b>Democratizing Knowledge</b>	You add your independent contribution with limited scholarly interaction with others in the group.	You recognize and respond to the contributions of others, helping them and the group to obtain needed information.	You respond to and strengthen the contributions of others, treating all participants as legitimate contributors to the knowledge building goals and accomplishments of the community.
<b>Epistemic Agency</b>	You demonstrate a personal sense of direction, motivation, and responsibility.	You mobilize personal strengths to set forth your ideas and to negotiate a fit between personal ideas and ideas of others.	You mobilize personal strengths to set forth your ideas and to negotiate a fit between personal ideas and ideas of others, using contrasts to spark and sustain knowledge advancement rather than depending on others to chart that course for you.
<b>Knowledge Building Discourse</b>	Your contribution to discourse allows participants to express and gain feedback on their ideas, defend different points of view, arrive at conclusions.	Your contribution to discourse serves to identify shared problems and gaps in understanding.	Your contribution to discourse serves to identify shared problems and gaps in understanding and to advance understanding beyond the level of the most knowledgeable individual.

**LT2 Critical Reflection Journal**

Daily Activity

20 marks

Each learner will write a *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 dates indicated above.

**LT2 Rubric:**

<b>Criteria</b>	<b>Does Not Meet Requirements (&lt;C+)</b>	<b>Meets All Requirements (B- to B+)</b>	<b>Meets All and Exceeds Most Requirements (A- to A+)</b>
<b>Completeness</b>	Your journal entries demonstrate basic understanding of material.	Your journal entries demonstrate moderate understanding of material and analysis of key concepts.	Your journal entries demonstrate a complete and thorough understanding of the material, including analysis of key concepts.
<b>Insights</b>	You have provided a surface level analysis of the readings and topics covered.	You have provided an in-depth analysis of the readings and topics covered.	You have provided an in-depth, insightful analysis of the readings and topics covered, reflecting on application to your own context.

**LT3 Paired or Small Group Facilitation – Selected Research**

45 minutes

20 marks

Each pair or small group will provide a presentation and facilitate a whole class discussion on one of the research topics listed 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.

**LT3 Rubric:**

<b>Criteria</b>	<b>Does Not Meet Requirements (&lt;C+)</b>	<b>Meets All Requirements (B- to B+)</b>	<b>Meets All and Exceeds Most Requirements (A- to A+)</b>
<b>Presentation organization</b>	Your presentation had no discernible introduction, body or conclusion; or your presentation was poorly organized.	Your presentation had a clear introduction, body and conclusion.	Your presentation had a clear introduction, body and conclusion, with each section transitioning seamlessly into the other.
<b>Key ideas</b>	Ineffective presentation of key ideas.	Effective presentation of key ideas of your topic. You explicitly define and highlight the central points.	Effective presentation of key ideas of your topic. You explicitly define and highlight the central points of your presentation in a compelling and memorable manner.

<b>Criteria</b>	<b>Does Not Meet Requirements (&lt;C+)</b>	<b>Meets All Requirements (B- to B+)</b>	<b>Meets All and Exceeds Most Requirements (A- to A+)</b>
<b>Insights</b>	You have provided a surface level reading and a cursory understanding of the research methodology.	You have provided an in-depth, introspective presentation of the research methodology.	You have provided an in-depth, introspective presentation of the research methodology, yielding deep understanding of the professional practices and approach scholars use when adopting the methodology.
<b>APA citations</b>	You tend not to cite sources using APA standards.	You consistently cite sources using APA standards with very few errors.	You consistently cite sources using APA standards, paying particular attention to details, resulting in error-free citations.

### **LT3 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 enable 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 21<sup>st</sup> 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. 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?
- H. 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?
  - Assess the impact of tests such as these on the education system in Alberta? Is this impact positive? Do these tests improve or impede student learning and teacher effectiveness?
- I. 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?
- J. You may select a topic of interest to you and your partner/group that is not listed here. Your topic must align with course outcomes and be approved by the instructor before commencing your research.

**LT4 Research Paper**2000 – 2500 words      40 marks  
(7-10 pages)

Each learner will write a research paper that will demonstrate deep theoretical and practical understanding of one of four topics listed below. The paper will be based on a variety of credible sources and will comply with APA (Edition 6) style requirements. **Topics must be selected and approved by the end of Session 2 on July 12<sup>th</sup>.**

**LT4 Rubric:**

Criteria	Does Not Meet Requirements (<C+)	Meets All Requirements (B- to B+)	Meets All and Exceeds Most Requirements (A- to A+)
Topic	Topic is tangential to the course content and the student's educational life world.	Topic is somewhat relevant to the course content and the student's educational life world.	Topic is relevant to the course content and the student's educational life world.
Introduction	No discernible introduction, or the introduction is poorly written.	The paper starts with an introduction that clearly identifies the purpose and scope of your paper.	The introduction clearly establishes the value of your paper by drawing the reader into your topic.
Use of Literature	Demonstrates an inadequate understanding of the critical aspect of the sources as they relate to the topic of the paper.	Demonstrates an accomplished critique of the sources as they related to the topic of the paper.	Demonstrates a sophisticated critique of the sources reviewed; shows a deep understanding of the breadth of the topic of the paper.
Insight	You have provided a surface level reading of the relationship between the literature and the topic.	You have provided a deep reading of the relationship between the literature and the topic.	You have provided an in-depth, introspective and critical reading of the relationship between the literature and the topic.
Focus	Vague or limited consideration of topic with no apparent throughline and little attempt at a focus anywhere in the paper.	Generally maintained focus with an at times wandering throughline that minimally recognizes the complexity of the topic and tries to address that complexity.	Strongly maintained subject, purpose, and logic with a clear throughline maintained throughout the paper recognizing and addressing the complexities of the topic.
Ideas and Content	Development of content restricted; may be incomplete or unclear; lack of fluency in expression.	Development of content adequate, but lacks clearly stated positions or supporting information; fluency of expression may be halting or awkward.	Full and rich development (focus, relevance, explanations, support); shows sophistication in fluency of expression.



Criteria	Does Not Meet Requirements (<C+)	Meets All Requirements (B- to B+)	Meets All and Exceeds Most Requirements (A- to A+)
Formatting	<p>Few sources are correctly documented using APA 6<sup>th</sup> Ed. format.</p> <p>Fails to stay within the following requirements:</p> <ul style="list-style-type: none"> <li>• 7-10 pages excluding the title page, abstract, and reference pages),</li> <li>• 12-point font.</li> <li>• Double-spaced.</li> <li>• One-inch margins on both sides of each page and a one-inch margin at both the top and the bottom of each page.</li> </ul>	<p>Most sources are correctly documented using APA 6<sup>th</sup> Ed. format.</p> <p>Meets the following requirements:</p> <ul style="list-style-type: none"> <li>• 7-10 pages excluding the title page, abstract, and reference pages),</li> <li>• 12-point font.</li> <li>• Double-spaced.</li> <li>• One-inch margins on both sides of each page and a one-inch margin at both the top and the bottom of each page.</li> </ul>	<p>All sources are correctly documented using APA 6<sup>th</sup> Ed. format.</p> <p>Meets the following requirements:</p> <ul style="list-style-type: none"> <li>• 7-10 pages excluding the title page, abstract, and reference pages),</li> <li>• 12-point font.</li> <li>• Double-spaced.</li> <li>• One-inch margins on both sides of each page and a one-inch margin at both the top and the bottom of each page.</li> </ul>
Presentation	<p>Appropriate English characterizes the ‘paper’. It can be easily read and understood.</p> <p>Writing and presentation style is engaging.</p>	<p>Clarity, simplicity, parsimony and appropriate English characterize the ‘paper’. It can be easily read and understood.</p> <p>Writing and presentation style is engaging and thought-provoking.</p>	<p>Clarity, simplicity, parsimony and appropriate English characterize the ‘paper’. It provokes readers/viewers/listeners to think deeply, awakening new questions and insights.</p>

#### LT4 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).
3. 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.
4. 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 plan a response 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?

5. You may select a research topic of interest to you that is not listed here. Your topic must align with course outcomes and be approved by the instructor before commencing your research.

### **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.

<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

### **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.