

EDUCATION 5630

Educational leadership and the change process

Summer Session II, 2015

Dates: July 8-28, 2015

Time: 1-3:50 PM Room: TH 341

Instructor:	Dr. George Bedard	Secretary:	Margaret Beintema
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Calendar description: An interpretation of the change process, leadership models, administration theory and the role of vision in leadership

Course Materials

Bedard & Mombourquette: Toolkit for school leaders pdf. (enacting professional competencies, already distributed)

Course Goals

This course will explore the specific expectations for school leadership in Alberta

This course will examine how three principals, in different school configurations and contexts, understand, implement, and integrate the competencies in collaborative settings with a variety of strategies

This course will provide students with a framework to analyze and assess leadership practices and challenges in their own schools

This course will provide students with the development of knowledge and skills foundational to the concept of leadership for learning

This course will provide students with a repertoire of concepts and strategies for school change

This course will provide students with academic skills appropriate for a Master's program

Evaluation

Assignments	Value	Due
# 1 How should this program help me to develop as a school leader?	5%	July 10 350 words For any writing project I will ensure that some class time is dedicated to the conceptualization and organization of the drafts as well as for clarification purposes.
# 2 My assessment of leadership challenges and practices in my own school and the status of the competencies	10%	July 17 600 words
# 3 Partner class presentations of one competency across 3 cases that I have already chosen (the principals' narratives or professional stories). Five, not seven, competencies will be tackled in this manner (rationale for the five to be discussed on the first day). In addition, we will have one pair present on the findings chapter (descriptive summary) and one pair on the analysis and conclusion chapters (how the evidence matches up with some of the research articles the authors cited in the Framework chapter, and implications. Again, we will be focusing on five competencies but based on data from all ten cases as condensed in the last two chapters.	20%	Detailed schedule for all assignments, and expectations, to be discussed first day in class. Please partner up. One page summary to be submitted by each member of the group to class and me. Content will be assessed from class presentation. 40-45 minutes tops for each presentation and 15 minutes Q and A from class directed at presenters to be followed by class discussion. This will be followed by application exercises (content discussed on first day).
# 4 Group presentations: Core issues in our schools and how we as individuals in specific contexts would apply the five competencies to tackle them (<i>your own prospective, individual narratives</i>). Put yourself in a formal leadership role to give us the big picture. Would any of these issues be a potential	20%	Scheduled in class – 4 groups. Two page summary to be submitted by each member of the group to class and me. Content will be assessed from class presentation. 60 minutes tops for each group presentation and 15 minutes Q and A from class and instructor directed at presenters, to be followed by class discussion and “critical friend” suggestions for improving clarity, focus, and/or viability. The emphasis for

internship topic?		each individual in the group is that of her or his own school, not an imaginary school constructed by the group.
# 5 Joint Research paper (5630 & 5631). The description of and expectations for the paper will be discussed on the first day of class.	35%	July 28
Dialogue and critique	10%	General participation and contributions in class discussions and in presentations

Privacy Concerns and FOIP

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.

Plagiarism Warning

Please be aware that all material and ideas included in class presentations and assignments must be properly acknowledged to give credit to the originator. This includes all resources whether consulted and/or quoted or copied from print resources, Internet, media, or personal consultations. Assistance with documentation is available through the University library. If violations are suspected, students may be required to submit an electronic version of their work.

Grading Schedule

Based on the recorded grade for each of the assignments in Education 5631, the following constitutes the final grade:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
100%	96%	92%	89%	86%	82%	79%	76%	72%	69%	66%	62%
97%	93%	90%	87%	83%	80%	77%	73%	70%	67%	63%	and Less

Note: Any course with a grade of less than 'B-' cannot be considered for credit in a Graduate Studies and Research in Education graduate program.

