

University of Lethbridge
Faculty of Education



EDUCATION 5635
Educational Leadership Internship I
Education Leadership
Fall 2017

Knowing of any sort is relational, animated by a desire to come into deeper community with others... to have encounters and exchanges that will inevitably alter our thoughts and deeds.

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Course Description

This course will allow students to synthesize and apply their knowledge, to practice and to develop the skills addressed in the leadership core and concentration courses. The field placement will provide a real leadership setting-planned and guided co-operatively by the Faculty of Education and the school district.

Course Goals

This course will provide internship experiences in a school or system setting in which interns may observe, examine, and practice leadership in education. The internship will synthesize the intern's understanding and implementation of leadership practices as it is enacted in unique educational contexts.

Learner Outcomes are negotiable and unique to each internship context, but *may* include the following:

A. The intern will *observe* inclusive leadership practices. This may involve

- analyzing a school / district budget and allocation of resources to meet educational programming needs
- examining registration and records management of education programs
- observing leadership in formal settings
- reflecting and logging observations in a leadership journal

- B. The intern will *practice* education leadership. This may involve
- analyzing a school's 3-year plan and tracking implementation
 - examining resource allocations to support the 3-year plan
 - participating in monitoring and implementing a school improvement initiative
 - leading learning community meetings
 - reflecting and logging observations in a leadership journal
- C. The intern will *explore* a school leadership educational issue. This may involve
- completing the research component of a school improvement project
 - examining contractual practices and policies, such as the TQS or TGSE
 - preparing a media release for a leadership or school improvement issue
 - reflecting and logging observations in a leadership journal
- D. The intern will *participate* in components of the school culture. This may involve
- assessing a school culture
 - planning and implementing a ceremonial event at the school
 - reflecting and logging observations in a leadership journal

Process

1. Interns registering in the Leadership Internship program must be able to acquire voluntary support of an on-site leader-mentor who will advise and supervise the internship in consort with the university professor.
2. Approval to conduct the internship is given by the district superintendent (or designate) with agreement from the school principal.
3. The intern formulates a project proposal and submits it to the university professor for approval.
4. The university professor meets with the intern and leader-mentor to discuss the project and its deliverables.
5. The internship culminates with an in-depth reflection paper of project activities and learnings.
6. Communication throughout the internship may be conducted via email, face-to-face video conferencing, or by on-site visits.

Evaluation

The intern is required to submit a reflective summary of the project. The summary (approximately 1500 words) will include the following:

- A description of the goal and guiding questioning for the project
- An outline of project activities

- The connection between project activities, educational leadership courses, and the Alberta Education leadership standards
- Details of how the project unfolded
- An analysis of the intern’s observations. What aspects of the project were successful? What were the challenges and limitations of the project? What were contextual or mitigating factors that impact the project?
- A summary of what the intern learned about leadership as a result of this project.
- A preliminary answer to the guiding question of the topic.

Course Schedule

This course is based on the Masters in Education Leadership Handbook. As a one course offering, this internship starts in Fall 2017.

Submission dates for each aspect of the internship are outlined below.



* The criteria for approving project topics are based on linkages to leadership and professional practice courses, as well as leadership standards and relevance to the intern’s context.

Course Assignment (s)

Assignment Summaries:	Grade	Due
Project Summary (refer to Evaluation above)	Pass/Fail	December 15, 2017 unless otherwise negotiated

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)

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/About the
ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfession
alConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/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](http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct)