Faculty of Education

EDLD 551 H(3-0): 5551

Spring 2020

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Office: N/A **Office Hours:** N/A
Class Location: Online
Class Time: May 8 – July 2, 2020
Credits: 3
Pre-requisites/Co-requisites/Anti-requisites: Bachelor of Education degree, two years of teaching experience or permission from the instructor.

Course Description

This course assists future and current school administrators to develop leadership competencies aligned to the *Alberta Leadership Quality Standard*. Based in educational theory, research, and best practice, this course focuses on the development of the following competencies through the lens of a Catholic worldview: Fostering Effective Relationships; Embodying Visionary Leadership; Leading a Learning Community; Developing Leadership Capacity; and Managing School Operations and Resources.

Course Objectives

The course, **EDLD 551: Theory and Practice in Educational Leadership I** consists of 36 hours of instruction centering on two big ideas:
 1. Effective Leadership Theory in Catholic School Administration;
 2. Responsible and Ethical Leadership Practices in Catholic Schools.

Specifically, at the end of the course students will know and be able to:
 1. apply leadership theory and practice;
 2. build positive working relationships with the school and local communities;
 3. collaborate with the school community to create and implement a shared vision for the success of all students in learning and well-being;
 4. nurture and sustain a culture that supports evidence-informed teaching and learning;
 5. provide opportunities for the members of the school community to develop leadership capacity and to support the school community in fulfilling their educational goals;
 6. effectively direct operations and manages resources.

Text

Sergiovanni, T. J. (2007). *Rethinking Leadership* (Second Edition). Thousand Oaks, CA: Corwin Press

Additional Recommended Course Sources

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York, NY: Routledge.

Evaluation

Learning Task	Description of Learning Task	Due Date	Weight	Grouping for Task
Assignment #1	The Personalized LQS	June 5, 2020	30	Individual
Assignment #2	Guided Reading Summaries	July 2, 2020	30	Individual
Assignment #3	Professional Growth Plan – Part A	July 3, 2020	40	Individual

Schedule of Topics and Readings

The course schedule is intended to provide a long-term glance at the upcoming events, seminar topics and assignment due dates. This schedule is tentative and may be adjusted, as determined collaboratively by the instructor and the students.

Hours	Topic/Objective/Competencies/Description/Learning Activities	Readings Resources
3 Hours	**The Leadership Quality Standard (LQS), the 5 Leadership Forces, and Leadership Styles** **Objective:** Students will develop their personal conceptions of leadership by analyzing leadership forces, leadership styles, and the LQS. **Competencies Explored:** Embodying Visionary Leadership; Leading a Learning Community; Developing Leadership Capacity; Providing Instructional Leadership; Fostering Effective Relationships; Modeling a Commitment to Professional Learning; and Managing School Operations and Resources **Description:** • Contextualizing the LQS by connecting it to five leadership forces. • Comparing, contrasting, and evaluating the dimensions of technical, human, educational, symbolic, and cultural leadership. • Prominent theories of leadership and leadership styles.	Leadership as a Moral Craft (Sergiovanni, 2007, p. 1) Leadership and Excellence in Schooling (Sergiovanni, 2007, p. 5)
3 Hours	**The Leadership Quality Standard (LQS) and The 5 Marks of a Catholic Leader** **Objective:** Students will analyze the 5 Marks of an Excellent Catholic Leader, connect them to the LQS, and integrate them into their view of leadership. **Competencies Explored:** Fostering Effective Relationships; Leading a Learning Community; Modeling a Commitment to Professional Learning; Embodying Visionary Leadership; Supporting the Application of Foundational Knowledge about FNMI; Providing Instructional Leadership; Developing Leadership	Marks of an Excellent Catholic Leader (CCSSA, 2016)

	Capacity; Managing School Operations and Resources; and Understanding and Responding to the Larger Societal Context. **Description:** • Contextualizing the LQS by connecting it to The Five Marks of an Excellent Catholic Leader. • Dispositions of the excellent Catholic leader. • Practices of the excellent Catholic leader.	
3 Hours	**Embodying Visionary Leadership** **Objective:** Students will explore the role of shared beliefs, ideas, values, and purposes in aligning the school community around a shared vision. **Competencies Explored:** Embodying Visionary Leadership**;** Leading a Learning Community; Developing Leadership Capacity; Providing Instructional Leadership**;** Fostering Effective Relationships; and Managing School Operations and Resources **Description:** • The head, the heart, and the hand of leadership; understanding and evaluating our leadership beliefs, values, theories of practice, actions, and decisions. • Understanding and evaluating professional and moral authority and contrasting them with bureaucratic, psychological, and technical-rational authority. • Understanding and evaluating morality and leadership. • Transactional versus transformational leadership. • Understanding and evaluating leadership as stewardship and servant leadership.	Administering as a Moral Craft (Sergiovanni, 2007, p. 19). New Sources of Leadership Authority (Sergiovanni, 2007, p. 36). Leadership as Stewardship (Sergiovanni, 2007, p. 49).
6 Hours	**Leading a Learning Community** **Objective:** Students will explore the nature of a learning community as well as the motivational forces, goals, and relationships of those in it. **Competencies Explored:** Leading a Learning Community; Developing Leadership Capacity; Embodying Visionary Leadership; Providing Instructional Leadership; Fostering Effective Relationships; and Modeling a Commitment to Professional Learning. **Description:** • Understanding and responding to the motivational forces of those in the learning community. • Nurturing and sustaining a distributed model of learning leadership. • Focusing on morality as the bonding and binding agent in the learning community. • Contextualizing the learning community as a "community" rather than an "organization". • Exploring collegiality versus congeniality in the learning community. • Discussion, dialogue, and decision making in the learning community.	The Developmental Stage of Leadership (Sergiovanni, 2007, p. 61) Adding Value to Leadership to get Extraordinary Results (Sergiovanni, 2007, p. 65). Why Trans-formational Leadership Works and How to Provide It (Sergiovanni, 2007, p. 72). The Roots of School Leadership

| | | (Sergiovanni, 2007, p. 82).

Why We Should Seek Substitutes for School Leadership (Sergiovanni, 2007, p. 87). |
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| 6 Hours | **Providing Instructional Leadership**

Objective: Students will comprehend, analyze, and evaluate the nature of instructional leadership.

Competencies Explored: Providing Instructional Leadership; Leading a Learning Community; Developing Leadership Capacity; Embodying Visionary Leadership; Fostering Effective Relationships; and Managing School Operations and Resources

Description:
• Instructional versus transformational leadership.
• Assessing and developing principles of instructional leadership
• Assessing the efficacy of educational influences on student learning
• Alberta's Concept-Based Curriculum
• Understanding and evaluating the "Growing in Faith, Growing in Christ" (CCCB) resource. | Assessing and Developing Principal Instructional Leadership (Hallinger & Murphy, 1987)

Alberta's K-4 Concept-Based Curriculum

Growing in Faith, Growing in Christ |
| 6 Hours | **Fostering Effective Relationships**

Objective: Students will explore the issues related to relationships in the learning community.

Competencies Explored: Fostering Effective Relationships; Leading a Learning Community; Embodying Visionary Leadership; and Developing Leadership Capacity.

Description:
• Understanding the learning community as a series of commitments to one another, centered on norms, purposes, and values rather than hierarchy.
• Sharing and distributing leadership to those with the legitimate entitlement to lead.
• Understanding leadership as relationship.
• Comparing the efficacy of collegiality versus congeniality.
• Building relationships via the management of attention, meaning, trust, self, paradox, effectiveness, follow-up, and responsibility.
• Establishing safe, caring, and inclusive learning environments, adhering to the Alberta Human Rights Act, the Canadian Charter of Rights and Freedoms, and Denominational Rights.
• Examining the Alberta School Act as it pertains to student groups and operationalized within the LIFE Framework (CCSSA,). | **Leading the Learning Community (p. 97)**

Changing our Theory of Schooling (Sergiovanni, 2007, p. 101)

Leadership as Practice (Sergiovanni, 2007, p. 112)

Getting Practical: Enhancing Collegiality and Intrinsic Motivation (Sergiovanni, 2007, p. 120)

The Eight Basic Competencies (Sergiovanni, 2007, p. 134) |

		Alberta Human Rights Act Canadian Charter of Rights and Freedoms Alberta School Act and Student Groups The LIFE Framework (CCSSA)
3 Hours	**Embodying Visionary Leadership** **Objective:** Students will analyze and evaluate leadership mechanisms that facilitate visionary leadership. **Competencies Explored:** Embodying Visionary Leadership**;** Leading a Learning Community; Developing Leadership Capacity; Providing Instructional Leadership; Fostering Effective Relationships; and Managing School Operations and Resources **Description** • Embodying a common vision by culture building and attending to the lifeworld of leadership. • Embodying a common vision by adhering the hope, faith, and action as virtues of leadership. • Embodying vision by aspiring to be leader as craftsman.	**Value Added Leadership (p. 141)** The Lifeworld of Leadership (Sergiovanni, 2007, p. 145) The Virtues of Leadership (Sergiovanni, 2007, p. 152) Craftsmen Leaders are Critical (Sergiovanni, 2007, p. 166)
6 Hours	**Managing School Operations and Resources** **Objective:** Students will comprehend, analyze, and evaluate educational planning processes, scheduling practices, and budgeting practices. **Competencies Explored:** Managing School Operations and Resources; Providing Instructional Leadership; and Understanding and Responding to the Larger Societal Context. **Description:** • The importance of leadership visibility. • Nurturing, sustaining, and improving an evidence-informed culture and learning community. • Evidence, accountability, and planning for improvement. • Budgeting and scheduling as they pertain to finances, human capital, and social capital. • Being a visible presence in the school; practical strategies. • Operationalizing the management of the school. • Budgeting Practices in Catholic Schools.	Alberta Accountability Pillar Front Matter Annual Education Results Reporting Front Matter Three Year Education Planning Front Matter

Grade Determination

Grade	Grade Point	Description
A+	4.0	Excellent
A	4.0	
A-	3.7	
B+	3.3	Good
B	3.0	
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	
D+	1.3	Minimal Pass
D	1.0	
F	0	Fail

Note: a C- grade is the minimum grade required for a course to qualify as a prerequisite.

Intellectual Honesty (from St. Mary's University 2019-20 *Academic Calendar*) Academic honesty is the cornerstone of the development and acquisition of knowledge and St. Mary's University insists on academic honesty in scholarship. Knowledge is cumulative, growing on the basis of previous knowledge, so we are all beholden to others for their contributions. In the course of scholarship, these contributions are reflected upon, critically analyzed and used as the foundation for further knowledge. Scholarship and academic honesty demand that these contributions be acknowledged and not passed off as products of one's own thought. Two major categories of academic misconduct are plagiarism and cheating.

Plagiarism
Plagiarism is a very serious academic offence that involves presenting work in a course as if it were the result of one's own study and investigation when, in fact, it is the work of someone else. Plagiarism takes place when:
- an essay or other work is copied from another source and submitted as one's own
- parts of a work, including words, ideas, images or data, are taken from a source without acknowledgement of the originator
- work presented for one course is also submitted for another course without prior agreement of the instructors involved
- another person prepares the work that is submitted as one's own
- substantial editorial or compositional assistance from another person is received on work that is submitted as one's own

Cheating
Cheating is also a very serious academic offence. Cheating on examinations, assignments and/or labs may take a number of forms, including:
- tampering or attempting to tamper with examination scripts, class work, grades or class records
- obtaining unauthorized assistance from anyone during the course of an examination
- impersonating another student during examinations
- falsifying or fabricating lab reports
- communicating with other students during an examination
- bringing unauthorized written material or electronic devices to an examination
- possessing, distributing, or attempting to possess or distribute unauthorized material in respect to examinations
- attempting to read the examination papers of other students
- deliberately exposing one's own examination papers to another student

Penalties for Academic Misconduct

Penalties for a first occurrence of academic misconduct may include a failing grade on the examination, assignment and/or lab and/or a failing grade in the course as determined by the course instructor. The instructor will immediately send a letter stating the particulars of the offence to the Registrar and a notation will be placed in the student's permanent file. In the event of a subsequent occurrence of academic misconduct, in any course during the student's academic tenure at St. Mary's, the Vice-President Academic & Dean will decide on appropriate disciplinary action, which may include possible expulsion from St. Mary's University. If a student is expelled, the reason for expulsion will be stated on the student's permanent academic record. All correspondence regarding acts of academic misconduct by a student will be copied to the student.

Academic Accommodations

St. Mary's University is committed to support all students in developing their academic potential. Some students face challenges that require strategies to ensure they have equal opportunities to succeed. Academic accommodations are educational practices, systems and supports designed to help students with disabilities. A disability is a functional limitation, caused by a physical or mental impairment that restricts the ability of a person to perform the daily activities necessary to fully participate in studies at StMU. If you have received academic accommodations in the past or would like more information, please contact Academic Accommodation Services: Joan. McNeil@stmu.ca, 403-254-3704