



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education
Department of Educational Studies

LEADERSHIP IN EDUCATIONAL ORGANIZATIONS
EDST 532 (022)

Thursday, September 8* to November 28, 2016

Co-instructors: Dr. Steve Cardwell
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Class Times: Mondays - 4:30 pm to 7:30 pm
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Office Hours: By appointment (PCOH 3072)
Twitter: [@myphronesis](https://twitter.com/myphronesis)

* The introductory class is on Thursday, September 8 in lieu of the September 5 class - Labour Day stat holiday.

Description

This course provides students with the opportunity to examine the concepts and realities of educational leadership within broader, and increasingly globalized, social, cultural, economic, political and ecological contexts that impact the organization and, in turn, are influenced by the organization. Educational organizations are complex social structures and organizational cultures. Leadership in such organizations is complex and inherently political and moral. The course is primarily focused on the K-12 sector.

Leadership does not exist in isolation, but in interaction with other people, and leadership development involves face-to-face interactions. Leadership is influenced by the values held by those who lead and those who follow in a complex dance. Social and career position, personal history, and life experiences shape leadership practice. While there may be some mutable aspects of leadership (e.g. style), identity (how one constructs a sense of who we are) may have a more profound impact on how one leads. Finally, leadership is context-specific and leadership is everywhere – including among students. Leadership in education may utilize similar skills across different contexts, however the purposes may differ and substantively affect the nature of leadership in those contexts.

This course will have a particular emphasis on leadership and student engagement. This aspect of the course is built around several major interests: the meanings of engagement, student engagement, the concept of Flow, student voice, student government, and student leadership in varying contexts.

The course will also explore assumptions underlying concepts of educational leadership and power; competing, and sometimes-conflicting models of educational leadership; the policy context of educational leadership; and the organizational context of educational leadership. The course delves into the problems of the practice of educational leadership and the theories of educational leadership that inform solutions to those problems.

I look forward to your active participation and in learning from you as we work together. Your knowledge and diverse experiences will enrich our discussions and contribute to a shared understanding of important educational issues.

Format

The course will utilize relevant readings, guest speakers, media, class activities and presentations to maximize the involvement of participants in the learning process. Assignments will focus on exploring and understanding leadership in a variety of contexts.

Objectives

This course will assist participants to:

- Develop a familiarity with the literature and debates on educational leadership.
- Enhance skills through critical analysis of leadership.
- Gain an understanding of policy contexts as they relate to educational leadership
- Explore issues related to First Nations education in leadership.
- Reflect upon the role educational leaders play within the context of social justice.
- Reflect on the role educational leaders play within the broader processes of educational change.
- Relate theory and practice about educational leadership to individual roles and workplaces.
- Gain an understanding of student engagement and the concept of flow.
- Develop a sense of the importance of meaningful student voice and leadership.
- Reflect on one's personal perspective on educational leadership.

Readings

- There will be no prescribed text for this course. Readings listed in this syllabus can be downloaded in PDF through the UBC Library (<http://www.library.ubc.ca>) or directly from the Internet and, if preferred, may be printed by the student. Please do not be alarmed with the number of listed articles with certain topics. You are not expected to read every one of them. These are curated lists of relevant articles as you might wish to explore a particular topic in more detail.
- To access the journal articles when you are not on campus, please follow the instructions on the Library's "Connect from Home" page (<http://www.library.ubc.ca/home/proxyinfo/>).
- You are expected to sign in to *Connect* on a regular basis to access the weekly class agendas, other documents and announcements. It is best to set up "Notifications" so that you receive an email message whenever an item is added to the *Connect* site for this course.

Criteria for all assignments

Papers should be organized according to APA style 6th edition. Guidelines are available at <http://www.library.ubc.ca/pubs/apastyle.html>

Overall, your written assignments will be assessed based on attributes such as:

- Reflection upon research literature, class discussions, and presentations
- Engagement with the literature discussed in class
- Your thinking with relevant concepts and theories
- Clear and concise communication at a graduate level
- Complete reference lists

Course Requirements

1. **Class Participation** **Due:** on-going **Weight:** 20%

A large portion of our class time will be devoted to the discussion of the assigned readings, guest speaker presentations and current issues and ideas in education. Please come to class ready to engage in rich conversations about selected readings. These will be catalysts for dialogue, and will be material to include in your blog or journal and a foundation for building a network of relationships that will help you through your own leadership career.

2. **Group Presentations** **Due:** on-going **Weight:** 40%

Working in groups of 2, you will be assigned an advance task of creating a reading guide for the rest of the class for a selection of readings in the coming weeks. These reading guides will be due at least one week prior to the date of the assigned readings. The guides will be posted on *Connect* and either copied or emailed to the rest of the class.

The group will also prepare to lead the class in an engaging presentation with at least one activity designed to elicit discussion around the topic related to the selection of readings. Groups, topics and actual readings will be determined during the first class.

* Note that we will occasionally have smaller, in-class assignments, which will require some out of class preparation such as searching for short articles. These will be kept to a minimum.

You might wish to consider the following in your presentation:

- The intended audience.
- Why are these articles relevant to educational leadership and the topic of the day?
- How do these articles relate to previous and upcoming readings and discussions?
- Discuss, in a meaningful way, the theoretical and methodological assumptions, which guide the author/authors' work.
- What is your responsibility as an instructional leader within the context the author/authors describe?
- What are the author/authors' main arguments?
- What evidence is provided by the author(s) to support the respective arguments?
- How might you challenge the author/authors' position?
- What are some questions that may arise through the readings?

- What are the implications for your practice as leaders?
- Was the presentation engaging?
- Did the presenters connect the articles to the topic and to educational leadership?
- Did the Reading Guides sufficiently summarize the key points of the articles?
- Did the presenters engage the rest of the class in a meaningful and relevant activity and discussion?

The students in the class will provide direct feedback to the presenters.

3. Case study – Informed Leadership

Due: December 5

Weight: 40%

The purpose of this assignment is to integrate your learning in a meaningful way. It requires you to analyze leadership in educational organizations discussed in class and in particular to reflect upon the relationship between theory and practice.

Leadership can occur in formal or informal settings. Everyone has and might exhibit leadership traits and characteristics in their life and in their work. There is a relationship between leadership and management practice. In this assignment, you will analyze and critique the characteristics underlying the leadership practices exercised in your work place (or another setting) by creating a specific case study (real or imagined). In this *maximum* 6 to 10 page paper, create a case study involving leadership in action.

- The organizational context in which the case study and educational leadership is occurring.
- An overview of and nature of the situation, issue or problem.
- Your role and the role(s) of others in this scenario.
- The characteristics (knowledge, behaviours, attitudes, values, decision-making processes, etc.) underlying leadership practices in the location.
- The characteristics of the people in the organization and their attitudes toward the educational leader(s).
- Why you believe that changes need (or not) to occur in terms of educational leadership practices and organizational structure in your school or other organization and the lessons you have learned in this analysis.
- The leadership style(s) presented in this case study.
- The actions if any taken and the outcomes if any.
- You are expected to utilize some of the readings that you are doing on educational leadership in this course and reference your paper using [APA 6th edition](#). You can bring in other articles to support your arguments.

* Additional course information can be found at the end of this document.

NOTE:

* The introductory class is on Thursday, September 8 in lieu of the September 5 class - Labour Day stat holiday.

* We will have a field trip to be scheduled during the term in lieu of the October 10 class - Thanksgiving stat holiday.

Schedule of Classes, Topics and Required Readings for Classes (may vary)

September 8* and September 12 - Student Engagement, Voice, Involvement and Leadership

Welcome, introductions and overview of the course.

Topic: The area of student involvement in education is an important consideration for this course as we try to understand leadership in education from all perspectives and appreciate, where possible, leadership from the students' point of view.

How students are engaged or disengaged in their school experience will be explored in various ways. We will discuss ideas for enhancing learning conditions to deeply engage students in their learning and consider implications for leadership practice.

The first segment of the course will be framed in the context of students' engagement, voice and their involvement in learning. In the context of leadership, we will give consideration to the conditions, which must be in place in order for students to be fully engaged.

We will also review some of the current global trends in education to help organize our in-class discussions and your work with respect to educational leadership.

Selection of required readings (highlighted) and additional relevant publications.

Please note that you are not required to read more than the highlighted documents. These additional references are provided as a curated list so that you can go deeper on a topic area if you wish during the course or in the future.

Abbott-Chapman, J., Joan Abbott-Chapman, Kara Martin, Nadia Ollington, & Alison Venn. (02/01/2014). British educational research journal: The longitudinal association of childhood school engagement with adult educational and occupational achievement: Findings from an Australian national study Taylor & Francis. doi:10.1002/berj.3031
<http://onlinelibrary.wiley.com/doi/10.1002/berj.3031/abstract>

Bempechat, J., & Shernoff, D. J. (2012). Parental influences on achievement motivation and student engagement. In Handbook of research on student engagement (pp. 315-342). Springer US.
https://www.researchgate.net/profile/David_Shernoff/publication/236685628_Parental_influences_on_achievement_motivation_and_student_engagement/links/02e7e5191020ec2cd1000000.pdf

BC Ministry of Education, Provincial Reports: <https://www.bced.gov.bc.ca/reporting/province.php>

Christenson, S. L. (2012). Handbook of research on student engagement Springer.
<http://link.springer.com.ezproxy.library.ubc.ca/book/10.1007%2F978-1-4614-2018-7>

Dunleavy, J., Willms, J. D., Milton, P., & Friesen, S. (2012). The Relationship Between Student Engagement and Academic Outcomes. What did you do in School Today? Research Series: **Report Number One**. Toronto: Canadian Education Association. <http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2012-wdydist-report-1.pdf> **

Dunleavy, J., Milton, P., & Willms, J. D. (2012). Trends in Intellectual Engagement. What did you do in School Today? Research Series **Report Number Three**. Toronto: Canadian Education Association. **
<http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2012-wdydist-report-3.pdf>

Dunleavy, J., & Milton, P. (2008). Student engagement for effective teaching and deep learning. Education Canada, 48(5), 4. <http://www.cea-ace.ca/sites/cea-ace.ca/files/EdCan-2008-v48-n5-Dunleavy.pdf> ***

Gould Lundy, K. Imagine a school... What could high schools look like if we got it right? Education Canada 46, no. 4 (Fall 2006): 49-53. <http://www.cea-ace.ca/sites/cea-ace.ca/files/EdCan-2006-v46-n4-Lundy.pdf> *

Hankivsky, O. (2008). Cost estimates of dropping out of high school in Canada. Ottawa, Ontario, Canada: Canadian Council on Learning. <http://www.ccl-cca.ca/CCL/Reports/OtherReports/20090203CostofDroppingOut.html>
<http://research4children.com/data/documents/CostofdroppingoutHighSchoolinCanadaExecutiveSummarypdf.pdf>
<http://research4children.com/data/documents/CostofdroppingoutHighSchoolinCanadaHankivskyFinalReportpdf.pdf>

Innovation Unit (2012) The Engaging School: A Handbook for school leaders.
http://www.innovationunit.org/sites/default/files/Engaging%20School%20Handbook_0.pdf

Parsons, J., & Taylor, L. (2011, March). Student engagement: What do we know and what should we do? Edmonton, Alberta, Canada: University of Alberta. Retrieved from <http://bit.ly/p3adY0>
https://education.alberta.ca/media/6459431/student_engagement_literature_review_2011.pdf

Statistics Canada: Summary Elementary and Secondary School Indicators for Canada, the Provinces and Territories, 2006/2007 to 2010/2011, no. 99. Catalogue no. 81-595-M — No. 099 ISSN 1711-831X ISBN 978-1-100-21490-0
<http://www5.statcan.gc.ca/olc-cel/olc.action?ObjId=81-595-M2013099&ObjType=46&lang=en>

(Chapters 1 and 5 only)

Willms, J. D. (2003). Student engagement at school: A sense of belonging and participation: Publications PISA 2000. Paris, France: OECD. <http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/33689437.pdf> *

Willms, J. D., & Flanagan, P. (2007). Canadian students "Tell them from me." Education Canada, 47(3). Toronto, Ontario, Canada: Canadian Education Association. ***
<http://www.cea-ace.ca/sites/cea-ace.ca/files/EdCan-2007-v47-n3-Willms.pdf>

Willms, J. D., Friesen, S. & Milton, P. (2009). What did you do in school today? Transforming classrooms through social, academic, and intellectual engagement. (**First National Report**) Toronto: Canadian Education Association.
<http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2009-wdydist.pdf> **

Willms, J. D., & Friesen, S. (2012). The Relationship Between Instructional Challenge and Student Engagement. What did you do in School Today? Research Series: **Report Number Two**. Toronto: Canadian Education Association. **
<http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2012-wdydist-report-2.pdf>

Topic: This session continues the focus on leading learning through student engagement. The concept of Flow, as described by Mihaly Csikszentmihalyi, Shernoff, and others, is an important consideration when staff are planning curriculum and instruction. We will consider ways to lead a learning agenda, which pays greater attention to the engagement of students in their learning. Having a more clear understanding of engagement and the implications of this for teaching and learning, we will consider how to create the conditions and experiences, which enhance deeper student engagement.

Selection of required readings (highlighted) and additional relevant publications:

Cavanagh, R. (2014). The classroom flow and engagement experiences of Western Australian rural and remote secondary school students. *Australian and International Journal of Rural Education*, 24(1), 23-34.
<http://search.informit.com.au.ezproxy.library.ubc.ca/documentSummary;dn=197072120632589;res=IELIND>

Csikszentmihalyi, M. (July/August 1997). Finding Flow. *Psychology Today* [Book Review]. Document ID: 899.
<https://www.psychologytoday.com/articles/199707/finding-flow/> **

Csikszentmihalyi, M. (2014). Applications of flow in human development and education in the collected works of mihaly csikszentmihalyi. Ch. 6: 129-151. Springer Netherlands. *

Nakamura, J., & Csikszentmihalyi, M. (2002). The concept of flow. *Handbook of positive psychology*, 89-105.
<https://books.google.ca/books?hl=en&lr=&id=2Cr5rP8jOnsC&oi=fnd&pg=PA89&dq=cs%C3%ADkszentmih%C3%A1lyi&ots=ekG6hwhGB2R&sig=Rdb5fs0OOVZudHTMsm2XrMsVwkw#v=onepage&q&f=false>

Nakamura, J., & Csikszentmihalyi, M. (2014). The concept of flow. In Mihaly Csikszentmihalyi (Ed.), *Flow and the Foundations of Positive Psychology: The Collected Works of Mihaly Csikszentmihalyi* (pp.239-263). Dordrecht: Springer. DOI: 10.1007/978-94-017-9088-8

Shernoff, D. J. (2002, February). Flow states and student engagement in the classroom (Statement to the California State Assembly Education Committee). Mill Valley, CA: American Sports Institute. Retrieved from
<http://www.amersports.org/library/reports/8.html>
https://www.researchgate.net/publication/264046136_The_Impact_of_the_Learning_Environment_on_Student_Engagement_in_High_School_Classrooms

Shernoff, D. J., Csikszentmihályi, M., Schneider, B., & Shernoff, E. S. (2003). Student engagement in high school classrooms from the perspective of flow theory. *School Psychology Quarterly*, 18(2), 158-176. doi:10.1521/scpq.18.2.158.21860
<http://www.cedu.niu.edu/~shernoff/pdf/shernoff.spq.pdf> *

Shernoff, D. J., & Csikszentmihalyi, M. (2009). Flow in schools: Cultivating engaged learners and optimal learning environments. In R. C. Gilman, E. S. Heubner, & M. J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 131–145). New York: Routledge. **
<http://www.cedu.niu.edu/~shernoff/shernoffsc.pdf>

Shernoff, D., Kackar, H., & Strati, A. (2011). Flow. 1050-1059
http://ubc.summon.serialssolutions.com/#!/search?bookMark=ePnHCXMw42JgAfZbU5mhpymZAPsDZpamRhywcQ_w-SCWRpwMLG45-eXcDFJuriHOHrqg4jC-rCgn3tgcdBsEqCdgjFcSAL6eGMw

Shernoff, D. J. (2013). *Optimal learning environments to promote student engagement* Springer New York. DOI 10.1007/978-1-4614-7089-2 [e-book selected chapters]

Shernoff, D. J., Tonks, S., & Anderson, B. G. (2014). The impact of the learning environment on student engagement in high school classrooms. *Engaging youth in schools: Evidence-based models to guide future innovations*. New York: NSSE Yearbooks by Teachers College Record. **

Taber, K. S. (2015). Meeting Educational Objectives in the Affective and Cognitive Domains: Personal and Social Constructivist Perspectives on Enjoyment, Motivation and Learning Chemistry. In *Affective Dimensions in Chemistry Education* (pp. 133-158). Springer: Berlin, Heidelberg. DOI: 10.1007/978-3-662-45085-7_7

In class videos - as time permits:

Canadian Education Association (CEA). (2007). *Imagine a school*. Toronto, Ontario, Canada: Author. [DVD video].

Canadian Education Association (CEA). (2012). *What Did You Do in School Today?*
Video series: <http://www.cea-ace.ca/programs-initiatives/wdydist> and <https://vimeo.com/18477209>

Willms, J. D. (2007). *Increasing student engagement* [Online video]. Fredericton, NB: Canadian Research Institute for Social Policy. Retrieved from <http://www.unb.ca/crisp/crispModule.php> <https://www.youtube.com/watch?v=2GmfJLzrUU8>

Other documents that would be useful for you to review during the course:

Practitioner guide to the OECD publication: *The Nature of Learning*. <http://www.oecd.org/edu/cei/50300814.pdf> in summary of:

Dumont, H., Istance, D., Benavides, F., (eds.) (2010), *The Nature of Learning: Using Research to Inspire Practice*, Educational Research and Innovation, OECD Publishing, Paris. DOI: <http://dx.doi.org/10.1787/9789264086487-en> available online.

Key takeaways: <http://www.ncee.org/wp-content/uploads/2015/08/PLEventBeyondPDTakeaways-FINAL.pdf> in summary of:

Jensen, B., Sonnemann, J., Roberts-Hull, K., & Hunter, A., (2016). *Beyond PD: Teacher Professional Learning in High-Performing Systems*. Washington, DC: National Center on Education and the Economy, 2016). <http://collegeready.gatesfoundation.org/2016/01/new-report-beyond-professional-development/>

OECD (2015), *Schooling Redesigned: Towards Innovative Learning Systems*, Educational Research and Innovation, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264245914-en>

Schleicher, A. (2015), *Schools for 21st-Century Learners: Strong Leaders, Confident Teachers, Innovative Approaches*, International Summit on the Teaching Profession, OECD Publishing. <http://dx.doi.org/10.1787/9789264231191-en>

*** We will have a field trip to be scheduled during the term in lieu of the October 10 class - Thanksgiving stat holiday.**

Topic: In this session, we will explore the notion of students as agents of change and student leadership in and out of schools. We will continue the focus on student leadership by exploring the role of students as active leaders in schools, districts and the community through their actions in student government and as student trustees.

Selection of required readings (highlighted) and additional relevant publications:

Bragg, S. 2007a. Consulting young people: a review of the literature. London: Creative Partnerships. ***

<http://www.creativitycultureeducation.org/consulting-young-people-a-literature-review>

<http://www.creativitycultureeducation.org/wp-content/uploads/cce-lit-review-consulting-young-people-256.pdf>

Bragg, S. 2007b. "Student Voice" and Governmentality: The production of enterprising subjects? *Discourse*, 28, no. 3: 343-358. DOI: 10.1080/0159630070145890. <http://dx.doi.org/10.1080/0159630070145890> ***

Dunleavy, J., Cooke, M., (2010). Illuminating the Blind Spots – Climbing from Student Voice to Student Involvement. *Education Canada*. 55(4). *

<http://www.cea-ace.ca/education-canada/article/illuminating-blind-spots-%E2%80%93-climbing-student-voice-student-involvement>

Fielding, M. (2001). Students as radical agents of change. *Journal of Educational Change*, 2(2), 123-141. doi:10.1023/A:1017949213447 *

Fielding, M. (2004). Transformative Approaches to Student Voice: Theoretical Underpinnings, Recalcitrant Realities. *British Educational Research Journal*, 30(2), 295–311. <http://www.jstor.org.ezproxy.library.ubc.ca/stable/1502226> **

Fielding, M. (2010). The radical potential of student voice: Creating spaces for restless encounters. *International Journal of Emotional Education*. 2(1), 61-73. http://www.um.edu.mt/_data/assets/pdf_file/0009/183294/ENSECV2I1P5.pdf **

Fielding, M. (10/01/2012). Connect (northcote, vic.): Student voice: Patterns of partnership and the demands of deep democracy. 197. <http://research.acer.edu.au/cgi/viewcontent.cgi?article=1206&context=connect> *

Fletcher, A., Fitzgerald-Yau, N., Wiggins, M., Viner, R.M., Bonell, C., (2015), Involving young people in changing their school environment to make it safer, *Health Education*, 115(3/4) 322-338. <http://dx.doi.org/10.1108/HE-04-2014-0063>. *

Fletcher, A. (04/01/2012). Connect (northcote, vic.): Student voice and student engagement as trojan horses. 194. <http://research.acer.edu.au/cgi/viewcontent.cgi?article=1203&context=connect> *

Puneet Bhatti J. Chauhan, G. Grewal, S. Sachdeva, (2010). Exceeding All Expectations: Student-led Initiatives in a North Delta School. *Education Canada*. 50(1). 28-31. <http://www.cea-ace.ca/sites/default/files/EdCan-2010-v50-n1-Grewal.pdf> **

Soundout. (Feb. 2015): <http://soundout.org/ladder-of-student-involvement/> ***

Speak Out: The Alberta Student Engagement Initiative Year in Review 2009–2010. *Alberta Education*: 38
(www.speakout.alberta.ca/LinkClick.aspx)
<http://www.speakout.alberta.ca/LinkClick.aspx?fileticket=uwkiMK8PCH4%3d&tabid=108>

Sample legislation and school district policies on student trustees:

https://www.edu.gov.on.ca/eng/policyfunding/memos/november09/EducationAct_StudentTrustees.pdf

<https://www.edu.gov.on.ca/eng/policyfunding/memos/november09/ProvisionsStudentTrustees.pdf>

<http://www.ontario.ca/laws/regulation/070007>

<http://www.peopleforeducation.ca/faq/what-is-a-student-trustee/>

<http://www.osta-aeco.org/#home>

<http://static1.squarespace.com/static/5455b649e4b05f3304e68577/t/545ed1fbe4b054a6f8638d41/1415500283129/Ministry+of+Education+-+Provisions+With+Regard+to+Student+Trustees.pdf>

<http://www.vsb.bc.ca/district-policy/student-trustee>

<http://www.vsb.bc.ca/district-policy/bk-r-student-trustee-vancouver-board-education-pilot-project>

<http://decnb.ca/get-involved/get-involved-in-dec/20-how-can-i-get-involved-with-my-district-education-council-dec>

<http://soundout.org/new-brunswick-student-trustees/>

https://dsweb.bcsta.org/docushare/dsweb/Get/Document-75247/Report_of_Proceedings_2014.pdf

18. STUDENT TRUSTEES ON Boards of Education SUBMITTED BY: SD39 (Vancouver)

BE IT RESOLVED: That BCSTA request the provincial government, in consultation with school trustees, to amend the School Act to enable Boards of Education to include student trustees. **Disposition: Carried as Amended**

Other resources, which might be of interest:

- *Canadian Education Association*: <http://www.cea-ace.ca/>
- *Edutopia*: <http://www.edutopia.org/>
- *SoundOut*: <http://soundout.org/>
- *Connect*: <http://www.asprinworld.com/home>
- *Student Voice (Ontario)*: <http://edu.gov.on.ca/eng/students/speakup/index.html>
- *Ontario Student Trustees' Association*: <http://www.osta-aeco.org/#home>
- *Student Voice Initiative (Canada)*: <http://studentvoicei.org/>
- *BC Student Voice*: <http://bcvpva.bc.ca/student-voice/>
- *Canadian Student Leadership*: <https://studentleadership.ca/>
- *The Learning Partnership*: <http://fr.thelearningpartnership.ca/what-we-do/collaborations/student-voice>
- *Student Council and Beyond*: http://asprinworld.com/yahoo_site_admin/assets/docs/SCAB_web.9452348.pdf
- *Speak Out: The Alberta Student Engagement Initiative Year in Review 2009–2010*. *Alberta Education*: 38
(www.speakout.alberta.ca/LinkClick.aspx?fileticket=uwkiMK8PcH4%3d&tabid=108)
<http://www.speakout.alberta.ca/LinkClick.aspx?fileticket=uwkiMK8PcH4%3d&tabid=108>
- *Post-Secondary Canadian Students' Associations*:
https://en.wikipedia.org/wiki/List_of_Canadian_students%27_associations#British_Columbia
- *National Federation of Students*: <http://cfs-fcee.ca/>
- *International examples of Student Voice*: https://en.wikipedia.org/wiki/Student_voice

In class video - as time permits:

The North Delta Secondary Focus Group Initiative: <https://www.youtube.com/watch?v=fFtGIFuF7Hk>

Topic: These sessions will explore leadership among teachers, trustees, parents and other stakeholders and their advocacy roles in education. We will consider the role of educators in advocacy and change leadership and discuss politics, issues and rights, governance and teacher leadership in education.

Selection of required readings (highlighted) and additional relevant publications:

B.C. Teachers' Federation (March, 2011). Should teachers think? TEACHER. Newsmagazine of the BC Teachers' Federation, 23 (5), 5. <http://www.bctf.ca/publications> *

Brunner, C.C. (2002). Professing educational Leadership: Conceptions of power. *Journal of School Leadership*, 12(6), 693-720.

Browning, P. (2014). Why trust the head? key practices for transformational school leaders to build a purposeful relationship of trust. *International Journal of Leadership in Education*, 17(4), 388-409. doi:10.1080/13603124.2013.844275 **

Boes, S. & Halsall, E. A. (2009). Comparative study on the perceptions of head teachers and principals: Their views on teacher leader qualifications. *Journal of Educational Administration and Foundations*, 20(2), 1-16. *

Bush, T., & Glover, D. (2014). School leadership models: What do we know? *School Leadership & Management*, 34(5), 553-19. doi:10.1080/13632434.2014.928680 ***

Glanz, J. (2010). Justice and caring: Power, politics and ethics in strategic leadership. *International Studies In Educational Administration (Commonwealth Council For Educational Administration & Management (CCEAM))*, 38 (1), 66-86. ***

Kearney, W. S., Kelsey, C., & Herrington, D. (2013). Mindful leaders in highly effective schools: A mixed-method application of Hoy's M-scale. *Educational Management Administration & Leadership*. 41(3), 316-335. doi:10.1177/1741143212474802 *

Shields, C.M. (2005). Hopscotch, jump-rope, or boxing: Understanding power in educational leadership. *International Studies In Educational Administration (Commonwealth Council For Educational Administration & Management (CCEAM))*, 33 (2), 76-85. **

Thompson, K. (2010). How Strategic is the School-Based Planning for Leadership Succession? *International Studies In Educational Administration. Commonwealth Council For Educational Administration & Management (CCEAM)*, 38(1), 98-113. *

Other documents that would be useful for you to review:

Hargreaves, L., Cunningham, M., Hansen, A., McIntyre, D., & Oliver, C. The status of teachers and the teaching profession in England: views from inside and outside the profession. https://www.educ.cam.ac.uk/research/projects/teacherstatus/Summaryreport_25Jan07_print_ready_version.pdf

Symeonidis, V., (2015) The status of teachers and the teaching profession: a study of education unions' perspectives. (p.9-24, 71-75) *Education International*, Brussels. <http://www.educationincrisis.net/resources/ei-publications/item/1239-the-status-of-teachers-and-the-teaching-profession>

Other sites: <https://www.educ.cam.ac.uk/research/projects/teacherstatus/>
<https://www.educationcounts.govt.nz/publications/ECE/2535/5971>

Topic: We will examine instructional, collaborative and distributed leadership practices to consider their efficacy on school improvement and student success. We will discuss how different forms of leadership drive system change and lead to school effectiveness and improvement. You will examine your own leadership practice and consider what style of leadership is appropriate under certain circumstances.

Selection of required readings (highlighted) and additional relevant publications:

Fullan, M. & Langworthy, M. (2013): Towards a new end: New pedagogies for deep learning. Collaborative Impact, Seattle. **

<http://www.michaelfullan.ca/wp-content/uploads/2013/08/New-Pedagogies-for-Deep-Learning-An-Invitation-to-Partner-2013-6-201.pdf>

Fullan, M. (2010). The awesome power of the principal. Principal (Arlington, VA). National Association of Elementary School Principals. <http://www.michaelfullan.ca/media/13396084530.pdf> **

Fullan, M. (2011). Choosing the wrong drivers for whole system reform (Centre for Strategic Education Seminar Series Paper No. 204). Melbourne, VIC: Centre for Strategic Education. Retrieved from <http://www.cse.edu.au/Publication.aspx?p=398> <http://www.michaelfullan.ca/media/13501655630.pdf> <http://www.michaelfullan.ca/media/13396088160.pdf> **

Fullan M. and Munby, S. (2016) Inside out and downside up. Education Development Trust.

Hallinger, P. & Heck, H. (2010). Leadership for learning: Does collaborative leadership make a difference in school improvement? Educational Management Administration & Leadership, 38 (6), 654-678. <http://ema.sagepub.com/content/38/6/654> **

Hargreaves A., & Fink D., (2008), Distributed leadership: democracy or delivery? Journal of Educational Administration, 46(2) 229-240 <http://dx.doi.org/10.1108/09578230810863280> <http://www.emeraldinsight.com.ezproxy.library.ubc.ca/doi/pdfplus/10.1108/09578230810863280> ***

Hartley, D. (2007). The emergence of distributed leadership in education: Why now? British Journal of Educational Studies, 55 (2) 202-214

Hatcher, R. (2005). The Distribution of Leadership and Power in Schools. British Journal of Sociology of Education, 26(2), 253–267. <http://www.jstor.org.ezproxy.library.ubc.ca/stable/30036061> ***

Leithwood, K., Patten, S., & Jantzi, D. (2010) Testing a conception of how school leadership influences student learning. Educational Administration Quarterly, 46 (5) 671-706. Online version of this article can be found at <http://eaq.sagepub.com/content/46/5/671> *

Timperley, H. (2005). Distributed leadership: Developing theory from practice. Journal of Curriculum Studies, 37 (4), 395-420. Taylor & Francis. doi:10.1080/00220270500038545

Warner, W. & Lindle, J. C. (2009). Hard choices in school consolidation: Providing education in the best interests of students or preserving community identity. *Journal of Cases in Educational Leadership*, 12 (1), 1-11. Online version available: <http://jel.sagepub.com/content/12/1/1> [Case study]

Wasonga, T. & Murphy, J. (2010). The practice of co-creating leadership in schools. *International Studies In Educational Administration*, 38 (3), 81-97. **

Williams, E. J. & Matthews, J. (2005). The Liberty Elementary Story: Confronting the challenge of falling student achievement, low teacher morale, and community. *Journal of Cases in Educational Leadership*, 8(3), 101-119. Online version available: <http://jel.sagepub.com/content/8/3/1011> [Case study] *

Other documents that would be useful for you to review:

Fullan, M. & Langworthy, M. (2014): A rich seam: How new pedagogies find deep learning. London: 68-73. http://www.michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf

Fullan, M. & Scott, G. (2014). New Pedagogies for Deep Learning Whitepaper. Collaborative Impact SPC. <http://www.michaelfullan.ca/wp-content/uploads/2014/09/Education-Plus-A-Whitepaper-July-2014-1.pdf>

Fullan, M. (2013). The New Pedagogy: Students and Teachers as Learning Partners <http://www.learninglandscapes.ca/images/documents/11-no12/fullan.pdf>

Fullan, M. and Leithwood, K. (2012). 21st Century Leadership: Looking Forward. Ontario Ministry of Education. Fall 2012 – Volume IV • Issue 1 ISSN 1922-2394 (PDF)

Hannon, V. (2008). Should educational leadership focus on best practices or next practices? *Journal of Educational Change*, 9 (1), 77-81. DOI 10.1007/s10833-007-9056-4

Harris, A. (2008). Distributed leadership: According to the evidence. Emerald Group Publishing Limited. *Journal of educational administration*. 46(2). 172-188 doi:10.1108/09578230810863253 <http://www.emeraldinsight.com.ezproxy.library.ubc.ca/doi/pdfplus/10.1108/09578230810863253>

Leithwood, K. (2008). Should educational leadership focus on best practices or next practices? *Journal of Educational Change*, 9 (1), 71-75. DOI: 10.1007/s10883-007-9045-7

Leithwood, K., Mascall, B. & Strauss, T. (Editors). (2005). Distributed leadership according to evidence. *Educational Management Administration & Leadership*, 38 (1) 138-140. Online version of this article can be found at <http://ema.sagepub.com/content/38/1/138>

In class videos – as time permits:

Fullan, M. (2015). Address to the Ontario Principals' Council Re the role of school leaders, professional capital, new pedagogies for deep learning, and leading from the middle. <https://www.youtube.com/watch?v=B204GZDSPRA&feature=youtu.be>

Fullan, M. (2014). Discussion of the push and pull factors in leadership. <http://www.michaelfullan.ca/topic-video-the-push-pull-factor/>

Topic: We will explore the differences between transactional and transformative leadership in practice. We will consider when transformative leadership emerges and for what reasons.

Selection of required readings (highlighted) and additional relevant publications:

Caldwell, C., Dixon, R. D., Floyd, L. A., Chaudoin, J., Post, J., & Cheokas, G. (2012;2011;). Transformative leadership: Achieving unparalleled excellence. *Journal of Business Ethics*, 109(2), 175-187. doi:10.1007/s10551-011-1116-2 *

Day, C. (2000). Beyond transformational leadership. *Educational Leadership*, 57(7), 56-59.

Deal, T.E. & Peterson, K.D. (1999). *Shaping School Culture: The Heart of Leadership*. San Francisco, CA: Jossey-Bass.

Elias, M. J., O'Brien, M. U., & Weissberg, R. P. (2006). Transformative leadership for social-emotional learning. *Principal Leadership*, 7(4), 10. **

Hauserman, C. P., & Stick, S. L. (2013). The leadership teachers want from principals: Transformational. *Canadian Journal of Education*, 36(3), 184-203. Retrieved from <http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/1540744756?accountid=14656> *

Keung, K. E. & Rockinson-Szapkiw, J. A. (2013). The relationship between transformational leadership and cultural intelligence. *Journal of Educational Administration*, 51(6), 836-854. doi:10.1108/JEA-04-2012-0049

Lam, Y. L. Jack. (2002). Defining the effects of transformational leadership on organizational learning: A cross-cultural comparison. *School Leadership and Management*, 22(4), 439-452. *

Leithwood, K., Harris, A. & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28 (1) 27-42. **

Leithwood, K & Jantzi, D. (1999). Transformational school leadership effects: A replication. *School Effectiveness and School Improvement*, 10(4), 451-479. **

Lyons, J. E. (2002). The accountability challenge. *Journal of Cases in Educational Leadership*, 5(3), 36-48. Online version available: <http://jel.sagepub.com/content/5/3/36> [Case study]

Minton, G., & Sullivan, M. A. (2013). Educational justice, transformative leadership practices, and special needs students. *International Journal of Education*, 5(4), 190. ***

Quantz, R. A., Rogers, J., & Dantley, M.. (1991). Rethinking transformative leadership: toward democratic reform of schools. *The Journal of Education*, 173(3), 96-118. Retrieved from <http://www.jstor.org.ezproxy.library.ubc.ca/stable/42742231> ***

Shields, C. (2003), 'Transformative cross-cultural leadership', in *Good Intentions are not enough: Transformative Leadership for Communities of Difference*. Lanham: Scarecrow.

Shields, C.M. (2010). Transformative leadership: Working for equity in diverse contexts. *Educational Administration Quarterly*, 64 (4), 558-589. Online version of this article can be found at <http://eaq.sagepub.com/content/46/4/558>*

Shields, C. M. (2013). *Transformative leadership in education: Equitable change in an uncertain and complex world*. New York: Routledge. doi:10.4324/9780203814406 e-book

Simola S. K., Julian Barling, J., Nick Turner, N., (2010). Transformational leadership and leader moral orientation: Contrasting an ethic of justice and an ethic of care. *The Leadership Quarterly*. 21(1), 179-188. ISSN 1048-9843. <http://dx.doi.org/10.1016/j.leaqua.2009.10.013> and <http://www.sciencedirect.com/science/article/pii/S1048984309002070>

Topic: The final session will consider leadership for social justice and notions of leadership from an Indigenous perspective. We will explore the role of education in creating a socially just society and how schooling can help students learn and practice concepts of reciprocity, justice, and equality.

Selection of required readings (highlighted) and additional relevant publications:

Agbo, S. (2002). Unstated features of cultural deprivation or discontinuity: Culture standards for administrators and teachers of aboriginal students [Mohawk education curriculum education project]. *Journal of Educational Administration and Foundations*, 16(2).

<http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/214074706?accountid=14656> *

Agbo, S. (2005). Perspectives on Local Control of Education With a Future Orientation: A View From First Nations. *The Journal of Educational Thought (JET) / Revue De La Pensée Éducative*, 39(3), 287–321. Retrieved from <http://www.jstor.org.ezproxy.library.ubc.ca/stable/23767354>

Blair, M. (2002). Effective school leadership: The multi-ethnic context. *British Journal of Sociology of Education*, 23(2), 179-191. *

Briscoe, P., & Patricia Briscoe. (07/08/2013). Developing transformative leaders to support everyday antiracism practices. *Canadian Journal of Educational Administration and Policy*. University of Manitoba, Faculty of Education. *

Cherubini, L., & Trudeau, L. (2014). *Aboriginal student engagement and achievement: Educational practices and cultural sustainability*. Vancouver: UBC Press. ISBN 0-7748-2655-X, 978-0-7748-2655-6

Cooper, A. (2008). Student leadership for social justice in secondary schools: A Canadian perspective (Order No. MR58767). Thesis. 1-178. Available from ProQuest Dissertations & Theses Global. (304359776). <http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/304359776?accountid=14656>

Fallon, G., & Paquette, J. (2014). Rethinking conceptions of educational leadership within a first nations setting in Canada: Mapping a disputed terrain. *Journal of Educational Administration*, 52(2), 193-209. doi:10.1108/JEA-10-2012-0115

Fournier, E., Scott, S., & Scott, D. (2016). Effective leadership for inclusionary practice: Assessment considerations for cognitively challenged students. In Scott, S., Scott, D. & Webber, C. (3), *The enabling power of assessment 3: Leadership of assessment, inclusion, and learning* (pp. 199-224) [* Note – Chapter 8 only – downloadable e-book]

Friedel, T. L. (2015). The South Atlantic quarterly: Understanding the nature of indigenous youth activism in Canada: Idle no more as a resumptive pedagogy. *The South Atlantic Quarterly* 114:4, doi 10.1215/00382876-3157402. Duke University Press.

Gulson, K. (2006). A white veneer: Education policy, space and “race” in the inner city. *Discourse: Studies in the Cultural Politics of Education*, 27(2), 259-274.

Julien, M., Wright, B., Zinni, D.M., (2010). Stories from the circle: Leadership lessons learned from aboriginal leaders. *The Leadership Quarterly*, Volume 21(1), February 2010, 114-126. ISSN 1048-9843, <http://dx.doi.org/10.1016/j.leaqua.2009.10.009>
<http://www.sciencedirect.com/science/article/pii/S1048984309002033> *

Ottmann, J. (2009). Leadership for social justice: A Canadian perspective. *Journal of Research on Leadership Education*, 4(4). 1-9. doi:10.1177 /194277510900400105 P *

Ottmann, J. (2009). Canada's First Nations people: Ethnicity and leadership. *AS-eDUC Journal*, 6(2), 100-116. Alberta School Act: Revised Statutes of Alberta 2000. Chapter S-3 (2009).

Ottmann, J. & Jeary, J., (2016). Assessment Practices and Aboriginal Students. In S. Scott, Scott D., E., Webber, C. F., (eds.), *Leadership of Assessment, Inclusion, and Learning: The Enabling Power of Assessment 3*, 327-363. Springer International. DOI 10.1007/978-3-319-23347-5_13

Philpott, D., F., (2016). First Nations Assessment Issues. In S. Scott, Scott D., E., Webber, C. F., (eds.), *Leadership of Assessment, Inclusion, and Learning: The Enabling Power of Assessment 3*, 305-326. Springer International. DOI 10.1007/978-3-319-23347-5_13

Shields, C.M. (2005). Creating spaces for value-based conversations: The role of school leaders in the 21st Century. *International Studies In Educational Administration*, 34 (2), 62-81. **

Solomon, R. P. (2002). School leaders and antiracism: Overcoming pedagogical and political obstacles. *Journal of School Leadership*, 12(2), 174-197. *

Starrat, R. J. (1991). 'Building an ethical school: A theory for practice in educational leadership', *Educational Administration Quarterly*, 27(2), 185-202. e-book

Strachan, J. (1999). Feminist educational leadership: Locating the concepts in practice. *Gender and Education*, 11(3), 309-322. *

Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, 43 (2), 221-258.

Walker, A. & Dimmock, C. (2002). Cross-cultural and comparative insights into educational administration and leadership. In A. Walker & C. Dimmock (Eds.), *School leadership and administration: Adopting a cultural perspective* (pp. 13-32). NY: Routledge-Falmer. *

Course Information

Participation: Participants are expected to demonstrate all of the qualities of professionals: arriving at each class fully prepared, engaging actively in the teaching and learning process and interacting ethically with your peers and your instructor. Classes will be conducted within an atmosphere of respect, both for each other and for the ideas expressed by participants in class discussions and debates. Listen carefully to others as they speak and extend conversations with thoughtful questions when appropriate. The quality of your participation rather than the quantity will be assessed.

Late Assignments: All assignments are due on or before the dates stated in the course outline. Please discuss with me if you are aware that you may not be able to meet a deadline.

Grading: Policies covering grading can be accessed at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0>

<http://edst-educ.sites.olt.ubc.ca/files/2013/05/Order-ofMarkingStandards-2013.pdf>

UBC Connect: We will use a course management system to distribute materials and upload assignments. We will discuss how to use Connect in relation to this course on the first day of class: <http://elearning.ubc.ca/connect/>

Course Attendance: Many circumstances in life can lead to a missed class (illness, work-related travel, etc.). Please let me know as soon as you can if you will have to miss class. In most cases, students will be expected to make-up missed classwork. Excessive absences may result in a lower or incomplete final grade. Classes are designed to provide opportunities for students to learn through interaction with other students, with guest speakers and with the instructor and so these missed learning opportunities can be irreplaceable.

Religious Observances: It is your responsibility to inform me of intended absences for religious observances in advance. You will not be penalized because of these absences and will be given reasonable time to make up assignments that were not completed due to participation in religious observance.

Food and Drink in Class: Please feel free to bring food and beverages into class. We will always take a break part way through the class. However, please clean up and recycle.

The Classroom as a Safe and Positive Space: One of the values of UBC is Mutual Respect and Equity: “The University values and respects all members of its communities, each of whom individually and collaboratively makes a contribution to create, strengthen, and enrich our learning environment.” Respect for others is very important in an academic environment, particularly when challenging topics are raised. It is likely you may not agree with everything that is said or discussed in the classroom, but it is important that our language and behaviour remains considerate of others, even of those not present. We are expected to act and speak courteously and responsibly even as we are challenged to reflect upon our own values, positions and circumstances.

Academic Accommodations for Students with Disabilities: The University recognizes its duty to provide academic accommodations to students with disabilities. If you have a letter from the Office of Access and Diversity indicating that you have a disability that requires specific accommodation, please present the letter to me so that we can discuss possible accommodation.

To request academic accommodation due to a disability, first meet with an advisor in the Office of Access and Diversity to determine your eligible accommodations/ services. Additional information is available at: <http://www.calendar.ubc.ca/vancouver>

Academic Integrity: The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions concerning such practices as acknowledging the work of others. Plagiarism and other forms of academic misconduct are taken very seriously at UBC, whether committed by faculty, staff or students. You should be aware of the sections of the University Calendar that address academic misconduct: www.students.ubc.ca/calendar and of the university's website on scholarly integrity: <http://clc.library.ubc.ca/airc.html>. The UBC library also has a useful webpage on plagiarism and how to avoid it: www.library.ubc.ca/home/plagiarism/ If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with the instructor.

Acknowledgements

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