Co-instructors: Dr. Steve Cardwell
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Class Times: Mondays - 4:30 pm to 7:30 pm
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* 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**

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)

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<th>September 8* and September 12 - Student Engagement, Voice, Involvement and Leadership</th>
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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.


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.


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(Chapters 1 and 5 only)


**September 19 - Student Engagement, Voice, Involvement and Leadership**

**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:**


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%A1yi&ots=ekG6hwGB2R&sig=Rdb5fs0OOVZudHTMsm2XrMsVwkw#v=onepage&q&f=false](https://books.google.ca/books?hl=en&lr=&id=2Cr5rP8jOnsC&oi=fnd&pg=PA89&dq=cs%C3%ADkszentmih%C3%A1yi&ots=ekG6hwGB2R&sig=Rdb5fs0OOVZudHTMsm2XrMsVwkw#v=onepage&q&f=false)


**In class videos - as time permits:**


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


* 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:**

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


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
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://soundout.org/new-brunswick-student-trustees/
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://bcpvpa.bc.ca/student-voice/
- Canadian Student Leadership: https://studentleadership.ca/
- Student Council and Beyond: http://asprinworld.com/yahoo_site_admin/assets/docs/SCAB_web_9452348.pdf
- 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=fFtGfFuF7Hk
October 3, October 17, and October 24 - Teacher Leadership, Advocacy and Politics

**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:**


**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. 

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
October 31, November 7, November 14 - Instructional, Collaborative and Distributed Leadership

**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:**


Other documents that would be useful for you to review:


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:


November 21 - Transformative Leadership

**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:**


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


November 28 - Leadership: Social Justice and Indigeneity

**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:**


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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