



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Department of Educational Studies

LEADERSHIP AS INQUIRY

EDST 565A (971)

July 23 - August 10, 2018

8:00 – 10:30 am

PCOH 1011

EDST 565 A Section 971

Instructor: Dr. Monica Pamer
E-mail: monica.pamer@ubc.ca
Cell: 604-346-6949
Dates: July 23 - August 10, 2018
Class Times: 8:00 – 10:30 am
Classroom: PCOH 1011
Office Hours: By appointment (PCOH 3077)

Description

“Inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world” (Galileo Educational Network, 2004).

What does it mean to be a leader who asks questions rather than one who has the answers? This course will provide an opportunity to understand the relationship between innovation and inquiry while simultaneously looking at inquiry as a way to build a strong learning community through educational leadership. Participants will experience the value of working together in a professional learning network as they share a scholarly connection related to their professional practice. o explore what it means to lead by asking questions rather than providing all the answers.

This course offers, from an inquiry orientation, an exceptional opportunity for participants to explore the complex and diverse intersections among schools, districts, organizations, associations and the larger community through educational leadership.

Participants can use this course for foundational work leading to their MEd capstone project and for developing an open and collaborative approach to leadership in their practice. For those students planning to register for EDST 501 and EDST 553, this course will help you to prepare.

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 inquiry to support and promote reflective practice as educational leaders.

Objectives

This course will assist participants to:

- Develop a familiarity with the literature and debates around the role of inquiry within the field of education.
- Enhance skills through critical analysis of leadership as an inquiry process and for inquiry processes.
- Reflect on one's personal perspective on leadership as it relates to inquiry.
- Gain an understanding of policy contexts as they relate to educational leadership
- Reflect upon the role that educational leaders play within the context of leading inquiry.
- Relate theory and practice about inquiry as applied to individual roles and the workplace.
- Consider inquiry from teachers, administrators and student perspectives.
- Plan an inquiry project that is relevant to your practice

Readings

- There will be no prescribed text for this course. Readings will be listed in the syllabus and on UBC *Canvas* 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.
-).

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 as reflected in your writing
- The depth of your thinking and reflection as applied to relevant concepts and theories
- Clear and concise communication at a graduate level
- Use of headings and sub headings to organize your thinking, citations within your paper and 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 readings, some guest speaker presentations and current issues and ideas in education as these relate to inquiry.

Please come to class ready to engage in rich conversations about the selected readings. These will be catalysts for dialogue, and will be material to include in your reflections submitted for this class and a foundation for supporting collaborative networks that will help you through your own leadership career.

You will also be expected to submit a brief guided reflection on the content for the day at the end of some classes as part of your participation mark.

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

2. Group Presentation/Facilitation

Due: on-going

Weight: 40%

Working in groups of 2-3 people, you will be pre-assigned to present on an article(s) that you have found based on the theme for that class.

This article will not be from the required reading list found in this outline as those will be taken up as a whole class discussion separately. You can use one of the extensive additional resources listed for the class or find an article on your own. The article should be sufficiently robust to permit a fulsome discussion. The group will present a summary of the article(s) and be prepared

to facilitate an engaging discussion based on an inquiry question that the presentation group derives from the readings.

In preparing the reading guide and the presentation, you might wish to consider the following:

- What is the inquiry question that you are pursuing through this article?
- Who is the intended audience for the article?
- Why is the article(s) relevant to educational leadership and inquiry?
- What is your responsibility as an informal/formal leader within the context that the authors describe?
- Discuss, in a meaningful way, the theoretical and methodological assumptions, which guide the authors' work. What is the context and background?
- What are the authors' main points?
- What evidence is provided by the authors to support the respective points?
- What do you disagree with in the article(s) or is there something that doesn't fit with your experience?
- What are some further potential inquiry questions that may arise through the article?

I will use the following to guide my assessment of the presentation.

- 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 facilitate the rest of the class in a meaningful and relevant activity and discussion?
- Students will also use a plus/minus/interesting tool to give informal feedback on the presentation to the presenters

3. An Inquiry Plan

Due: Friday, August 17

Weight: 40%

The purpose of this assignment is to integrate your learning in a meaningful way. It requires you to analyze leadership as an inquiry process and for leading inquiry processes as discussed in class and in particular to reflect upon the relationship between theory and practice.

This assignment will provide an opportunity for participants in groups to explore a significant area of educational interest through the development of a plan for a field-based inquiry as an educational leader using a model to support collaborative or appreciative inquiry. The plan might have a practical use in terms of your own work in your district, school or community.

The approach will involve the identification and exploration of an issue in an educationally connected community for the purpose of developing a mutually beneficial inquiry project. The topic of the *inquiry plan* is to be determined in consultation with the course instructor. Students may work individually or in small groups of 2-3 to design an inquiry project plan within an educationally connected community organization (school, district, community organization such as a First Nations organization, immigrant and settlement agency, adult learning centre, mental health association, early learning centre, literacy organization). This can be a real or hypothetical inquiry project since the emphasis is on the design of the inquiry and not the implementation.

Students must identify a setting where they might wish to learn more about the work. The intent of the experience through the *inquiry plan* is to purposefully deepen your understanding about the practice of inquiry.

You must submit a plan for the inquiry project of up to about 4,000 words (10-12 pages) using [APA 6th edition](#) style (and <http://help.library.ubc.ca/evaluating-and-citing-sources/how-to-cite/>). You should identify the key ideas from the readings, your own research and discussions that have informed your thinking and how you will apply this learning to the development of a proposal. Your plan might include the following items:

- What is your inquiry question and purpose of the inquiry project?
- What is the setting where the inquiry is being considered?
- What process are you proposing for this inquiry and how will this be structured?
- How will the inquiry be of benefit to the organization in the setting?
- Will the inquiry project apply to system change and how?
- What criteria will you use to assess the success of the inquiry?
- What additional relevant literature has been identified and summarized that supports the inquiry?
- What *might* be included as part of a final inquiry report (materials, policies, materials, and other documents...).
- What headings typical of an inquiry project will you use in developing your plan?

The *inquiry plan* must be submitted to your instructor August 17.

Themes for Looking at Leadership as Inquiry

What is Inquiry?

- History of Inquiry
- What is the role of inquiry in learning?
- What are the positives and negatives of the inquiry process?

Appreciative Inquiry

- What is Appreciative Inquiry?
- How can we use it?
- How does it connect with student achievement and organizational culture?

Collaborative Inquiry as Professional Learning

- Using a collaborative inquiry process as a leader:
 - Finding a topic together
 - Finding the right questions together
 - Designing an inclusive process
 - Assessing results – Has it made a difference?

Developing an Inquiry Mindset

- Applying theory to your practice: Designing your inquiry plan
 - Connecting the inquiry process to leadership
 - What leadership styles complement inquiry?
 - What do we mean by an “Inquiry Mindset”?
 - Developing your inquiry questions and plan

Writers’ Workshop

- Writers’ Workshop
 - Further developing and sharing your inquiry plan.
 - Sharing of draft assignment outlines with discussion and feedback from other students.

Students with further questions (inquiry or otherwise) should contact:

Dr. Monica Pamer
monica.pamer@ubc.ca

