

**INSTRUCTOR**

Sharon Allan, PhD
Office: TH 304
Cell:
Email: sharon.allan@uleth.ca

COURSE DESCRIPTION

This course focuses on an examination of relationships, partnerships, governance and moral decision-making in an ethical culture (University of Lethbridge Graduate Studies Calendar, p. 159).

Specifically, Education 5633 is designed to develop understanding of and engagement with three competencies of Alberta's *Leadership Quality Standard* (2018):

Leadership Competency 1: Fostering Effective Relationships

A leader builds positive working relationships with members of the school community and local community.

Leadership Competency 7: Developing Leadership Capacity

A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

Leadership Competency 9: Understanding and Responding to the Larger Social Context

A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting the schools and the school authority.

RATIONALE

This course is designed to explore the role of governance, collaboration, and community engagement within the context of school leadership. These understandings are explicated in the *Leadership Quality Standard* (2018), specifically within Competencies 1, 7, and 9.

While Education 5633 offers opportunities for students to make meaningful connections to their professional context, it is also intended to provoke consideration of the complexities of the education system more broadly.

LEARNER OUTCOMES

Students will:

1. Build scholarship and leadership capabilities through reading, reflection, dialogue, and research.
2. Construct and refine understanding of *Leadership Competency 1* as demonstrated by indicators such as:
 - creating opportunities for parents/guardians, as partners in education, to take an active role in their children's education;
 - establishing relationships with First Nations, Metis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members.
3. Construct and refine understanding of *Leadership Competency 7* as demonstrated by indicators such as:
 - demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;
 - identifying, mentoring and empowering teachers in educational leadership roles;
 - promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;
 - creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership decision making; and
 - promoting team building and shared leadership among members of the school community.
4. Construct and refine understanding of *Leadership Competency 9* as demonstrated by indicators such as:
 - supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;
 - representing the needs of students at the community, school authority and provincial levels;
 - engaging local community partners to understand local contexts;
 - demonstrating an understanding of local, provincial, national, and international issues and trends and their implications for education; and
 - facilitating school community members' understanding of local, provincial, national, and international issues and trends related to education.
5. Demonstrate an increasingly sophisticated understanding of Alberta's *Leadership Quality Standard* (2018) within the structure and context of schooling in Canada.

COURSE CONTENT

This course invites students into an investigation of the ways in which provincial and jurisdictional governance, partnerships for collaboration and opportunities for community engagement shape school leadership practice, both formally and informally.

Course content will include, but not be limited to, the following questions for exploration. These broad themes guide readings, discussions, and the learning tasks developed for ED 5633.

- *How do you understand your “constructed self” as a leader?*
- *What is the nature of the relationship between schooling and society and what role does educational policy play in this relationship?*
- *In what ways do educational stakeholders in the province of Alberta work toward the shared goal of quality student learning?*
- *How is educational policy shaped by political, social, and economic forces, understood broadly, and communicated by media?*
- *In what ways does the development of a 3 Year Strategic Plan offer opportunities to respond to identified societal and local challenges and opportunities?*
- *What are the opportunities and challenges inherent in collaborative community engagement?*

COURSE DELIVERY

ED 5633 in Summer Session II, 2019 is offered through face-to-face delivery mode. Learning will be interactive and collaborative with attention to offering opportunities for students to engage using multiple learning styles to enhance the construction of comprehensive understandings related to school leadership in the Alberta context.

TEXT and RESOURCES

Please note: Required readings are identified on the course schedule on pages 12-14 of this syllabus and available on moodle.

Required Text:

Lehmann, W. (2016). *Education & society: Canadian perspectives*. Don Mills, Ontario: Oxford University Press.

Course Resources:

Albert Education. (1998). *Teacher growth, supervision, and evaluation policy*. Retrieved at <https://www.alberta.ca/k-12-education-policies-and-standards.aspx>

Alberta Education. (2013). *Ministerial Order #001/2013*. Retrieved at <https://education.alberta.ca/media/1626588/ministerial-order-on-student-learning.pdf>

Alberta Education. (2018). *Guide to education: ECS to grade 12*. Retrieved at <https://education.alberta.ca/media/3772212/guide-to-education-2018.pdf>

Alberta Education. (2018). *Leadership Quality Standard*. Author. Retrieved at <https://www.alberta.ca/professional-practice-standards-overview.aspx>

- Alberta Education. (2018). *Teaching Quality Standard*. Author. Retrieved at <https://www.alberta.ca/professional-practice-standards-overview.aspx>
- Blasetti, C. & Silva, B. (2018) Recommitting to public education in Alberta. *Our Schools/Our Selves*, 18, 34-39.
- Bosetti, L. (2000). Alberta charter schools: Paradox and promises. *Alberta Journal of Educational Research*, 46(2), 179-190.
- Bosetti, L., Van Pelt, D., & Allison, D. (2017). The changing landscape of school choice in Canada: From pluralism to parental preference? *Education Policy Analysis Archives*, 25(38). <http://dx.doi.org/10.14507/epaa.25.2685>
- Brandon, J., Hollweck, T., Donlevy, J.K., and Whalen, C. (2018). Teacher supervision and evaluation challenges: Canadian perspectives on overall instructional leadership. *Teachers and Teaching, Theory and Practice*, 24(3), 263 – 280. doi:10.1080/13540602.2018.1425678
- Bush, T. & Glover, D. (2014). School leadership models: What do we know? *School Leadership & Management*, 34(5), 553-19.
- Delaney, J. (2017). *Education policy: Bridging the divide between theory and practice*. Edmonton, AB: Brush Education Inc.
- Gibbons, J., & Seel, K. (2012). Governance in transformation: Alberta school board chairs' perspectives on governance. *Canadian Journal of Nonprofit and Social Economy Research*, 3(1), 26-41.
- Government of Alberta. (2018) *School Act*. Edmonton, AB. Retrieved at <http://www.qp.alberta.ca/documents/Acts/s03.pdf>
- Harris, A. (2013). Distributed leadership: Friend or foe? *Educational Management Administration & Leadership*, 41(5), 545-554. doi:10.1177/1741143213497635
- Newton, P. & Wallin, D. (2013). The teaching principal: An untenable position or a promising model? *Alberta Journal of Educational Research*, 59(1), 55-71.
- Newton, P. and da Costa, J. (2016). School autonomy and 21st century learning: the Canadian context. *International Journal of Educational Management*, 30(7), 1279-1292. doi:10.1108/IJEM-11-2015-0151
- Mindzak, M. (2015). What happened to charter schools in Canada? *Equity & Excellence in Education*, 48(1), 105-117. doi:10.1080/10665684.2015.991162

- OECD (2017). Executive Summary. *Promising practices in supporting success for Indigenous students* (pp. 11-14). Paris, FR: OECD Publishing. Retrieved at https://read.oecd-ilibrary.org/education/promising-practices-in-supporting-success-for-indigenous-students_9789264279421-en#page1
- OECD (2018). Canada. In *Educational policy outlook 2018: Putting student learning at the centre* (pp. 195-199). Paris, FR: OECD Publishing. Retrieved at https://read.oecd-ilibrary.org/education/education-policy-outlook-2018_9789264301528-en#page1
- Ottmann, J. (2009). Leadership for social justice: A Canadian perspective. *Journal of Research on Leadership in Education*, 4(4), 1-9.
- Pollock, K., & Winton, S. (2015). Juggling multiple accountability systems: How three principals manage these tensions. *Educational Assessment, Evaluation and Accountability*, 28, 323-345. doi:10.1007/s11092-015-9224-7
- Shaked, H., Glanz, J., & Gross, Z. (2018). Gender differences in instructional leadership: How male and female principals perform their instructional leadership role. *School Leadership & Management*, 38(4), 417-434. doi:10.1080/13632434.2018.1427569
- Volante, L. (2013). Canadian policy responses to international comparison testing. *Interchange: A Quarterly Review of Education*, 44(3-4), 169-178. doi:10.1007/s10780-014-9205-7
- York-Barr, J. & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255- 316.

COURSE REQUIREMENTS and ASSESSMENT

The following learning tasks are designed to engage students in relevant and purposeful exploration of the essential questions that shape this course.

Learning Tasks		Marks	Due
LT1	Leadership and Identity: Statement of Person and Place	20	July 11
LT2	Leadership and Stakeholders: Examining the System	25	July 16
LT3	Leadership and Policy: Media and Policy Analysis	25	July 22
LT4	Leadership and Vision: Strategic Planning	30	July 24, 25

LT1 Leadership and Identity: A Statement of Person and Place

20%

LQS Alignment: 2b; 2c; 3b; 7a; 9d

Purpose

There are significant intersections between identity and educational leadership. Indeed, before we can engage in academic inquiry relative to leadership and our practice, it is

essential to consider identity: how it has influenced who we are today as well as the ways in which it shapes who we might become as educational leaders.

Expectations

Initially, this learning task includes articulating:

What has shaped your perspective (e.g. your genealogy, cultural heritage, values and beliefs, family upbringing, socialization, education, professional and life experiences).

Who or what has influenced your beliefs?

How have your life experiences contributed to the formation of your identity?

Secondly, critically consider how you are positioned by others within society:

How do others identify you in terms of power relations (e.g., race/ethnicity, social class, gender, sexual identity, religion, ability/disability, political affiliation)?

In what ways are you privileged and marginalized?

Finally:

How do these complexities related to your identity influence your leadership practice?

Your Statement of Person and Place will:

- clearly articulate responses to the guiding question above with illustrative examples of lived experiences, personal reflection, and explicit links to relevant literature/research;
- demonstrate self-awareness and critical analysis relative to the perspectives of others;
- draw meaningful connections to your leadership stance/philosophical position;
- be approximately 1500 words in length and adhere to APA 6 style requirements.

Due Date: 11 July 2019 - Please submit electronically.

An assessment rubric will be available on moodle.

12 July - An opportunity to share highlights in small groups.

LT2 Leadership and Stakeholders: Examining the System

10% Presentation

LQS Alignment: 2a; 2d; 3b; 3d; 4f; 5d; 6i; 7c; 8f; 9a; 9b; 9c; 9d; 9e

15% Summary

Purpose

The education system is comprised of multiple stakeholders each with a clear mandate and role. While they are focused on a shared goal of quality student learning, each brings a unique perspective and seeks to influence the system in a way that furthers the values of the organization. As stakeholders engage in policy discourse and implementation activities, the education system is influenced by political, social, economic and cultural forces through the media, interest groups, and others seeking to shape public education. This assignment allows students to examine the system holistically and consider the factors which influence how policy is taken up in the main.

Expectations

Each pair of students will create a presentation about one of the groups listed below. The presentation will focus on the key findings and critical reflections as outlined below. In addition, this learning task includes:

- a 2-page executive summary adhering to ATA 6 style requirements;
- illustrative examples to support findings.

Class Presentations: 16 July 2019

Executive Summary to be submit electronically.

An assessment rubric will be available on moodle.

Areas for Inquiry

Areas	Consider . . .
Alberta Education	<ul style="list-style-type: none">• Role/Mandate: What functions and services does Alberta Education provide to support trustees, parents, school and jurisdiction leaders, teachers and students?• How are these services organized, staffed and resourced?• In your estimation, which of these services are most beneficial to the education system?• Are there potential conflicts of interest between some of these roles? Why/why not?• What are the current, high-priority areas of interest for Alberta Education?• Based on your analysis of this organization, what changes would you suggest to be enable Alberta Education to better serve the education system?
Alberta Teachers' Association (ATA)	<ul style="list-style-type: none">• Role/Mandate: What functions and services does the ATA provide to support trustees, parents, school and jurisdiction leaders, teachers and students?• How are these services organized, staffed and resourced?• In your estimation, which of these services are most beneficial to the education system?• Are there potential conflicts of interest between some of these roles? Why/why not?• What are the current, high-priority areas of interest for the A T A?• Based on your analysis of this organization, what changes would you suggest so that the ATA could better serve the education system?

Alberta School Boards Association (ASBA)	<ul style="list-style-type: none"> • Role/Mandate: What functions and services does the ASBA provide to support trustees, parents, school and jurisdiction leaders, teachers and students? • How are these services organized, staffed and resourced? • In your estimation, which of these services are most beneficial to the education system? • What are the major responsibilities of school boards in the current School Act? • What are the current, high-priority areas of interest for ASBA? • Based on your analysis of this organization, what changes would you suggest so that ASBA and/or school boards could better serve the education system?
Alberta School Councils Association (ASCA)	<ul style="list-style-type: none"> • Role/Mandate: What functions and services does the ASCA provide to support trustees, parents, school and jurisdiction leaders, teachers and students? • How are these services organized, staffed and resourced? • In your estimation, which of these services are most beneficial to the education system? • What are the current, high-priority areas of interest for ASCA? • Based on your analysis of this organization, what changes would you suggest so that ASCA could better serve the education system?
College of Alberta School Superintendents (CASS)	<ul style="list-style-type: none"> • Role/Mandate: What functions and services does the CASS provide to support trustees, parents, school and jurisdiction leaders, teachers and students? • How are these services organized, staffed and resourced? • In your estimation, which of these services are most beneficial to the education system? • What are the current, high-priority areas of interest for CASS? • Based on your analysis of this organization, what changes would you suggest so that CASS could better serve the education system?
Education Policy “Watchdogs”	<ul style="list-style-type: none"> • Describe the roles played in Alberta by 4 education policy watchdogs: the Fraser Institute, the C. D. Howe Institute, the Parkland Institute, and the Alberta Centre for Child, Family, and Community Research. • What other groups are there that you see as significant contributors to the interpretation and critique of the education policy in Alberta?

	<ul style="list-style-type: none"> • Provide examples to illustrate how these organizations impact education discourse in Alberta. • How does the media take up the work of these organizations? • Based on your analysis, how would you recommended school leaders best consider and respond to these organizations?
Student Voice	<ul style="list-style-type: none"> • Provide an overview of the Minister's Youth Council. How does this group contribute to education policy discourse in Alberta? • How do other organizations channel student voice and to what ends? • What evidence do you see of the influence of student voice on policy and/or practice? • How might student voice influence the system in the future? • Based on your analysis, how would you recommend school leaders and school authority leaders engage students?
Choice in Alberta's Education System	<ul style="list-style-type: none"> • Describe how choice is supported within the province using applicable policy, legislation and regulations. • Identify the stakeholders most involved in supporting choice and those most actively voicing opposition. • How does Alberta's approach to supporting choice compare to other provinces? • Based on your analysis, does Alberta's approach to providing choice within the education system serve the best interests of students? Caregivers? Albertans? • What recommendation would you suggest to policy makers to improve how the system responds to choice?
International Perspectives	<ul style="list-style-type: none"> • Alberta works with the Council of Ministers of Education, Canada (CMEC), the Organization for Economic Cooperation and Development (OECD), and the International Association for the Evaluation of Educational Achievement (IEA) to participate in international assessments. • Describe each of the international assessments. • What is the purpose and value of each? • How is school participation determined? • How do Alberta and Canadian results compare on an international scale? • What are the issues related to test question appropriateness, test validity and test reliability?

	<ul style="list-style-type: none"> • How are results used and communicated by various stakeholder groups and the media? • What is the impact of tests on the education system in Alberta and on Alberta's profile internationally. • Based on your analysis, what changes would you recommend to Alberta's participation in international assessment program to better serve the education system?
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LT3 Leadership and Policy: Media and Policy Analysis

25%

LQS Alignment: 2d; 7a; 9c; 9d; 9e

Purpose

This task requires you to critically examine the multiple ways a current policy-related issue is taken up in the mainstream by considering the positions of engaged stakeholder groups, media organizations, and the general public. Historically, newspapers and magazines provided the primary forum for mainstream educational discourse; today, media of all types shapes interpretations and understandings of policy-related issues.

Expectations

Using the policy documents as your primary focus, compare and critique how it has been interpreted and shaped by political, social, and economic forces. Finally, determine the interpretation of the policy that successfully dominates current discourse.

- What circumstances were instrumental in how the policy was interpreted over time?
- Which stakeholder groups, media organizations, or other forces were most successful in shaping the political discourse?
- Currently, how is this policy-related issue presented by media? understood by stakeholder groups and engaged members of the public?
- In your opinion, which interpretation dominates the “conversation”? Why do you think this is so?

You may choose a policy area of interest to your local context. Be sure to choose an area that has garnered significant interest from the media and the public. Please consult with your instructor prior to commencing your research.

Some examples of policy areas which have been of interest recently include modifications to Gay-Straight Alliances, the mathematics curriculum specifically or curriculum (re)design generally, class size initiatives, the provision of all-day kindergarten . . .

Your Analysis will:

- draw upon relevant documents;
- demonstrate critical analysis as outlined by the questions above;
- inform colleagues by highlighting your findings in small group conversations;
- be 1000 - 1500 words in length;
- adhere to APA 6 style requirements.

Due Date: 22 July 2019 - Please submit electronically.

An assessment rubric will be available on moodle.

LT4 Leadership and Vision: Beginning a Strategic 3 Year Jurisdictional Plan

Presentation 10%

Planning Report 20%
LQS Alignment: 1d; 1e; 1h; 2a; 2c; 3b; 3c; 3e; 3f; 4f; 5b; 5c; 6h; 7a; 7c; 7d; 7e; 9a; 9c; 9d; 9e

Purpose

You have been invited to be part of a small team of educators in your jurisdiction to begin planning for the development of a new 3 Year Strategic Plan to be implemented in Fall 2020. As preparation for your involvement - and knowing you are taking this course - your superintendent has asked if you could focus your attention on the contextual elements that will shape the development of this plan as well as the ways in which your jurisdiction might engage the community in the creation of this plan.

Expectations

This culminating learning task explores the following questions *first, by anchoring your thinking in relevant literature, research, and policy documents* and *second, by offering specific recommendations* to influence the construction of your jurisdiction's plan:

- What identified societal and local challenges and opportunities should be considered in the development of this plan? In other words, what is our specific context? How do we know this?
- In what ways does our context inform possible priorities to be included in this strategic plan?
- What strategies will we utilize to engage our community? Why?
- What will we accept as evidence that these strategies for engagement have been successful?

Your responsibilities as a planning group are to:

- create a 10 -15 minute presentation for school board members highlighting your thinking and planning relative to the above questions;
- provide an in-depth planning report for the superintendent, 1000 - 1500 words in length;
- adhere to APA 6 style requirements.

Class Presentations: 24, 25 July 2019

Planning Report to be submit electronically.

An assessment rubric will be available on moodle.

TENTATIVE COURSE SCHEDULE

Based on students' background, ongoing professional responsibilities, leadership interests, and emerging curiosities this schedule may shift in emphasis; please consider our engagement over the three weeks of this course *living, breathing curriculum*.

Day	Date	Topics	Readings (m) indicates the reading is available on the course moodle site
1	July 8	<ul style="list-style-type: none"> ▪ Introductions ▪ Course Overview and Expectations ▪ <i>LQS</i>: Review and Refresh Activity ▪ Exploring Our Frames of Being 	<ul style="list-style-type: none"> ▪ <i>LQS</i>: 2018
2	July 9	<ul style="list-style-type: none"> ▪ Paula Cardoza: Research Refresher ▪ Constructing Essential Understandings: What is the nature of the relationship between schooling and society? What is educational policy? ▪ LT2 Topics selected 	<ul style="list-style-type: none"> ▪ Text: Chapter 1 and 2 ▪ Delaney (2017) (m)
3	July 10	<ul style="list-style-type: none"> ▪ Interrogating our Definitions of Success 	<ul style="list-style-type: none"> ▪ Text: Chapter 8 ▪ Ottmann (2009) (m) ▪ OECD (2017)
4	July 11	<ul style="list-style-type: none"> ▪ Leadership to Support Inclusive Contexts: Mr. Rod Scott <i>In what ways do/might educational leaders support the learning and success of those individuals who oftentimes view themselves as separate from "schooling"?</i> ▪ LT1 Statement of Person and Place Due 	
5	July 12	<ul style="list-style-type: none"> ▪ Metaphor Presentations 	
6	July 15	<ul style="list-style-type: none"> ▪ Accountability: What is it? ▪ How is Accountability Framed in Alberta? 	<ul style="list-style-type: none"> ▪ Pollock & Winton (2016) (m) ▪ <i>LQS</i> (2018)

7	July 16	<ul style="list-style-type: none"> ▪ LT2 Examining the System Presentations ▪ LT2 Executive Summary Due 	
8	July 17	<ul style="list-style-type: none"> ▪ Parental Engagement and School Choice: Opportunities and Challenges 	<ul style="list-style-type: none"> ▪ Text: Chapter 6 ▪ Mindzak (2015) (m) ▪ Bosetti, Van Pelt, & Allison (2017) (m) ▪ Blasetti & Silva (2018) (m)
9	July 18	<ul style="list-style-type: none"> ▪ Leadership as/in Tension 	<ul style="list-style-type: none"> ▪ Harris (2013) (m) ▪ Newton & Wallin (2013) (m) ▪ Pollock & Winton (2016) (m) ▪ Newton & de Costa (2016) (m) ▪ Brandon, Hollweck, Donlevy, & Whalen (2018) (m) ▪ Shaked, Glanz, & Gross (2018) (m)
10	July 19	<ul style="list-style-type: none"> ▪ Catching up . . . 	
11	July 22	<ul style="list-style-type: none"> ▪ LT3 Group Conversations ▪ Speaker: Dr. Jim Brandon <i>In what ways do universities and the provincial government collaborate through research partnerships to support student learning in Alberta?</i> ▪ LT3 Media and Policy Analysis Due 	
12	July 23	<ul style="list-style-type: none"> ▪ International Testing and Policy Responses 	<ul style="list-style-type: none"> ▪ Volante (2013) (m) ▪ OECD (2018)
13	July 24	<ul style="list-style-type: none"> ▪ LT4 Presentations 	
14	July 25	<ul style="list-style-type: none"> ▪ LT4 Presentations ▪ Speaker: Dr. Mark Swanson (ATA) 	

		<i>In what ways does the Alberta Teachers' Association work collaboratively with provincial partners to support student learning in Alberta?</i>	
15	July 26	<ul style="list-style-type: none"> ▪ Reflections and Connections ▪ LT4 Planning Report Due 	

GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

ACCOMMODATION POLICY

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

PROTECTION OF PRIVACY

Although we place a heavy emphasis in this course on reflecting about your own school settings, practices, and data, it is important to respect confidentiality during discussions and dialogues. The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal

narrative has stated otherwise. Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

STUDENT CONDUCT

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs)

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below:

ATA Code of Professional Conduct

<http://www.teachers.ab.ca/AbouttheATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx>

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

PLAGIARISM

All material and ideas included in class assignments must be properly acknowledged to give credit to the originator in keeping with APA style requirements. The University of Lethbridge Student Conduct Policy considers plagiarism an academic offence and states: “No student shall represent the words, ideas, images or data of another person as his or her own.” Assistance with documentation is available through the University of Lethbridge Library.