



EDUCATION 5610
Section A
Implementing the Leadership Quality Standard
Fall 2020
September – December, 2020
Friday 5:00 – 8:00 p.m.
Saturday: 9:00 a.m – 4:00 p.m.
Room: TBD

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COURSE DESCRIPTION

This course introduces a broad variety of methods in which knowledge and understanding of the *Leadership Quality Standard* can be enhanced and applied through field studies for professionals in education and education-related contexts in community settings.

The central focus of this course will be a critical examination of various paradigms of leadership as they apply to professional practice and professional learning. As such, the course aims to situate conventional notions of leadership by comparing and contrasting emerging models of communities of practices, collaborative professional learning, and inquiry-based adult learning.

Students' experiences as formal and/or informal instructional leaders will guide their (a) reflection on the form, function, and intersection of leadership, learning, leading learning, and teaching practice; (b) examination of the process of social constructivism as it relates to leading and participating in collaborative inquiry as a leadership and professional learning strategy; and (c) exploration of recent literature regarding professional development, communities of practice, adult learning, and generative dialogue. The interplay of these concepts will be examined in the context of Alberta's TQS and LQS.

The course will require students to address the essential question:

What are the leadership understandings, dispositions, and skills necessary to meet the competencies identified in the Leadership Quality Standard?

COURSE DELIVERY

This course will be offered through synchronous Zoom delivery mode. As much as possible using this format, learning will be constructivist and interactive, with attention to offering opportunities for students to engage in a number ways through multiple learning styles. All learning experiences are designed to facilitate comprehensive understandings related to school leadership in the Alberta context.

An important aspect of this course is skill development in the use of Generative Dialogue (Adams, 2016); accordingly, students will practice and demonstrate growing fluency as they plan for and engage in professional learning related to the competencies included in the *Leadership Quality Standard* (2018).

COURSE MATERIALS

Required Texts: These texts can be purchased from the University of Lethbridge bookstore or alternately, in the case of the first book, directly through the publisher.

Adams, P., Mombourquette, C., & Townsend, D. (2019). *Leadership in education: The power of generative dialogue*. Toronto, ON: Canadian Scholars Press.

American Psychological Association (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association

Alberta Education. (2018). *Leadership Quality Standard*. Edmonton: Alberta Government. Doi https://education.alberta.ca/media/3739621/standardsdoc-lqs_fa-web-2018-01-17.pdf

Alberta Education. (2015). *Teacher growth, supervision, and evaluation policy*. Doi <https://open.alberta.ca/dataset/92318229-5d7e-400c-95c4-f2fba9a9a5ec/resource/ed049795-c235-4436-8d9c-56e8a5a6aa57/download/2015-teacher-growth-supervision-and-evaluation-policy.pdf>

A further selection of academic articles will be posted on Moodle or accessible electronically.

COURSE OBJECTIVES

This course will provide opportunities to interact with various school perspectives and practical approaches leading to implementation of the competencies of the LQS in a setting most familiar to them. In so doing, the central focus will be on enhancing the reciprocal learning relationship between formally designated leaders, informal or non-designated leaders, and teachers.

Throughout the course activities and assignments, students will:

1. Identify critical conditions and considerations for leadership of professional practice and professional learning;

2. Understand the role and process of reflective practice;
3. Become familiar with a variety of theories of adult learning and their relevance to formal and informal leadership;
4. Develop increased skill in facilitating professional collaborative inquiry for self and colleagues;
5. Construct cognitive links between all nine competencies in the LQS;
6. Engage in collegial discussions in order to draw together understandings from a variety of sources;
7. Design collaborative learning activities for colleagues to lead learning;

This course invites students into an investigation of current teaching and leadership practices in Alberta schools, with specific focus on developing understandings, dispositions, and skills related to implementing the competencies of the LQS through the application of the tenets of generative dialogue.

Course content will include, but not be limited to, the following topics of examination. Based on students' background, professional responsibilities, and emerging curiosities, shifts in emphasis may be appropriate. The following broad themes will guide readings, discussions, and the learning tasks.

- A. Models and characteristics of leadership
 - Defining professional competence in teaching and leading
 - Leading professional learning
 - Responsibilities and limitations of informal and distributed leadership
 - Generative Leadership and generative dialogue
- B. Theories of adult education
 - Rationalist, behaviourist, and constructivist paradigms of professional development
 - Andragogy
 - Critical reflection and professional reflexivity
- C. Learning Communities and Communities of Practitioners
 - Characteristics of learning communities
 - Comparative assumptions between learning communities and communities of practice
 - Issues of culture and social capital in leadership and professional practice
- D. Models of Action Inquiry and Professional Growth
 - Role and types of reflective practice
 - Comparing models of action research and collaborative inquiry
- E. Leading and implementing a school improvement initiative
 - Design a leadership project focused on teacher growth
 - Implement the project
 - Reflect on project impact

COURSE EVALUATION

Learning Tasks	Marks %	Due
LT1 Leadership and Identity: Metaphorical Representation	10	September 20
LT2 Leading Professional Learning: Analysis & Recommendations	20	October 11
LT3 Inquiry-Based Professional Learning Plan	20	November 15
LT4 Applying Theory to Practice	50	December 11

These learning tasks are designed to engage students in relevant, purposeful, and integrated exploration of leading, leading learning, and leadership-in-learning.

NOTE: In order to accommodate learning strengths and areas of student interest, the weightings for these assignments may be negotiated with the instructor. Please contact Dr. Adams directly to make appropriate arrangements.

1. **LT1 Leadership and Identity: Metaphorical Representation and Analysis of Your Journey to Lead** 10%

LQS Alignment: 2b; 2c; 3a; 3b; 3e; 6e; 7a; 9d

Purpose

There are multiple important intersections between professional identity, educational leadership, and teaching practice. It is essential to consider all of these concepts as a basis to understand the professional practice of leadership.

This learning task requires you to explore the following questions:

Who are you as a formal or informal leader? In what ways and by whom has your professional identity been shaped? How do you symbolize your formal or informal leadership journey? In what ways does this metaphor specifically represent who you are as a leader, as well as who you might become?

One way of making sense of professional lives is through metaphor. Metaphor has the power to kindle imagination, make self understandings visible, and focus a conceptual lens on reflection that enriches insight. This aspect of the first learning task invites you to think deeply about your journey to lead and to represent that journey symbolically.

Expectations

Think about your teaching and leadership philosophy, your leadership style, the teacher-leader nexus, and espoused/lived practice to consider the question “how might my leadership journey be symbolically represented?” In the past, these

metaphors have included: a rose garden, a loaf of bread, a luge track, a set of nested dolls, a country road, and a quilt, to name a few. This aspect of the first learning task invites creativity; honour your own experience and narrative.

In-class presentation of your metaphor 5%
Written interpretation and analysis of metaphor 5%

Written interpretation and analysis must reference concepts offered in the accompanying required readings, be linked explicitly to your leadership practice, and adhere to the conventions of language and APA 6 formatting. The analysis should be approximately 500 words in length (excluding reference list).

Accompanying Required Readings

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- Adams, P., Mombourquette, C., & Townsend, D. (2019). *Leadership in education: The power of generative dialogue*. Toronto, ON: Canadian Scholars Press. Preface and Chapter 1.
- Brown, J., & Moffett, C. (1999). *The hero's journey*. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 1.

In addition, students should familiarize themselves with the 2015 Alberta Education *Teacher Growth, Supervision, and Evaluation Policy*, the 2018 *Teacher Quality Standard*, and the 2018 *Leadership Quality Standard*. Concepts from all readings should be evident in the analysis portion of this assignment.

2. LT2 Leading Professional Learning: Analysis and Recommendations 20%

LQS Alignment: 1h; 2a; 2b; 2c; 3e; 4c; 4e; 6a

Purpose

As formal or informal leaders of learning, it is important to reflectively analyze effective practices in instructional leadership and leading professional learning. The purpose of this learning task is to examine and reflect upon existing practices, with the goal of engaging in and implementing more informed leadership of professional learning.

Expectations

Thoroughly describe one professional learning episode in which you have assumed a formal or informal leadership role. Provide a reflective analysis of the episode followed by recommendations for future practice.

Your paper will:

- describe a vignette, clarifying or embellishing the scenario to highlight particular aspects of leadership and the LQS. This anecdote must provide the reader with a clear and comprehensive understanding of the school/jurisdictional context, your leadership role in planning and

implementing the learning episode, as well as the response of participants to this professional learning opportunity.

- analyze the episode through the lens of established literature by identifying no fewer than five (5) characteristics that are supported or not supported by current research in effective leadership of professional learning. A T-chart format may be used as one method to synthesize aspects of your analysis.
- make recommendations concerning your leadership practice (for example, aspects to continue as described, continue with modifications, discontinue because practice is in conflict with research). Include a clear rationale for each recommendation.
- include reference to no fewer than 3 authors.

This learning task must reference concepts offered in the accompanying required readings as well as your growing body of relevant literature, be linked explicitly to your leadership practice, and adhere to the conventions of language and APA 7 formatting. The completed document should be approximately 1500 words in length (excluding reference list).

Accompanying Required Readings

- Adams, P., Mombourquette, C., & Townsend, D. (2019). *Leadership in education: The power of generative dialogue*. Toronto, ON: Canadian Scholars Press. Chapter 5.

In addition, consider readings by Barth (2001), Brookfield (2017), Gabriel (2005), and Knowles (1970, 1980, 1990). Each author explores various aspects of the conditions and characteristics of instructional leadership that should be incorporated into this assignment.

3. LT3 Inquiry-Based Professional Learning Plan 20%

LQS Alignment: 1h; 2a; 2b; 2c; 3a; 3e; 3f; 4d; 4e; 4i; 6a; 7e

Purpose

Using the *Leadership Quality Standard* (2018) to guide reflection and planning, this task has been explicitly designed for two purposes: first, to support individual professional growth by engaging leaders in identifying a learning goal, crafting an inquiry question, determining appropriate strategies for exploring their question, and considering what will be evidence of success. Second, through the completion of their own inquiry-based professional learning plan, students in this course will be prepared to lead future collaborative inquiry-based professional learning experiences at the school and/or jurisdictional level.

Expectations

Students will be provided an Inquiry-Based Professional Learning Guide that will be used to complete this assignment.

This task will:

- identify professional learning goals through critical reflection focused on the *Leadership Quality Standard*.
- clearly articulate an inquiry question emerging from one of your professional learning goals.
- thoroughly describe the strategies you will employ to “answer” your inquiry question.
- include the evidence you will rely on to determine the success of your strategies to respond to the inquiry question.
- identify any support you anticipate needing and include a timeline for completion of the strategies.

Accompanying Required Readings

- Adams, P., Mombourquette, C., & Townsend, D. (2019). *Leadership in education: The power of generative dialogue*. Toronto, ON: Canadian Scholars Press. Preface and Chapter 4.
- Brandon, J., Adams, P., Freisen, S. (2019). Building, Supporting, and Assuring Quality Professional Practice A Research Study of Teacher Growth, Supervision, and Evaluation in Alberta. Executive Summary.
- Breault, D. (2005). Van Gogh, Gauguin, and impressions from Arles: Inquiry’s potential within collegiality. *The Educational Forum*, 69(3), 240-253.

Additional readings by Adams (2017); Adams (2016); Adams (2015); Adams & Townsend (2014); Schnellert & Butler (2015); Townsend & Adams (2016) may support you in this assignment.

4. LT 4 Applying Theory to Practice Project 50%

You will develop a project proposal for an inquiry-based initiative to be implemented by you at your school or throughout your district. The proposal will begin by you asking an essential question about some aspect of leadership and school improvement, beginning with the prefix “In what ways and to what extent...”

Your proposal should indicate:

- The LQS competencies most relevant to your project
- An outline and timeline for the project activities

Prior to implementing the project, you will arrange a meeting with a leader-mentor and principal to describe your project and receive approval for implementation.

After maintaining a reflective journal throughout the semester, you will submit a paper (minimum 1500 words) that describes the project and the outcomes resulting from implementation. The paper will:

- highlight the successful and challenging features of the project.
- identify the professional practice competencies that came into play during the project and the ways in which they informed practice.

- provide a clear and concise answer to the inquiry question guiding the project.
- conclude with a summary of key learnings and thoughts on revisions for future implementation.

The following headings may guide the structure of the paper:

- Inquiry Question Explained
- Description of Activities
- Connection to Competencies
- Inquiry Question Answered
- Summary of Key Learnings
- References

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 to be a “living, breathing curriculum.”

Day	Date	Topics	Readings
1	Sept. 11	<ul style="list-style-type: none"> ▪ Introductions ▪ Course Overview ▪ Exploring Frames of Thinking ▪ <i>LQS</i> Review: Modelling Professional Learning 	<ul style="list-style-type: none"> ▪ <i>TQS</i>: 2018 ▪ <i>LQS</i>: 2018
2	Sept. 12	<ul style="list-style-type: none"> ▪ Exploring Research: <i>Alberta’s Teacher, Growth, Supervision, Evaluation Policy Research Study</i> (2017) ▪ Learning in Community, Communities of Practice & Collaboration ▪ PD, PL, and PDL: Conditions and Characteristics ▪ Exploring Research: The State of Educators’ Professional Learning in Canada ▪ APA 7 Overview for LT1 	<ul style="list-style-type: none"> ▪ <i>TGSE Policy</i> (2015): Sections 3-13 ▪ Brandon & Adams et al. (2019): Executive Summary and Recommendations pages i-vi ▪ Adams, Mombourquette, & Townsend (2019): Chapter 2 ▪ Beault (2005) ▪ Campbell (2016)

	Sept. 20	<ul style="list-style-type: none"> ▪ <i>Learning Task 1 Due: Leadership Metaphor</i> ▪ Leadership Metaphor Presentation 	<ul style="list-style-type: none"> ▪ Brown & Moffett (1999).
3	Oct. 2	<ul style="list-style-type: none"> ▪ Reflective Practice: Types and Process ▪ Reflection and Reflexivity ▪ Reflective Practice and the LQS ▪ The Power of Collaborative Inquiry 	<ul style="list-style-type: none"> ▪ Adams, Mombourquette, & Townsend (2019): Chapter 5. ▪ Schnellert & Butler (2014) ▪ Adams (2014)
4	Oct. 3	<ul style="list-style-type: none"> ▪ Situating Theories of Adult Learning in Professional Growth ▪ Teacher Leadership ▪ Generative Leadership & Generative Dialogue 	<ul style="list-style-type: none"> ▪ Cherkowski (2018) ▪ Gabriel (2005) ▪ Adams, Mombourquette, & Townsend (2019): Chapter 4.
	Oct. 11	<i>Learning Task 2 Due: Leading Professional Learning</i>	
5	Nov. 6	<ul style="list-style-type: none"> ▪ Extending the Generative Dialogue ▪ Crafting the Essential Question: Using the Triad Model 	
6	Nov. 7	<ul style="list-style-type: none"> ▪ Leading and Facilitating Professional Learning: Using Generative Dialogue to Develop Inquiry Strategies & Measures of Success 	
	Nov. 15	<i>Learning Task 3 Due: Inquiry-based Professional Learning Plan</i>	
7	Dec. 4	<ul style="list-style-type: none"> ▪ TBA depending on student interest. 	
8	Dec. 5	<ul style="list-style-type: none"> ▪ Reflecting on the Essential Question: <i>What are the leadership understandings, dispositions, and skills necessary to meet the competencies identified in the Leadership Quality Standard?</i> ▪ Sharing Theory to Practice Projects 	

	Dec. 11	<i>Learning Task 4 Due: Theory to Practice</i>	

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>

NETIQUETTE GUIDE FOR ONLINE LEARNING

To promote the quality of our online learning community, students are expected to participate fully in all activities and events associated with the course, both synchronous and asynchronous. Students are encouraged to log in to various online platforms using their @uleth.ca email addresses and identify themselves by their first and last names (no anonymous usernames). Students are also encouraged to create online accounts associated with the course using their @uleth.ca email addresses and upload self-identifying pictures (no anonymous images, symbols, icons, or avatars).

- Be professional
- Actively participate
- Avoid responding impulsively
- Strive for clarity, brevity, and accuracy
- Use appropriate language and grammar
- Be friendly, positive, and self-reflective
- Respect other's time by staying on topic, and providing useful dialogue
- Avoid multitasking during class time

- Minimize environmental distractions and background noise such as telephones, children, pets, television, radio, side conversations, eating, drinking, etc.

WITHDRAWAL FROM an ONLINE COURSE

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

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.