

# Professional Perspectives: Educational Leadership

## INSTRUCTOR OF RECORD

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## CO-INSTRUCTOR

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## ATTENDANCE POLICY

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Regular attendance is expected of all students. If you are absent for up to three hours of class time, you are responsible for acquiring materials distributed in the portion you missed from, and you may be asked to complete an extra assignment at the discretion of the instructor. If you miss more than three hours of class time, you may not receive course credit as deemed appropriate by the instructor. Medical absences in excess of three hours require a doctor's note.

## COURSE DATES

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**July 3, 4, 9, 10:**

9:00 am – 5:00 pm

**July 5, 11:**

9:00 am – 3:00 pm

## COURSE DESCRIPTION

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This course explores the concept of educational leadership through four lenses: by role (leader, manager, change agent, learning community); with commitments (conscious leadership, five practices of exemplary leaders); in relationships (power and privilege); and by an ethic of care. The course content and processes are intended to help learning leaders to reflect, apply, and lead intentionally while bridging theory with practice. A reflective practice perspective will provide a framework for course discussion and assignments.

## INTENDED OUTCOMES

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Throughout the course, the participants will be asked to reflect on and extend their knowledge of theory and practice in school leadership. Participants in this course will:

- **Participate** meaningfully and actively in a community of practice;
- **Demonstrate** a learning stance by connecting and sharing experience, exploring multiple perspectives, and managing the discomfort of unfamiliar concepts or viewpoints;
- **Self-assess** their current leadership practices in five areas: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart;
- **Compare and contrast** different lenses of leadership including roles, goals, practices, and relational dynamics; and
- **Plan** for and articulate ways to incorporate new learning to enhance their leadership knowledge, skills, interactions, practice, and attitude.

## GUIDING PRINCIPLES

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### Relationships

safe • collegial • supportive  
curious • respectful • humble

### Relevancy

theory to practice • content *and* process  
reflective practice • learning stance

### Rigour

reflect • analyze • synthesize • challenge

## ASSESSMENT & EVALUATION

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Balanced assessment is intended to measure knowledge/understanding, thinking/inquiry, communication, and application of the course content. Participants will be expected to demonstrate understanding of the course outcomes through:

- preparation and discussion of assigned readings;
- participation in class discussions/activities;
- completion of course assignments.

The purpose of the formal assignments to prompt students to reflect on learning, integrate new readings and knowledge, and articulate the implications for practice and future learning.

Students are expected to *consistently complete quality work*. Students will be asked to revise and resubmit work that does not meet the assignment criteria.

The final course grade is Pass or Fail. Participants must satisfactorily meet all requirements for attendance, participation and assignments in order to achieve a Pass.

**All assignments should be in APA format.** For a complete APA formatting and style guide, please refer to Owl Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/560/01/>

## REQUIRED TEXTS

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Dethmer, J., Chapman, D. & Warner Klemp, K. (2014). *The 15 commitments of conscious leadership: A new paradigm for success*. USA: The Conscious Leadership Group.  
(\$21.37 @ amazon.ca)

Kaser, J., Mundry, S., Stiles, K. E., & Loucks-Horsley, S. (2013). *Leading every day: Actions for effective leadership* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Corwin.  
(\$53.50 @ amazon.ca)

Other required course readings will be provided in the course binder of materials.

## ACADEMIC INTEGRITY & MISCONDUCT

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Plagiarism is taking credit for another's work. In an environment based upon academic integrity, plagiarism exemplifies unethical behavior. Students who plagiarize will automatically fail the class and the case will be referred to the Instructor of Record and the Faculty of Graduate Studies as per the university's policy. If you are unsure about what constitutes plagiarism or do not know how to adequately reference material, please ask for help and consult the newest edition of the American Psychological Association (APA) reference. Please refer to the University of Manitoba, Université de Saint- Boniface and Brandon University General Calendars for information about academic regulations and policies.

# Course Schedule

	TOPIC	OVERVIEW	DATES	ASSIGNMENTS
<b>WEEK 1</b>	Leadership <i>by</i> ROLE	<b>Principal as Leader &amp; Manager</b> <ul style="list-style-type: none"> <li>• Roles &amp; Goals</li> <li>• Responsibilities &amp; Regulations</li> <li>• Values &amp; Purpose</li> <li>• Priority Management</li> </ul>	<b>Wednesday, July 3</b> 9:00 am – 5:00 pm	<b>Read:</b> Kaser, J., Mundry, S., Stiles, K. E., & Loucks-Horsley, S. (2013). <i>Leading every day: Actions for effective leadership</i> (3 <sup>rd</sup> ed., Book 1). Thousand Oaks, CA: Corwin. Waters, Marzano, & McNulty. (2003). <i>21 responsibilities of the school leader</i> . Source unknown Marshall (2008, March). The big rocks: Priority management for principals. <i>Principal Leadership</i> , 16-22.
		<b>Principal as Change Agent</b> Simulation game through which teams create an ongoing and collaborative system for professional learning in order to change practice and improve science learning in a fictional school. <ul style="list-style-type: none"> <li>• Principles of Change</li> <li>• Change Process</li> <li>• Change Management</li> </ul>	<b>Thursday, July 4</b> 9:00 am – 5:00 pm	<b>Read:</b> Kaser, J., Mundry, S., Stiles, K. E., & Loucks-Horsley, S. (2013). <i>Leading every day: Actions for effective leadership</i> (3 <sup>rd</sup> ed., Book 2). Thousand Oaks, CA: Corwin.  <b>Read:</b> Game Handouts #1-4  <b>Complete:</b> Competencies for Change Leadership Self-Assessment Pre-Simulation Reflection
		<b>Principal as Lead Learner</b> <ul style="list-style-type: none"> <li>• Learning Stance &amp; Obstacles</li> <li>• Research Says</li> <li>• Qualities of Collaborative Work</li> <li>• Catalysts &amp; Inhibitors</li> <li>• Psychological Dangers of the Collective</li> <li>• Safe Places for Collaboration</li> </ul>	<b>Friday, July 5</b> 9:00 am – 3:00 pm  <b>ASSIGNMENT #1 DUE</b>	<b>Complete:</b> Learning Obstacles Inventory  <b>Read:</b> Kaser, J., Mundry, S., Stiles, K. E., & Loucks-Horsley, S. (2013). <i>Leading every day: Actions for effective leadership</i> (3 <sup>rd</sup> ed., Book 3). Thousand Oaks, CA: Corwin. Sharratt, L., & Planche. (2018, February). A Symphony of Skills. <i>The Learning Professional</i> , 39(1), 26-30.

# Course Schedule

	TOPIC	OVERVIEW	DATES	ASSIGNMENTS
<b>WEEK 2</b>	<b>Leadership in RELATIONSHIPS: p<sup>2</sup></b>	<b>Power &amp; Privilege</b> Simulation game of an organization or system in which leaders receive unlimited powers to make and change the rules of the simulation. <ul style="list-style-type: none"> <li>Types and impact of power</li> <li>Key concepts in power &amp; privilege</li> <li>The Power paradox</li> </ul>	<b>Tuesday, July 9</b> 9:00 am – 5:00 pm	<b>Read:</b> Kaser, J., Mundry, S., Stiles, K. E., & Loucks-Horsley, S. (2013). <i>Leading every day: Actions for effective leadership</i> (3 <sup>rd</sup> ed., Book 1, Day 2). Thousand Oaks, CA: Corwin. Neumann, J. (2018). How power really works in schools. <i>Kappan</i> , 99(8), 30-35. Sensoy, Ö., & DiAngelo, R. (2014). Oppression and power. In <i>Is everyone really equal?</i> (pp. 38-56). New York, NY: Teachers College Press. Sensoy, Ö., & DiAngelo, R. (2014). Privilege. In <i>Is everyone really equal?</i> (pp. 57-78). New York, NY: Teachers College Press.
	<b>Leadership with COMMITMENTS and by PRACTICE</b>	<b>Leading Above &amp; Below the Line</b> <ul style="list-style-type: none"> <li>The 15 Commitments</li> </ul> <b>Practices</b> <ul style="list-style-type: none"> <li>Model the Way</li> <li>Challenge the Process</li> <li>Enable Others to Act</li> <li>Inspire a Shared Vision</li> <li>Encourage the Heart</li> </ul>	<b>Wednesday, July 10</b> 9:00 am – 5:00 pm <b>ASSIGNMENT #2 DUE</b>	<b>Read:</b> Dethmer, J., Chapman, D. & Warner Klemp, K. (2014). <i>The 15 commitments of conscious leadership: A new paradigm for success</i> . USA: The Conscious Leadership Group. <b>Complete:</b> Pre-Simulation Reflection Leadership Practices Inventory (LPI) <b>Watch:</b> "Locating Yourself - A Key to Conscious Leadership" <a href="https://www.youtube.com/watch?v=fLqzYDZAqCI">https://www.youtube.com/watch?v=fLqzYDZAqCI</a>
	<b>Leadership by an Ethic of Care</b>	<ul style="list-style-type: none"> <li>Emotional Resilience</li> <li>Encouraging the Heart</li> <li>Time Management</li> <li>Celebrate and Appreciate</li> </ul>	<b>Thursday, July 11</b> 9:00 am – 3:00 pm	<b>Read:</b> Aguilar, E. (2018, May). Emotional resilience: The missing ingredient. <i>Educational Leadership</i> , 24-30. Abrams, J. (2015, October). What success really looks like. <i>Journal of Staff Development</i> 36(5), 44-46. <b>Complete:</b> "Habits and Dispositions of Resilient People: Self-Assessment" (Aguilar, 2018)

# Course Assignments

PURPOSE	ASSIGNMENT #1 REFLECTIVE NARRATIVE	DUE
To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.	Choose <b>ONE</b> of the reflection exercises from <u>Leading Every Day</u> . Write a 750-word reflective narrative including: <ul style="list-style-type: none"> <li>• Why you chose that topic</li> <li>• An articulate and specific response to the questions posed</li> <li>• Professional goals and next steps</li> </ul>	Friday, July 5, 2019

PURPOSE	ASSIGNMENT #2 PECHA KUCHA 20X20	DUE
To provide participants with a novel and creative way of teaching the Commitments of Conscious Leadership and connecting them to the literature.	<ol style="list-style-type: none"> <li>1. Create and present a Pecha Kucha 20x20 presentation that details one of the Commitments of conscious leadership. Link the Commitment to three other literature sources. Pecha Kucha (pronounced peCHAtchka, Japanese word for “chit chat”) is a quick paced, carefully planned sequence of 20 slides; each shown for 20 seconds, and set to advance automatically that culminates in a presentation that is 6 minutes and 40 seconds in length. This format requires you to select images thoughtfully, compose text for narration, and rehearse the delivery. The format inspires creativity by imposing constraints upon the presenter.</li> <li>2. Prepare a one-page graphic handout on your Commitment to distribute (we will copy this for you). Include an APA References page.</li> <li>3. Hand in one copy of your slides (6 slides per page handout).</li> </ol>	<b>Graphic:</b> Tuesday, July 9, 2019  <b>Pecha Kucha:</b> Wednesday, July 10, 2019

PURPOSE	ASSIGNMENT #3 CHOICE 1: CASE STUDY ANALYSIS	DUE
To provide participants with a course content application exercise based on leadership problems of practice.	Write a 750-word analysis of the case study you worked on with your group. Include the following components in your response: <ul style="list-style-type: none"> <li>• Identify the issue(s)</li> <li>• State the intended outcome(s) and rationale</li> <li>• Outline two different perspectives and responses including the pros and cons for each</li> <li>• Choose the best solution and explain how you would deal with this in the context of a school.</li> </ul>	Submitted via e-mail no later than Friday, July 19, 2019

PURPOSE	ASSIGNMENT #3 CHOICE 2: SIMULATION ANALYSIS	DUE
<p>To provide participants with a course content application exercise based on a simulation.</p>	<p>Write a 750-word analysis of <b>ONE</b> of the two simulation exercises including:</p> <ul style="list-style-type: none"> <li>• Takeaway(s) from the exercise</li> <li>• Observations of your learning stance while participating (what was new? what was uncomfortable? what did you agree or disagree with? problem-solving and decision making that you observed in yourself as you participated in the simulation)</li> <li>• What you learned about the needs of teachers, leaders, and students</li> <li>• Implications for your leadership practices</li> </ul>	<p>Submitted via e-mail no later than Friday, July 19, 2019</p>

PURPOSE	ASSIGNMENT #4 CONCEPTUAL SYNTHESIS PAPER	DUE
<p>To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.</p> <p>To write a scholarly paper using current research and APA formatting.</p> <p><b>Please note:</b> the page limit <u>includes</u> your title page and reference list. Adherence to APA (6<sup>th</sup> edition) is a requirement of this assignment. *Abstract and ToC not required.</p>	<p>Choose <b>ONE</b> of the following topics in school leadership:</p> <ul style="list-style-type: none"> <li>• The Role of the School Leader</li> <li>• Educational Management</li> <li>• Women in Educational Leadership</li> <li>• Collaborative School Cultures</li> <li>• Time/Priority Management</li> <li>• High Impact Teams</li> <li>• Change Management</li> <li>• Power and Privilege in Leadership</li> <li>• Effective Leadership Practices</li> <li>• Leadership Resilience</li> <li>• Other as arranged with instructors</li> </ul> <p>Write an <b>10-13 page paper</b> including:</p> <ul style="list-style-type: none"> <li>• A five-page literature review, including a minimum <u>five credible sources</u> cited in the text, which delineates themes across the research</li> <li>• An insightful analysis of your strengths, challenges, and targets for growth in this area</li> <li>• An action plan moving forward to develop your skills which includes <i>macro</i> and <i>micro</i> goals and strategies supported by the research</li> <li>• An additional <u>five sources</u> from the literature cited in the text (over and above your literature review). <b>**Of the ten cited sources in your paper, two can come from course required readings/materials</b></li> </ul>	<p>Submitted via e-mail no later than Friday, July 26, 2019</p>