

Professional Perspectives: Instructional Leadership

INSTRUCTOR OF RECORD

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COURSE DESCRIPTION

Participants in this course will have the opportunity to explore current research and practice in the area of instructional leadership and the integral role that principals and vice principals play in leading teaching and learning. This includes the way that school leaders maintain a consistent focus on student achievement and student success through the creation of a culture of collaborative inquiry.

The course content and processes are intended to help learning leaders continue developing the knowledge and skills related to effective teaching and learning to support the professional learning of teachers through instructional coaching.

ATTENDANCE POLICY

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 – VIRTUAL

July 2, 3, 4, 9, 10, 11, 2025

9:00 – 12:00 pm – Synchronous (Zoom)

1:00 – 4:00 pm – Asynchronous
(Schoology)

INTENDED OUTCOMES

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

- **Describe** key elements of instructional leadership;
- **Discuss** the principal's role in maintaining a consistent focus on student achievement and student success;
- **Review** the relevant legal, contractual and professional rights and responsibilities related to instructional leadership;
- **Identify** current challenges and promising practices in supporting the professional learning of teachers;
- **Explore** strategies to support staff in their teaching and learning, such as adult learning principles, staff development processes and stages, professional growth plans and instructional coaching;
- **Articulate** how new learning and skills will impact their practice; and
- **Participate** meaningfully in a community of practice by connecting and sharing how prior experiences and new knowledge will impact their leadership knowledge and skills.

Registration, Payment, Letter of Permission and Refund Policy

Registration is not considered complete until receipt of payment and the approved Letter of Permission. You must apply for your Letter of Permission to your University. Verify required timelines as they may take 6 weeks to process. Deadline for cancellations is **June 6, 2025**. Cancellations after this date will **not** receive a refund of fees.

GUIDING PRINCIPLES

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

Balanced assessment and evaluation will be used to assess knowledge/understanding, thinking/inquiry, communication, and application of the course content. Participants will be expected to demonstrate their attainment of the course outcomes:

1. Through their preparation and discussion of assigned readings.
2. Through their participation in class discussions/activities with their colleagues.
3. Through their completed course assignments.

It is expected that students will ***consistently complete quality work.***

This course is graded either as Pass or Fail. Participants must satisfactorily meet all requirements for attendance, participation, and assignments in order to achieve a Pass.

REQUIRED TEXTS

N.B. Students choose one book only

- Dewitt, P. (2020). *Instructional leadership: Creating practice out of theory*. Thousand Oaks, CA: Corwin.
- Dewitt, P. (2017). *Collaborative leadership: Six influences that matter most*. Thousand Oaks, CA: Corwin.
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Alexandria, VA: ASCD.
- Katz, S., Deck, L., & Malloy, J. (2017). *The intelligent, responsive leader*. Thousand Oaks, CA: Corwin.

ACADEMIC INTEGRITY & MISCONDUCT

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 | Date |
|--|---|---|
| Leading School Planning for Student Success | <ul style="list-style-type: none"> • Creating and leading a culture of collaborative inquiry; • Supporting continuous school improvement; • Using a collaborative learning cycle to explore and analyze data; • Assessing and monitoring student performance. | <p>Wednesday, July 2 9:00 a.m. – 12:00 pm (Zoom)</p> <p>12:00 – 4:00 p.m. (Asynchronous)</p> |
| Key Elements of Instructional Leadership | <ul style="list-style-type: none"> • Key elements of instructional leadership; • The role of vice principals and principals as learning leaders; • Creating a shared sense of purpose in the school, establishing goals and high expectations for student success; • Instructional leadership in curriculum, instruction and assessment | <p>Thursday, July 3 9:00 a.m. – 12:00 pm (Zoom)</p> <p>12:00 – 4:00 p.m. (Asynchronous)</p> |
| Supporting Teaching and Learning | <ul style="list-style-type: none"> • The principal's role in maintaining a consistent focus on student achievement and student success; • The relevant legal, contractual and professional rights and responsibilities related to instructional leadership; • Supporting instructional improvement; • Leadership practices that foster teacher collective efficacy. | <p>Friday, July 4 9:00 a.m. – 12:00 pm (Zoom)</p> <p>12:00 – 4:00 p.m. (Asynchronous)</p> |
| Facilitating Adult Learning | <ul style="list-style-type: none"> • Building capacity and confidence to design and deliver professional learning; • Learning about the conditions and practices for effective adult learning; • Understanding the 4C's model of professional learning design; • Exploring brain-friendly instructional strategies; • Learning key facilitation skills for high participation and engagement. | <p>Wednesday, July 9 9:00 a.m. – 12:00 pm (Zoom)</p> <p>12:00 – 4:00 p.m. (Asynchronous)</p> |
| Instructional Coaching | <ul style="list-style-type: none"> • The role of instructional coaching in personnel leadership; • The difference between coaching and evaluation; • Adopting a coach-approach to supporting professional learning; • Coaching skills for growth-oriented dialogue; • Coaching conversation maps for breakthrough conversations. | <p>Thursday, July 10 9:00 a.m. – 12:00 pm (Zoom)</p> <p>12:00 – 4:00 p.m. (Asynchronous)</p> |
| Supporting Professional Learning | <ul style="list-style-type: none"> • Creating and leading a culture of professional learning; • Current challenges and promising practices in supporting the professional learning of teachers; • Enhancing collective efficacy through professional learning; • Applying partnership principles to professional learning; • Understanding staff development processes and stages; • Supporting professional growth planning. | <p>Friday, July 11 9:00 a.m. – 12:00 pm (Zoom)</p> <p>12:00 – 4:00 p.m. (Asynchronous)</p> |

Course Assignments

| PURPOSE | ASSIGNMENT #1 SCHOOL PLAN PROPOSAL | DUE | | | | | | |
|--|---|---|------------------|-----------------------|--|-------------------------------|---|------------------------------|
| To complete a school planning activity to reflect on the process, outcomes, strategies and measurement of goals for student success. | <p>Using your current school plan and the template provided for 2024-2025, complete the school plan document for the next school year.</p> <p>Consider how you would approach the planning process, the establishment of school priorities, as well as the plan for student success.</p> | Monday, July 14, 2025 | | | | | | |
| PURPOSE | ASSIGNMENT #2: CASE STUDY ANALYSIS | DUE | | | | | | |
| To provide participants with a course content application exercise based on a simulation. | <p>Write a 750-word analysis of the simulation exercise including:</p> <ul style="list-style-type: none"> • Takeaway(s) from the exercise; • Observations of your learning stance while participating (what was new? what was uncomfortable? what did you agree or disagree with? What was your problem-solving and decision making process?) • What you learned about the needs of teachers, leaders, and students; • Implications for your leadership practices. | Monday, July 21, 2025 | | | | | | |
| PURPOSE | ASSIGNMENT #3 APPLICATION JOURNAL | DUE | | | | | | |
| To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning. | <p>Read 1 of the following books that connects to your topic for the 'I Search' Inquiry assignment:</p> <ol style="list-style-type: none"> 1. Dewitt, P. (2020). <i>Instructional leadership: Creating practice out of theory</i>. Thousand Oaks, CA: Corwin. 2. Dewitt, P. (2017). <i>Collaborative leadership: Six influences that matter most</i>. Thousand Oaks, CA: Corwin. 3. Hargreaves, A., & Fullan, M. (2012). <i>Professional capital: Transforming teaching in every school</i>. Alexandria, VA: ASCD. 4. Katz, S., Deck, L., & Malloy, J. (2017). <i>The intelligent, responsive leader</i>. Thousand Oaks, CA: Corwin. <p>Complete the following: Using the template below for the application journal, write a 750-word response to the reading, based on key ideas from the book, including what they mean to you and how you might apply this new learning in your work.</p> <p>Template:</p> <table border="1"> <thead> <tr> <th>What it says...</th> <th>What it means...</th> <th>How I can apply it...</th> </tr> </thead> <tbody> <tr> <td>"....." (key idea: quote from text)</td> <td>(Paraphrase, make inferences)</td> <td>A connection is... An application is... An action is...</td> </tr> </tbody> </table> | What it says... | What it means... | How I can apply it... | "....." (key idea: quote from text) | (Paraphrase, make inferences) | A connection is... An application is... An action is... | Monday, July 28, 2025 |
| What it says... | What it means... | How I can apply it... | | | | | | |
| "....." (key idea: quote from text) | (Paraphrase, make inferences) | A connection is... An application is... An action is... | | | | | | |

| PURPOSE | ASSIGNMENT #4 "I SEARCH" INQUIRY PAPER | DUE |
|--|---|--|
| <p>To generate a question of inquiry, conduct a study of personal interest. To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning. To write a scholarly paper using current research and APA formatting.</p> | <p>Choose ONE of the following class topics and generate a research question for your study. Select a topic that also relates to your book choice for the 'Application Journal' assignment. You are encouraged to investigate a question around instructional leadership that is applicable to your current context:</p> <p>Possible Topics:</p> <ul style="list-style-type: none"> • A key element of instructional leadership; • Supporting teaching and learning; • Leading school planning for student success; • Supporting professional learning; • Facilitating adult learning; • Instructional coaching; and • Topic of your choice. <p>Write an 8-10 page paper including but not limited to:</p> <ul style="list-style-type: none"> • Identification of a research question, articulated in a clear thesis statement, as well as a rationale for choosing the topic; • Identification of promising practices in this area; • An Application of promising practices in your current context supported by the research; and • a minimum <u>5 credible sources</u> cited in the text, (<i>Of the eight cited sources in your paper, two can come from course required readings/materials</i>). <p>Please note: the page limit <u>includes</u> your title page and reference list. Adherence to APA (current edition) is a requirement of this assignment.</p> | <p>Monday, August 4, 2025</p> |