



FIELD-LED COURSE: OCTOBER 2018 – APRIL 2019

PERSONNEL LEADERSHIP

Eligible for School Leadership Certificate

Field-Led Courses:

The provincial Certificate in School Leadership (<http://www.edu.gov.mb.ca/k12/profcert/certificates/othercertificates/leadership.html>) requires 24 credit hours of University-based coursework and 6 credit hours of Field-led coursework.

- Field-led courses are developed and offered by one or more of these educational partners: The Manitoba Teachers' Society (MTS), Council of School Leaders (COSL), Manitoba Association of School Superintendents, (MASS), Manitoba School Boards Association (MSBA).
- These courses are designed to emphasize the professional knowledge base of experienced school leaders and the practical application of the knowledge and skills identified in the five of Domains of Knowledge and Skill required by school leaders in Manitoba.
- When successfully completed, Field-led courses will be accepted as external credit by Manitoba universities who offer post baccalaureate course work in educational administration.
- Please note: You must be registered in a post baccalaureate program in educational administration at the University of Manitoba, Université de Saint-Boniface or Brandon University **and** obtain a Letter of Permission from that university prior to enrolling in a Field-led course in order to have the Field-led credit transferred to your program.
- The following table lists approved Field-led courses and when they have been or are scheduled to be offered.

DATES	2015-16	2016-17	2017-18	2018-19
FLC 1 Ethical Leadership	Offered by COSL Summer 2015			
FLC 2 Personnel Leadership	Offered by MTS October 2015 – April 2016		Offered by MTS October 2017 – April 2018	Offered by MTS October 2018 – April 2019 <i>(SEE NEXT PAGE)</i>
FLC 3 Educational Leadership		Offered by COSL Summer 2016		Offered by COSL Summer 2018
FLC 4 Change Leadership		Offered by MTS October 2016 – April 2017		
FLC 5 School Leadership in Manitoba		Offered by MASS • in Brandon S.D. January – December 2017 • in Interlake S.D. March 2018 – February 2019		
FLC 6 Leading Healthy and Safe Schools			Offered by COSL Summer 2017	





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Course Overview:

School leaders interact constantly with a variety of individuals and groups within the school and in the community. They work individually with teachers and other staff daily as they supervise, encourage professional growth and evaluate performance. They also work at a group level with various staff, parent and community members to develop collaborative planning and problem solving mindsets. As they develop teams, foster collaboration, and support the growth and development of staff, school leaders build capacity to achieve successful outcomes for students.

Instructor of Record:

Dr. Danielle Fullan Kolton
(204) 831-3064
dfullankolton@mbteach.org

You are invited to contact me whenever you require information, clarification, or support in order to be successful in this course.

Class Times:

[See Detailed Class Schedule](#)

Course Description:

The purpose of this course is to provide practitioners with opportunities to increase their knowledge and skills in supporting the professional growth and development of individual staff members and in leading and developing collaborative communities within the school. The course will provide opportunities to learn and practice various communication tools and discussion protocols, develop norms for collaboration and problem solving, and apply these skills to various contexts depending on their school and their current role in it. A reflective practice perspective will provide a framework for discussion and assignments.

Intended Learning Outcomes:

Participants in this course will be able to:

- Outline the duties, challenges, and the legal and policy parameters for supervision and evaluation;
- Discuss the values, beliefs and experiences that impact the leader's behaviour and the staff member's behaviour in 'routine' situations and in challenging circumstances;
- Describe appropriate responses to a variety of supervisory situations and other dilemmas;
- Discuss how to differentiate the leader's stance and/or strategies to support the professional growth and development of teacher practice;
- Demonstrate verbal and non-verbal communication skills that support rapport building, collaboration and problem clarification;
- Apply frameworks for crafting difficult conversations;
- Design effective meetings and productive group tasks.





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Recommended Readings:

TBA

Assessment:

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 participants will consistently complete quality work.

Assignments:

TBA

Evaluation:

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

Attendance Policy:

Regular attendance is expected of all students. The instructor may initiate procedures to debar a student from attending classes and/or from receiving credit where absences exceed those permitted by the faculty regulations.

Academic Integrity:

Plagiarism is described as taking credit for another's work. In an environment based upon academic integrity, plagiarism exemplifies unethical behavior. If it is discovered that any student has plagiarized material, that student 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 as to 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 Calendar for any other questions.

Registration:

Registration fee for MTS Members is \$600

Registration fee for non-MTS Members is \$725

Register online at <https://memberlink.mbteach.org/events.aspx>





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Class Schedule*

SESSION AND LOCATION	DATES	PRESENTERS	TOPICS
1 Supervision and Evaluation: A Toolbox for Principals Holiday Inn Airport West 2520 Portage Ave, Winnipeg	Thurs. Oct. 18, 2018 5:30 pm – 9:30 pm + Fri. Oct. 19, 2018 9:00 am – 4:00 pm	Andrew Peters Dr. Danielle Fullan Kolton <i>MTS Staff Officers</i>	<ul style="list-style-type: none"> • Differences between supervision, evaluation and discipline • Legislated responsibilities • Divisional policy and protocols • Documentation • Guidelines for formative and summative evaluation
2 Managing Conflict with Clarity, Confidence, and Courage McMaster House (MTS) Winnipeg	Mon. Dec. 10, 2018 9:00 am - 4:00 pm + Tues. Dec. 11, 2018 9:00 am – 4:00 pm	Jennifer Abrams <i>Educational Consultant</i>	<ul style="list-style-type: none"> • Managing resistance and difficult interactions • Recognizing influential behaviours • Using persuasive language skills • Understanding triggers that threaten people and become obstacles to productive work • Work on personal case studies and learn specific strategies to increase influence
3 Collective Efficacy: The Power of Working Together McMaster House (MTS) Winnipeg	Fri. Feb. 1, 2019 5:30 pm – 9:30 pm + Sat. Feb. 2, 2019 9:00 am – 4:00 pm	Dr. Jenni Donohoo <i>Educational Consultant, Ontario Ministry of Education</i>	<ul style="list-style-type: none"> • How educators' beliefs impact student learning • The research base that supports new ways of working together • Conditions and practices for collective efficacy to flourish • Professional learning structures/protocols that promote collective efficacy
4 Dilemmas of Practice: Frameworks for Leaders to Interpret and Respond Holiday Inn Airport West 2520 Portage Ave, Winnipeg	Fri. March 15, 2019 5:30 pm – 9:30 pm + Sat. March 16, 2019 9:00 am – 4:00 pm	Dr. Danielle Fullan Kolton <i>Department Head, PFLS</i>	<ul style="list-style-type: none"> • Interpreting and responding to dilemmas • FRAME process to clarify dilemmas • Types of dilemmas, including practice with a tuning protocol • COPE strategy (clarify, options, plan, evaluate) • Strategies for reflective practice and self-care

*Topical overview is a guide only. Time constraints and other unforeseen factors may require that some of the above topics be omitted or covered in less detail.