Professional Perspectives: Change Leadership

INSTRUCTOR OF RECORD

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CO-INSTRUCTOR

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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

July 4, 5, 6, 11, 12, 13, 2023
9:00 – 12:00 pm – Synchronous (Zoom)
1:00 – 4:00 pm – Asynchronous (Schoology)

COURSE DESCRIPTION

This course explores the knowledge, technical abilities, and interpersonal skills required for effective change leadership. School leaders need to understand the context in which their school operates in order to work with the school and community to achieve successful outcomes for students.

This course will extend awareness of societal and educational changes and explore strategies for setting direction, building capacity, and enhancing teaching and learning to support students in achieving successful outcomes.

Participants will have opportunities to gain knowledge of change frameworks, analyze current educational, sociopolitical, and cultural trends, and apply skills and strategies that build capacity and foster successful outcomes for staff and students. A reflective practice perspective will provide a framework for discussion and assignments.

INTENDED OUTCOMES

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

- **describe** key elements of change leadership;
- **assess** the impact of changing demographics and emerging trends on their current context;
- **discuss** the leader's role in intercultural capacity building;
- **demonstrate** how to differentiate the leader's stance and/or strategies to support the professional growth and development of teacher practice;
- **assess** their personal leadership strengths and challenges with respect to key change leadership competencies;
- **articulate** how new learning and skills will impact their practice;
- **apply** protocols and frameworks for planning through change;
- **describe** conditions and practices for change to occur; and
- **apply** professional learning structures/protocols that promote collective efficacy.

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 20, 2023. 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

REQUIRED TEXTS

Fullan,M. (2020). *Leading in a Culture of Change.* Jossey-Bass.

SUPPLEMENTAL TEXTS

Fisher, Frey. (2022) *How Leadership Works: A playbook for Instructional Leaders.* Corwin.

Fullan, M. (2014). *The Principal: Three Keys to Maximizing Impact.* Jossey-Bass.

Fullan, M. (2011). *The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive.* Jossey-Bass.

ASSESSMENT & EVALUATION

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; and
- completion of course assignments.

The purpose of the formal assignments is 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/

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.
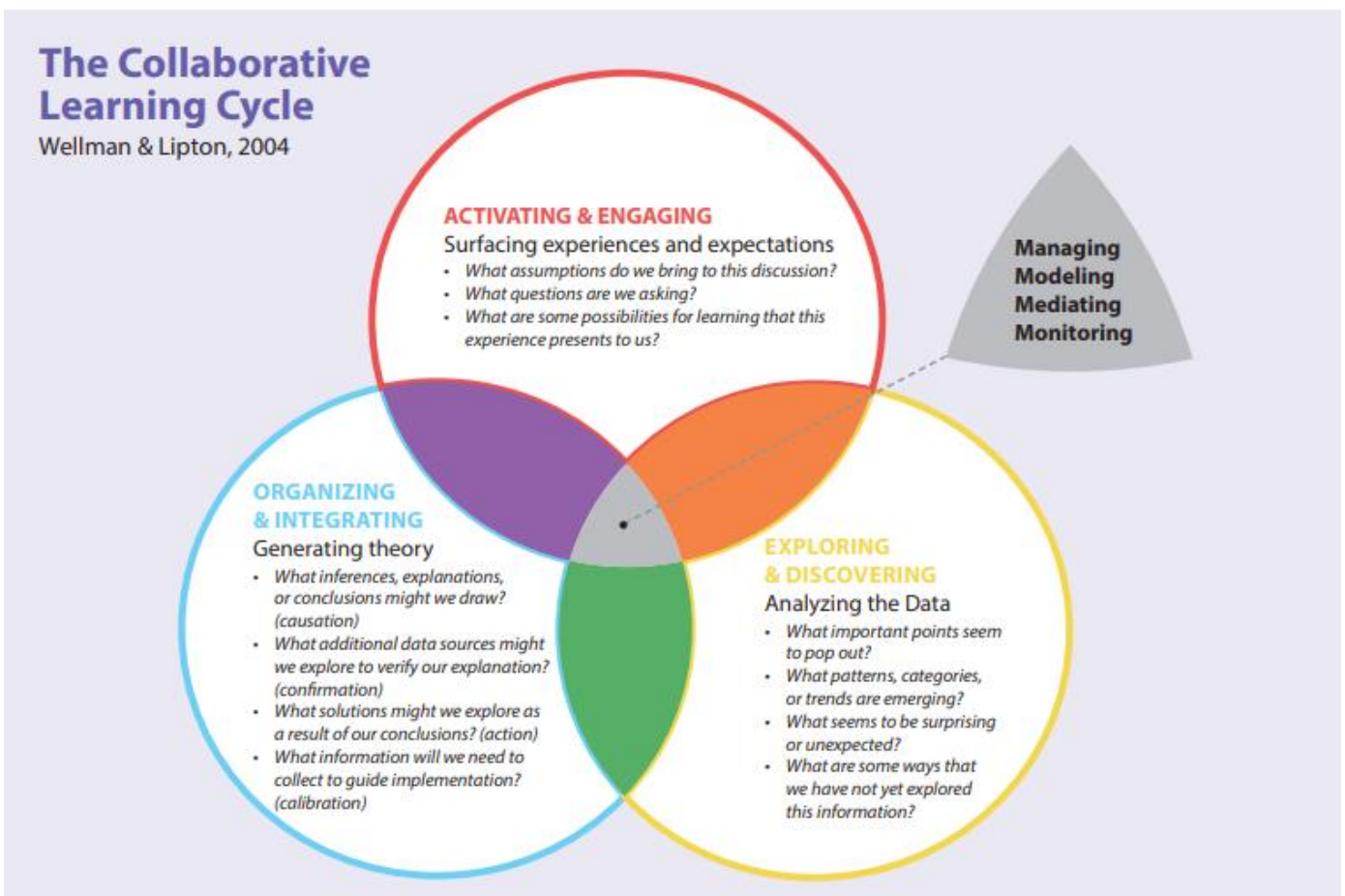
Course Schedule

TOPIC	OVERVIEW	ASSIGNMENTS
Catalysts for Change Tuesday, July 4th 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous (Schoology)	• Change theories • Effective change leadership • Essential elements: context, culture, capacity, and conversations • School change frameworks • Traps to avoid	**Complete prior to Class:** • Sign into Schoology (link will be provided). • Submit Entrance Slip; and • Select and purchase one of the two required books.
Leading the Change Process: Thursday, July 5th 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous (Schoology)	• Building and facilitating collaborative structures • Strategies for assisting in change • Using the school improvement plan • Influencing key stakeholders • Harnessing innovation • Implementation	**Asynchronous work:** Complete readings and discussion in Schoology.
Learning-focused Relationships: Consulting, Collaborating and Coaching for Growth and Change **Thursday, July 6th** 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous (Schoology)	• Establishing learning-focussed relationships • Navigating a continuum of interaction • Inviting thinking and providing feedback • Mentoring new teachers • Supporting teaching and learning • Providing ongoing feedback to support professional growth and development of teacher practice	**Asynchronous work:** Complete readings and discussion in Schoology and start Assignment #2.
Leading Cultural Change: Shifting Demographics in Manitoba Schools **Tuesday, July 11th** 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous (Schoology)	• Transformative teaching and learning-embedding Truth and Reconciliation in schools, decolonizing education, and incorporating Indigenous pedagogy, languages, and culture into teaching and practices • Intercultural and equity capacity building: the school leader's role • Educational issues and challenges for refugee students • Building conflict/trauma sensitive schools	**Asynchronous work:** Complete readings and discussion in Schoology and Assignment #1. **Review**: Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework (gov.mb.ca)

TOPIC	OVERVIEW	ASSIGNMENTS
System-wide Change **Wednesday, July 12th** 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous (Schoology)	• Grounding change in the right drivers • Working with external forces • Change based on emerging trends (ex. technology) • Building external partnerships • Change management: allocation of budget and resources	Complete readings and discussion in Schoology.
Leadership Behaviours that Facilitate Change & Topical Overview **Thursday, July 13th** 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous (Schoology)	• Seven leadership competencies (Kirtman) • Professional capital • Setting priorities and selecting strategies • Integration and consolidation of course content	Complete readings in Schoology and discussion. Complete Assignment #3

Course Assignments

PURPOSE	ASSIGNMENT #1: INQUIRY CYCLE	DUE
To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.	Identify a problem of practice or change needed in your current context. Use the inquiry cycle, current literature, course readings, and class discussions to complete a planning map that reflects the change process. Include a paper (750 words, APA format) that explains your planning and the change effect it would have. Be sure to consider possible barriers or pitfalls that your plans may encounter. **See rubric on page 7**	**July 9, 2023**

The Collaborative Learning Cycle
Wellman & Lipton, 2004

ACTIVATING & ENGAGING
Surfacing experiences and expectations
- What assumptions do we bring to this discussion?
- What questions are we asking?
- What are some possibilities for learning that this experience presents to us?

Managing
Modeling
Mediating
Monitoring

ORGANIZING & INTEGRATING
Generating theory
- What inferences, explanations, or conclusions might we draw? (causation)
- What additional data sources might we explore to verify our explanation? (confirmation)
- What solutions might we explore as a result of our conclusions? (action)
- What information will we need to collect to guide implementation? (calibration)

EXPLORING & DISCOVERING
Analyzing the Data
- What important points seem to pop out?
- What patterns, categories, or trends are emerging?
- What seems to be surprising or unexpected?
- What are some ways that we have not yet explored this information?

	ASSIGNMENT #2: POSTER PRESENTATION	**DUE**
To practice, synthesize, and consolidate new learning on the topic of leading change.	Identify a problem of practice or identified change in your current context. You can use the same topic as the one used in Assignment #1. Create a visual poster in the form of a mind map or infographic that provides an overview of the key aspects of the change. Present this visual by communicating a plan for change. *Posters will be shared with peers in breakout rooms on July 12th, 2023.	**July 12, 2023**

PURPOSE	**ASSIGNMENT #3: REFLECTIVE OVERVIEW/SYNTHESIS PAPER**	**DUE**
To reflect on themes among the course content topic areas and articulate the implications for your practice and future learning. To write a scholarly paper using current research and APA formatting. **Please note**: the page limit <u>includes</u> your title page and reference list. Adherence to current edition of APA is a requirement of this assignment.	Choose **ONE** of the following topics in change leadership: • Catalysts for change; • Planning for change; • Challenges of change and best practices for supporting change; • Change management; • Leading cultural change; • Leadership behaviours that facilitate change; • Collaboration and coaching for change; or • Collective efficacy and change. Write a 10 to 13-page paper to identify: • What resonated with you the most about the topic? • How does this topic relate to your understanding of change leadership? • How does this apply to your current and future practice? You may also consider the following: • A clear thesis statement and rationale for choosing the topic which is connected to your personal context, knowledge, and experience; • What are your strengths in change leadership? • What skills do you need to develop? • What is your plan to develop and hone these skills? • An action plan moving forward to develop your skills which includes *macro* and *micro* goals and strategies supported by the research. **See rubric on Page 9**	**July 23, 2023**

Assignment #1 Inquiry Cycle Rubric

Criteria for Reflective Narrative	Proficient/Excellent response to criterion	Good response to criterion	Satisfactory/Adequate response to criterion
• Communicates and integrates ideas (information, events, opinions, perspectives); • Includes details (facts, evidence, anecdotes, examples, descriptions, characteristics); • Offers conclusions and opinions; • Demonstrates insight and the ability to make inferences; and • Considers implications for leadership practice.	• Clear identification of the problem of practice, issue or change; • Response is specific to the task; • Ideas are insightful and well-considered; • Response includes clear, consistent and coherent connections to prior knowledge; • Provides clear and succinct examples; • Conclusions/opinions are logical; • Demonstrates the ability to make inferences; • Writing is free from mechanical errors; and • Writing is accessible and engaging.	• Good identification of the problem of practice, issue or change; • Response refers to the task; • Thoughtful ideas go beyond statements of the obvious; • Response includes deliberate connections to prior knowledge; • Provides specific examples; • Conclusions/opinions are logical; • Response contains evidence of insight; • Demonstrates an effort to make inferences; and • Writing has been well edited with occasional mechanical errors that do not distract the reader.	• Unclear identification of the problem of practice, issue or change; • Response refers to an unspecified task/disconnected ideas; • Ideas are generally accurate; • Response includes attempts to connect prior knowledge to task; • Examples are insufficient or irrelevant; • Conclusion/opinion are off-task; • Limited insight offered; • Limited inferences offered; and • Many mechanical errors distract the reader.

Assignment #2: Poster Presentation Rubric

Criteria for Poster Presentation	Proficient/Excellent response to criterion	Good response to criterion	Satisfactory response to criterion
CONTENT 70% ▪ Presentation of Research See content on page 6	▪ Main points of research around challenges and promising practices are presented in a concise manner; ▪ Poster includes ideas that are insightful and well-considered; ▪ Content demonstrates exceptional and specific knowledge of chosen topic; ▪ The information presented deepens the audience's understanding of the topic; ▪ There is a concise plan with considerations made for timing, impact, supports, evaluation, etc.	▪ Main points of research around challenges and promising practices are presented in a fairly concise manner; ▪ Poster includes ideas that are interesting and well-chosen; ▪ Content demonstrates essential and specific knowledge of chosen topic; ▪ The information presented supports the audience's understanding of the topic; ▪ There is a fairly good plan with considerations made for timing, impact, supports, evaluation, etc.	▪ Main points of research around challenges and promising practices are presented in a broad manner; ▪ Poster includes ideas that are of some interest but lacks relevance to the topic; ▪ Content demonstrates a fairly general knowledge of chosen topic and lacks specificity; ▪ The information presented is unclear, interfering with the audience's understanding of the topic; and ▪ Plan is simplistic with a lack of considerations made for variables during the change process.
COHERENCE 25% ▪ Visual presentation ▪ Provides visual unity between content and images ▪ Plans intentional flow of content	▪ The poster is clear, coherent, and compellingly draws the audience into the presentation; ▪ Graphics and text are consistently appropriate, engaging, and thoughtful; ▪ The flow of content and images is well organized with clear titles and subheadings.	▪ The poster is clear and coherent and relates to the topic; ▪ Graphics and text are generally appropriate, engaging, and thoughtful; ▪ The flow of content and images is easily understood with clear titles and subheadings.	▪ The introductory slide shows some structure but does not orient the audience to what will follow; ▪ Graphics and text are inconsistent and loosely connected to the main points of the research; ▪ The flow of content and images is difficult to follow.
STYLE 5% ▪ Delivery ▪ Mechanics ▪ APA Citation	▪ The presentation is no longer than 10 minutes; ▪ The change plan is clearly articulated; ▪ The delivery engages the audience. This includes effective pacing, volume, expression and eye contact; ▪ All sources are cited using accurate APA citation style; and ▪ The poster is free from spelling or grammatical errors.	▪ The presentation is no longer than 10 minutes; ▪ The delivery engages the audience fairly well. This includes good pacing, volume, expression and eye contact; ▪ All sources are cited using fairly accurate APA citation style; and ▪ Minor spelling or grammatical errors.	▪ The presentation does not respect the 10 minute limit; ▪ The delivery does not support audience engagement due to a lack of attention to pacing, volume, expression and eye contact; ▪ APA citation style is not accurate; and ▪ Numerous spelling or grammatical errors.

Assignment #3 Reflective Overview/Synthesis Paper

CONTENT See content specifications on p. 6	▪ Thesis statement and rationale are specific to the task and connected to personal context, knowledge and experience; ▪ A wide variety of credible sources provide a compelling and comprehensive literature review; ▪ Literature throughout the paper delineates themes across the research; ▪ A minimum 10 different sources are cited throughout the paper (five in the literature review); ▪ Personal analysis demonstrates self-awareness and insight; and ▪ Well-considered action plan demonstrates specificity and includes *micro* and *macro* targets and strategies which are supported by the literature.	▪ Thesis statement and rationale are specific to the task and connected to personal context, knowledge and experience; ▪ A variety of credible sources are reviewed; ▪ Literature throughout the paper delineates themes across the research; ▪ A minimum 10 different sources are cited throughout the paper (five in the literature review); ▪ Personal analysis demonstrates some self-awareness and insight; and ▪ Action plan includes *macro* targets and strategies which are loosely supported by the literature but requires more specificity through articulation of *micro* planning.	▪ Thesis statement and rationale are unclear with loose connections to personal context, knowledge, and experience; ▪ Limited literature is reviewed in a linear manner without specification of the themes across the research; ▪ A minimum 10 different sources are cited throughout the paper (five in the literature review); ▪ Personal analysis demonstrates some self-awareness, but details and insight are vague; ▪ Action plan includes *macro* targets and strategies but requires more specificity through articulation of *micro* planning; and ▪ Action plan is not supported by the literature.
ORGANIZATION ▪ Orders and arranges ideas, details, and paragraphs; ▪ Creates an effective opening; ▪ Uses transitions; and ▪ Provides effective closure.	▪ Intent of the writing is clearly articulated in a strong introduction; ▪ Skillful and effective order and arrangement of ideas and details are demonstrated; ▪ Focus and coherence are consistently maintained; ▪ Transitions are smooth and polished; and ▪ Closure is effective.	▪ Intent of the writing is somewhat clear in the introduction; ▪ Planned and purposeful order and arrangement of ideas and details are demonstrated; ▪ Focus and coherence are maintained; and ▪ Transitions are varied and effective; and ▪ Closure assists unity.	▪ Introduction provides limited direction; ▪ Somewhat unclear order and arrangement of ideas and details are demonstrated; ▪ Focus and coherence are inconsistently maintained; ▪ Transitions are present but may be mechanical; and ▪ Closure contributes to unity to some degree.
MECHANICS & STYLE ▪ Uses appropriate conventions (sentence construction, grammar and usage, spelling, punctuation); ▪ Formats **APA**; and ▪ Engages reader.	▪ Excellent command and control of the conventions of language is evident; ▪ References are fluently integrated; ▪ Strong audience engagement; and ▪ High level of APA accuracy.	▪ Solid control of the conventions of language is evident; ▪ References are consistently well integrated; ▪ Relationship with audience is established and sustained; and ▪ Moderate level of APA accuracy.	▪ General control of the conventions of language is evident; ▪ Reference integration is generally straightforward; ▪ Relationship with audience is established but not fully sustained; and ▪ Many APA format errors.