

# Professional Perspectives: Change Leadership

## INSTRUCTOR OF RECORD

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## CO-INSTRUCTOR

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 (204) 674-4794 *Please contact if you require information, clarification, or support in order to be successful in this course.*

## 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.

## 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.

## 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.

## COURSE DATES

**July 8, 9, 10, 15, 16, 17, 2026**

9:00 – 12:00 pm – Synchronous (Zoom)

1:00 – 4:00 pm – Asynchronous

## 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 26, 2026**. Cancellations after this date will **not** receive a refund of fees.

## 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

## REQUIRED TEXTS

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

## SUPPLEMENTAL TEXTS

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

Fullan, M. (2014). *The Principal 2.0: Three Keys to Maximizing Impact*. Jossey-Bass.

Fullan, M. *The Six Secrets of Change 2.0: What the Best Leaders Do to Help Their Organizations Survive and Thrive*. Jossey-Bass.

### OR

Fullan, M. (2026) *The Six Secrets of Change 2.0: What the Best Leaders Do to Help Their Organizations Survive and Thrive*. Jossey-Bass.

**Newest version will be released in May 2026.**

## 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; 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

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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.

## USE OF ARTIFICIAL INTELLIGENCE

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To support authentic learning and professional development, it is essential that assignments submitted in this course reflect the student's own personal reflection. Artificial intelligence tools may be used at certain stages of the work process, for example, to stimulate ideas, improve clarity of expression, or structure thinking, but they must not replace critical thinking, analysis, or personal writing. Any use of an AI tool must be transparent and clearly indicated (for example, in a footnote or appendix), specifying how and for what purpose the tool was used. The goal is to encourage an ethical, responsible, and conscious use of these technologies, consistent with the values of the course.

## Course Schedule

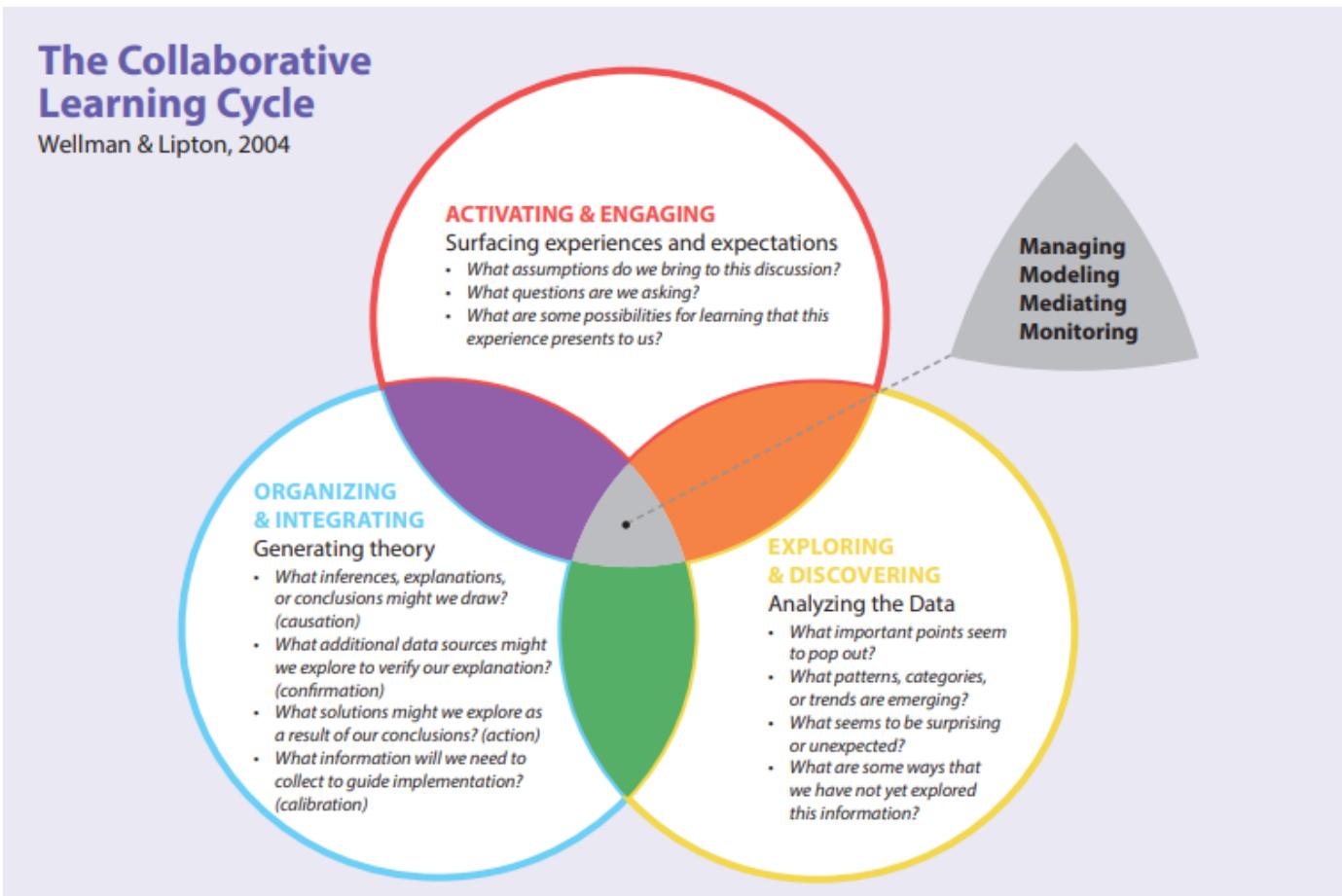
TOPIC	OVERVIEW	ASSIGNMENTS
<b>Catalysts for Change</b> <b>Wednesday, July 8<sup>th</sup></b> 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous	<ul style="list-style-type: none"> <li>Change theories</li> <li>Effective change leadership</li> <li>Essential elements: context, culture, capacity, and conversations</li> <li>School change frameworks</li> <li>Traps to avoid</li> </ul>	<b>Complete prior to Class:</b> <ul style="list-style-type: none"> <li>Select and purchase the required text.</li> </ul> <b>Asynchronous work:</b> Complete readings and discussion.
<b>Leading the Change Process:</b> <b>Thursday, July 9<sup>th</sup></b> 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous	<ul style="list-style-type: none"> <li>Building and facilitating collaborative structures</li> <li>Strategies for assisting in change</li> <li>Using the school improvement plan</li> <li>Influencing key stakeholders</li> <li>Harnessing innovation</li> <li>Implementation</li> </ul>	<b>Asynchronous work:</b> Complete readings and discussion. Start Assignment #1
<b>Learning-focused Relationships: Consulting, Collaborating and Coaching for Growth and Change</b> <b>Friday, July 10<sup>th</sup></b> 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous	<ul style="list-style-type: none"> <li>Establishing learning-focused relationships</li> <li>Navigating a continuum of interaction</li> <li>Inviting thinking and providing feedback</li> <li>Mentoring new teachers</li> <li>Supporting teaching and learning</li> <li>Providing ongoing feedback to support professional growth and development of teacher practice</li> </ul>	<b>Asynchronous work:</b> Complete readings and discussion. Finalize Assignment #1 for the next class.
<b>Leading Cultural Change: Shifting Demographics in Manitoba Schools</b> <b>Wednesday, July 15<sup>th</sup></b> 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous	<ul style="list-style-type: none"> <li>Transformative teaching and learning-embedding Truth and Reconciliation in schools, decolonizing education, and incorporating Indigenous pedagogy, languages, and culture into teaching and practices</li> <li>Intercultural and equity capacity building: the school leader's role</li> <li>Educational issues and challenges for refugee students</li> <li>Building conflict/trauma sensitive schools</li> </ul>	<b>Synchronous work:</b> Students will present their posters on a plan for change during class.  <b>Asynchronous work:</b> Complete readings and discussion.  <b>Review:</b> <u><a href="#">Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework (gov.mb.ca)</a></u>

**Discussion Posts – Students are required to post a response to the discussion topic by 4:00 p.m. on the day of class. In addition to your response, students are required to follow the online discussion and write two reflections on other classmates' posts by the next class.**

TOPIC	OVERVIEW	ASSIGNMENTS
<b>System-wide Change</b> <b>Thursday, July 16<sup>th</sup></b> 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous	<ul style="list-style-type: none"> <li>• Grounding change in the right drivers</li> <li>• Working with external forces</li> <li>• Change based on emerging trends (ex. technology)</li> <li>• Building external partnerships</li> <li>• Change management: allocation of budget and resources</li> </ul>	<b>Asynchronous work:</b> Complete readings and discussion. Start Assignments #2 & #3
<b>Leadership Behaviours that Facilitate Change &amp; Topical Overview</b> <b>Friday, July 17<sup>th</sup></b> 9:00 – 12:00 pm – Synchronous (Zoom) 1:00 – 4:00 pm – Asynchronous	<ul style="list-style-type: none"> <li>• Seven leadership competencies (Kirtman)</li> <li>• Professional capital</li> <li>• Setting priorities and selecting strategies</li> <li>• Integration and consolidation of course content</li> </ul>	<b>Asynchronous work:</b> Complete readings and discussion. Continue to work on Assignments #2 & #3  Assignment #2 due July 21 Assignment #3 due July 25

## Course Assignments

PURPOSE	ASSIGNMENT #1: POSTER PRESENTATION	DU <sup>E</sup>
To practice, synthesize, and consolidate new learning on the topic of leading change.	<p>Identify a problem of practice or identified change in your current context.</p> <p>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.</p> <p>*Posters will be shared with peers in breakout rooms on <b>July 15<sup>th</sup>, 2026</b>.</p>	<b>July 15, 2026</b>



	ASSIGNMENT #2: INQUIRY CYCLE	DUE
To reflect on learning, integrate new readings and knowledge, and articulate the implications for your practice and future learning.	<p>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.</p> <p>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.</p>	July 21, 2026

PURPOSE	ASSIGNMENT #3: REFLECTIVE OVERVIEW/SYNTHESIS PAPER	DUE
<p>To reflect on themes among the course content topic areas 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.</p> <p>Adherence to current edition of APA is a requirement of this assignment.</p>	<p>Choose <b>ONE</b> of the following topics in change leadership:</p> <ul style="list-style-type: none"> <li>• Catalysts for change;</li> <li>• Planning for change;</li> <li>• Challenges of change and best practices for supporting change;</li> <li>• Change management;</li> <li>• Leading cultural change;</li> <li>• Leadership behaviours that facilitate change;</li> <li>• Collaboration and coaching for change; or</li> <li>• Collective efficacy and change.</li> </ul> <p>Write a 10 to 13-page paper to identify:</p> <ul style="list-style-type: none"> <li>• What resonated with you the most about the topic?</li> <li>• How does this topic relate to your understanding of change leadership?</li> <li>• How does this apply to your current and future practice?</li> </ul> <p>You may also consider the following:</p> <ul style="list-style-type: none"> <li>• A clear thesis statement and rationale for choosing the topic which is connected to your personal context, knowledge, and experience;</li> <li>• What are your strengths in change leadership?</li> <li>• What skills do you need to develop?</li> <li>• What is your plan to develop and hone these skills?</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> </ul>	July 28, 2026