

Certificate in School Leadership

Manitoba Association of School Superintendents

Field Led Course Outline FLC 5-17

School Leadership in Manitoba

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A. Course Description

This field-led course is designed for school divisions who choose to implement a local leadership development program for aspiring school leaders or division leaders. It provides a cohesive course of study aligned with all five domains of knowledge and skills articulated in the Manitoba Certificate in School Leadership guidelines. The course is designed to serve a broad audience and provides for flexibility for local contexts through the provision of alternative readings and activities. It providing a balanced perspective and focuses on the theoretical and practical application of knowledge and practice pertaining to school leadership. This course is structured into ten modules, providing a minimum of 36 hours of contact time and has been approved for three credit hours under the Certificate in School Leadership Guidelines if the course syllabus is followed.

This course was developed in consultation with the Manitoba Association of School Superintendents and through feedback obtained in consultation with various school divisions in Manitoba.

B. Learning Outcomes

Participants in this course will:

1. Develop knowledge and understanding of the purposes of school and the value of public education.
2. Understand the role of school leaders in creating and nurturing a shared educational vision committed to the success and well-being of all students and reflecting the needs of the community.
3. Develop a working knowledge of relevant legal, contractual and professional rights and responsibilities associated with school leadership in Manitoba.
4. Develop an understanding of the social, political, socio-economic, legal and cultural contexts of education in Manitoba, and their place within it as school leaders.
5. Develop a knowledge and understanding of ethical leadership and lenses used for ethical decision-making.
6. Understand the importance of modeling and developing capacity in personal leadership development, self-study and reflection.
7. Develop an understanding of theories of leadership and practice.
8. Develop knowledge of current research and perspectives on educational change/school improvement and the role of the principal in leading schools that are responsive to their communities.

9. Develop and understanding of the importance of setting and maintaining high educational expectations and a positive (inclusive, respectful, equitable) school climate.
10. Develop an understanding of the Manitoba curriculum and exemplary practices related to instruction and assessment.
11. Develop an understanding of deep learning and the role of new technologies and it's potential to accelerate and enhance learning in students and staff.
12. Develop, knowledge and skills related to supporting effective teaching and learning and the professional learning of teachers as they work towards student success.
13. Develop an understanding of how research may be used to inform practice in schools.
14. Develop an understanding the role of school leaders in creating and nurturing a collaborative team(s) and a school climate committed to the success and well-being of all students.
15. Develop knowledge and understanding of local and provincial collective bargaining processes, human rights legislation, collective agreements and personnel management as they relate to all school personnel.
16. Develop knowledge and skills related to supporting staff development and management.
17. Develop an understanding of the social, psychological and cognitive resources that form the personal leadership traits or characteristics of an effective leader.
18. Develop knowledge and a deeper understanding of the importance of emotional intelligence and well-being in leadership.
19. Develop knowledge and skills related to planning, management, record keeping, resource allocation and reporting to build and maintain a safe, efficient, and effective school environment.
20. Develop knowledge in the processes of budget development and resource allocation at the provincial, divisional and school level (including FRAME) and skills in the alignment of financial, human and material resources with school goals.
21. Develop knowledge and skills in the establishment of a safe and healthy school environment, including liaising with external agencies and organizations that support and protect children.
22. Develop knowledge and skills in facilitating collaborative processes that involve staff, parents and community in developing shared values, vision, mission and priorities and to build effective interdependence between schools, families and communities.
23. Develop knowledge and understanding of the strategies of engaging students in authentic student voice and decision-making in schools.

24. Develop understanding of the practical application of research regarding the relationship of student engagement with student achievement, learning and well-being.
25. Develop knowledge of current research and perspectives on authentic parental/community engagement and the role of the principal in leading schools that are responsive to their communities.

Note: Additional specific learning outcomes for individual modules are listed with each module.

C. Course Structure

The course is structured into ten stand-alone modules that are aligned Manitoba Certificate in School Leadership Domains.

Module 1 – Purpose of Education

Module 2 – Political, Cultural, Legal and Socioeconomic Contexts in Education

Module 3 – Ethical Leadership

Module 4 – Building a Culture of Collaborative Student Focused Teams

Module 5 – Instructional Leadership

Module 6 – Using Evidence to Inform Practice

Module 7 – Legal Responsibilities and Personnel Leadership

Module 8 – Personal Leadership Resources

Module 9 – School Administration

Module 10 – Student, Parent and Community Engagement

D. Resources

All required resources for this course are available as downloaded files from various education and research based web sites. The resources are hyperlinked in each respective strategy. Additional books, resources and possible readings are listed in each module. There are no required textbooks for this course

E. Course Delivery

Course delivery strategies provide opportunities for in-depth discussion and deeper understanding of the theories, research and evidence presented in the readings, videos and presentations.

The course is structured into ten modules that can be delivered in evening sessions, half-day sessions or two modules per full day sessions. Each module is designed for a minimum of 3.6 to 4 hours of contact time to ensure overall minimum contact hours for the credit, but could be extended based on the number of strategies selected. The majority of the strategies require advanced reading by participants.

Module Design

Each module is separated into three focus areas. Each focus area has two or three alternative strategies with each strategy requiring 1 to 1.5 hours of contact time. The instructional strategies include instructor-led and student-led discussions, student presentations, small and large group discussions, and collaborative and individual assignments.

Note: Instructors are expected to choose a minimum of one strategy in each focus area of the module. Instructors may substitute an alternative strategy with any of the focus areas of the modules provided that the learning outcome is met.

F. Assignments

Assignment 1: Course Work

Pass/Fail

Class attendance, active participation and completion of course work are essential in this course. Class discussions and presentations will provide participants with ideas/information not found in the readings, thereby deepening their understanding of topics. Participants are expected to share their perspectives about the readings, ask critical and thought-provoking questions, and connect the readings to their relevant experiences in the field of education.

- (a) Be present and punctual at each session.
- (b) Do all assigned readings and actively participate in the discussion of each reading or activity.
- (c) Complete the assignments provided with each of the modules as assigned by your instructor.
- (d) Failure to meet the above requirements or to make up for time or work missed in a timely manner in consultation with the instructor will result in failure of the course.

Assignment 2: Peer Assisted Leadership

Pass/Fail

Participants will choose a mentor from within or outside their school division and work with that mentor in a reflective practice context. This mentorship occurs over a period of at least 3 months that includes a minimum of 3 visitations and follow up interviews.

The purpose of this exercise is to assist aspiring educational leaders to:

1. Analyze another school leader's leadership behaviours and reflect on their own practice.
2. Review and gain insight from working with an experienced school leader.
3. Learn how another school administrator responds to the demands of their role.

Participants will write a reflective summary of the process (1500-2000 words).

Assignment 2 (alternate): Author/Article Review and Presentation

Pass/Fail

Participants will choose an author and an article/book he/she has written and write a review introducing the writer, his/her life's work and a summary of their contribution in the work chosen and make a presentation to class based upon their findings and impressions. (2000-3000 words)

Assignment 3: Individual Perspectives on Leadership

Pass/Fail

Drawing on our module readings/discussions and on your own prior knowledge and experiences, write a 2500-3000 word paper that describes the leadership philosophy that you aspire to and how you might implement it in your work.

- a) Your philosophy should not be more than 3000 words. You should describe the guiding principles and theories/theorists that underpin your beliefs about education; your view of the major purpose of schooling; your conception of the most worthwhile school knowledge (academic disciplines, competencies, skills, values, attitudes, etc.) and how it should be organized; your view of learning and its associated learning theory; your view of children; your view of teaching and your preferred instructional practices; your view about assessment/evaluation of

students; your method of accommodating diversity and diverse students in your classroom; curriculum scholars you revere and why they are important to you.

- b) After describing your philosophy, describe how you might implement that philosophy in your school. If you are a teacher, describe how your philosophy can be translated into action by describing what your classroom would look like, how it would function and how you would accommodate diversity. If you are a school leader or central office leader, describe how your philosophy can be translated into action by describing how you would relate to other educators in your workplace and the types of leadership or instructional practices in which you would encourage them to engage. Either as a teacher or as a school leader, identify some constraints you may/will encounter as you implement your ideas and how you will deal with these constraints.
- c) For parts 'a' and 'b', you are required to incorporate /cite appropriate scholars/theorists who undergird your educational beliefs. A reference list of works cited must follow the text of your paper.
- d) On an assigned date, you will use an engaging method to present a 15 minute oral summary of your paper. These presentations have been built into the third focus area of modules 7-10. If an instructor chooses, these presentations may be built into the last two modules of the course and adjust the other module timelines accordingly.

Presentation procedures:

- Present a summary of the main ideas in your paper (15 minutes)
- Answer questions from the audience (10 minutes)

General Criteria for the Evaluation of Written Assignments

Marking Rubrics for individual assignments will be developed that will include the following, but will be specific to the assignment:

1. Development of Argument
 - a. a coherent, defensible and original argument or point of view;
 - b. inclusive of different perspectives including those from your experiences; and appropriate appreciation for or critique of those perspectives;
 - c. respectful of norms of scholarship and practice.
2. Organization of Argument
 - a. a logical and coherent argument/point of view;
 - b. suitable evidence and examples.

3. Language

- a. clear, concise, and compelling prose;
- b. scholarly conventions (APA conventions);
- c. development of an original voice and style;
- d. consideration of audience.

Assignments must follow APA format. All pages must be numbered.

G. 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 students will consistently complete quality work. Failure to complete original work or make up assignments in a timely manner will result in failure of the course.

Evaluation

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.

Appeal

Should a student wish to appeal a mark on an assignment, they may appeal directly to the marker and then to the Instructor of Record. Appeal of a course grade should be made directly to the Instructor of Record. The decision of the Instructor of Record shall be final.

Attendance policy

Regular attendance is expected of all students. If you are absent for up to 3 hours of class time, you are responsible for acquiring materials distributed in the portion you missed from other students. If you miss more than 3 hours of contact time, the Instructor may initiate processes to debar you from attending course and/or from receiving credit.

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.

Respect of privacy

While it is appropriate to discuss the professional aspects of your practice with your classmates as it pertains to your own learning, it is essential that you demonstrate respect for the privacy of your colleagues, and school. Use pseudonyms only when referring to others in both class discussions and written assignments.

Grading Rubric

Although assessment of assignments and final course grade is Pass or Fail, the following is a guide for instructors and markers to determine quality of an assignment and/or course performance – and to provide comments if desired:

Pass - Rare performance/achievement. The assignment exceeds expectations, demonstrates exceptional originality, evidence of a wide range of readings, and superb knowledge of content. Ideas are well-developed and presentation is thoughtful and superbly crafted. Style, mechanics, and content are flawless.

Pass - Superior performance/achievement. Impressive knowledge of content and evidence of consultation of diverse sources. The assignment satisfies all criteria with creative, well-developed ideas. Presentation is well crafted and style and mechanics are flawless.

Pass - Solid performance/achievement. The assignment demonstrates extensive knowledge of content, though ideas could be further developed and implemented. Style and mechanics are strong but improvement could be made.

Pass - Competent achievement/performance. The assignment shows promise. Creativity is beginning to emerge. Ideas need to be better developed, thoughts should be expressed more clearly, and some stylistic and mechanical issues are evident.

Pass - Acceptable achievement/performance. The assignment goes slightly beyond the basics of what is required. Level of knowledge and processes is satisfactory with some basic analysis and application emerging. There are a number of difficulties with structure, style, and mechanics.

Pass - Fair achievement/performance. The assignment addresses the basics of what is required but only minimally. There is evidence of some learning and knowledge of content. Structure, style, and mechanics show many difficulties.

Fail: The assignment shows serious concerns with content and language. Basic assignment criteria were neglected and minimal learning is evident. This assignment must be redone in order to achieve a Pass in the course.

Addendum:

School Divisions or Regions offering the MASS Field Course for PBDE field credit

School divisions and MASS regions have the following options:

1. Offer this approved MASS course to a cohort with all participants completing the requirements for the PBDE field credit.
2. Offer this approved MASS course to a cohort, with some completing the requirements for the PBDE field credit and others auditing the course with locally determined requirements.
3. Continue to offer a locally planned leadership course without offering the option of the PBDE credit. Note that the contact hours offered towards Principals' and Administrators' Certificate will no longer be available as of September 2017.

*School divisions and regions may decide to embed this course as the base course in a longer divisional leadership program. They may add divisional specific sessions by extending individual sessions or adding another 6 months to 1 year. However, access to the base course must be open to all and must be completed within 1 year – with the divisional specific matters being dealt with as a separate entity, and perhaps with a smaller cohort which may be selected by the division or region.

Regulations for offering the course for credit:

MASS Instructor of Record

The MASS Instructor of Record will be appointed by MASS to oversee the facilitation of this course by school divisions or regions. The MASS Instructor of Record must hold the equivalent of a Master's Degree or better, preferably in Educational Administration.

In order to offer the course in a school division or region, the MASS Instructor of Record must approve the course plan, including the details of the course facilitation and the marking team. The application process and all other aspects of the local proposal will be reviewed in advance and the course may only be offered once approved by MASS.

The MASS Instructor of Record will maintain the standard of grading by routinely re-reading selected assignments. The MASS Instructor of Record will review appeals from local sites – and will make a final determination. The MASS Instructor of Record will forward marks to the respective university, once they have been forwarded by the Site Instructor.

Site Instructor(s) and Markers

In order to offer the course, a Site Instructor (MASS member endorsed by a school division or MASS region) must consult well in advance with the MASS Instructor of Record to make sure that all aspects of the course meet requirements.

The course may be facilitated by a wide range of divisional or invited personnel, under the direction of the Site Instructor.

The Site Instructor must arrange for appropriate marking of assignments that avoid any issues of “conflict of interest / power over” relationship. A superintendent or school principal may not mark or grade someone they supervise. An acceptable arrangement would be to appoint two principals as markers to ensure that they would not be marking work of their own teachers. It would also be recommended that these markers be part of the course facilitation team and attend all sessions.

Appeals of site marking may be made to the MASS Instructor of Record and will be considered final.

Qualification of Participants:

Participants wanting to obtain a field course credit towards a PBDE must register with their respective university and meet all entrance requirements.

Timeframe:

Participants must complete the field course credit within one year of starting. Recommended start times would be September or January.

Application / Access Regulations:

As this course is part of an open PBDE, school divisions and regions offering the course would need to ensure fair access, to both internal and external candidates.

An application process would provide all potential internal candidates with timely notice of application deadlines, acceptance criteria and course outline/requirements. Potential external candidates would be notified by posting the information to a central site – this will be done by the MASS Instructor of Record once the course is approved by MASS to proceed.

Acceptable criteria for determining access could include:

- Length of tenure with the division or within the region
- Current level of leadership involvement – e.g. Principal, VP, Acting Principal, Dept. Head, Lead Teacher, Teaching Coach, etc.

Divisions or regions offering the course may limit their cohorts to any number, but as a rule of thumb should keep 25% of that number open for external candidates, up to a pre-determined cut-off date for applications. If all external spots are not filled – they may be filled with internal candidates.

Divisions or regions are allowed to charge a pre-determined tuition fee to external candidates to cover costs of providing the program – this should be considered cost-recovery – suggested \$500 – but not to exceed the cost of a PBDE credit at the university in which the participant is enrolled.

Course Maintenance

This course is numbered FLC 3-16, reflecting the year it will first be offered. Each year the course will be updated, including verifying and updating all hyperlinks, adding and changing recommended resources, and incorporating any other changes that are appropriate.

Module 1 – Purpose of Education

Module Overview

The purposes of public education are widely cited in education literature and research. It is important for educators and educational leaders to engage in continuous dialogue regarding these purposes, confirm their own beliefs and establish their personal leadership vision to achieve those aims. This module will engage participants in dialogue regarding the purposes of education through readings, critical analysis and dialogue with other participants.

Learning Outcomes (adapted from the Leadership Certification Framework)

1. Develop knowledge and understanding of the purposes of school and the value of public education.
2. Understand the role of school leaders in creating and nurturing a shared educational vision committed to the success and well-being of all students and reflecting the needs of the community.
3. Develop an understanding of what it means to be an educated person.
4. Develop and nurture a personal leadership vision.

Suggested Strategies (choose 1 strategy from each category below):

Each module is separated into three focus areas. Each focus area has two or three alternative strategies with each strategy requiring approximately 1 to 1.5 hours of contact time. The instructional strategies include instructor-led and student-led discussions, student presentations, small and large group discussions, and collaborative and individual assignments.

Note: Instructors are expected to choose a minimum of one strategy in each focus area of the module. Instructors may substitute an alternative strategy with any of the focus areas of the modules provided that the learning outcome is met.

A. Purposes of Public Education

1. Read the article *“What is the Difference between the North Star and Northfield? How Educational Goals and Ideals Become Confused”* by Dr. Gary D. Fenstermacher in advance of the workshop. Paper may be downloaded at <http://www-personal.umich.edu/~gfenster/recentpubs.html>

- a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article resonates or conflicts with their vision on the purpose(s) of public education as well as their role as an educational leader in supporting and achieving that vision.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

2. View the video “*Making a Difference*” produced by the Manitoba Association of School Superintendents (available at <http://mass.mb.ca/resources/public-awareness-campaigns/>).
 - a. *Ask participants to view the video and be prepared to speak to how this video resonates or conflicts with their vision on the purpose(s) of public education as well as their role as an educational leader in supporting and achieving that vision.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

3. Participants to view the TedTalk video *Ken Robinson: How to escape education's death valley*. This video may be found at https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley#t-969886
 - a. Ask participants to take note of the three principles crucial for the human mind to flourish from Mr. Robinson’s presentation and the application of these messages to education.
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group. Consider the following guiding questions:*
 - i. What is the role of the teacher according to Mr. Robinson?
 - ii. What are the three conditions under which people flourish?
 - iii. What is the dominant culture of education according to Mr. Robinson and how does this culture prevent these conditions from being realized?
 - iv. What is the role of leadership in education as proposed by Mr. Robinson?
 - v. How does Mr. Robinson’s death valley metaphor relate to the work of schools?
 - vi. What are implications of Mr. Robinson’s message to leadership in education?

B. The Educated Person

1. Divide participants into groups of 3 or 4 and ask them to think about someone who they know personally who they believe to be an educated person. Have each participant tell their stories introducing their educated person to the other members of the group. Solicit volunteers to share their stories.
 - a. Ask participants to write down “characteristics of the educated person” as the stories are being shared.
 - b. Facilitate discussion with large group regarding common themes that emerge.
2. Participants to view the TedTalk video *Barry Schwartz: Our loss of wisdom*. This video may be found at https://www.ted.com/talks/barry_schwartz_on_our_loss_of_wisdom?language=en
 - a. Ask participants to take note of the messages from Mr. Schwartz and the application of these messages to education.
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*
3. Read the article “*What is an Educated Canadian*” by J. R. Wiens and David Coulter. The article may be found at <http://www.cea-ace.ca/sites/cea-ace.ca/files/EdCan-2005-v45-n1-Wiens.pdf>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article resonates or conflicts with their vision on the purpose(s) of public education as well as their role as an educational leader in supporting and achieving that vision.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

C. Personal Leadership Vision

1. Read the article *Vision, Leadership and Change* (article may be found at <http://www.sedl.org/change/issues/issues23.html>)
 - a. Engage in discussion regarding these questions:
 - i. Why is vision important?
 - ii. What are the different types of vision? Are they all necessary?
 - iii. Why must a personal leadership vision be congruent with the organizational or shared vision?

2. Participants to define their personal leadership vision based on the following questions:

Values and Beliefs

What do I deeply value?

What are my beliefs?

About leadership? About students? About staff members? About community building? About curriculum, instruction, and assessment? About learning? About professional development? About supervision? About communication? About change?

Vision - My vision, a desired future state, entails...

3. Read the article “*The Grey Faces of Education and Democracy*” by J. R. Wiens. The article may be found at <http://mass.mb.ca/wp-content/uploads/2015/01/TheGreyFacesofEducationandDemocracy.pdf>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article resonates or conflicts with their views on an educated person and the purposes of education and how this paper would influence your personal leadership vision.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

Possible Assignments:

1. Choose one or more readings from the reference list and summarize how this article or book contributed to your thinking about the purposes of education and the role of leadership in achieving those purposes.
2. Have participants answer the following questions:
 - a. How does vision serve as a compass?
 - b. In what way might vision function as a leadership tool?
 - c. What would you craft as a personal leadership vision? What has influenced your thinking? Draft a sample vision statement for staff to analyze for core values and beliefs.

Possible Additional Readings/Reference Lists

Adler, M. J. (1982). *The Paidea proposal: An educational manifesto*. New York: Collier Macmillan.

Arendt, Hannah (1958), *The Human Condition* (Chicago: University of Chicago Press).

Arendt, Hannah (1968), "The Crises in Education," in *Between Past and Future: Eight Exercises on Political Thought*. New York: Penguin Books, 192.

Coulter, David L. (2008) "Renewing the conversation," *The 107th Yearbook of the National Society for the Study of Education*, Malden, MA: Blackwell Publishing Company, Inc.

Coulter, D., & Wiens, J. (1999). *What is educational about educational leadership?* *Education Canada*, 39 (2) p. 4.

Dewey, John (1938). *Experience & Education*. New York, NY: Kappa Delta Pi.

Egan, Kieran (1997), *The Educated Mind: How Cognitive Tools Shape Our Understanding*. Chicago: The University of Chicago Press.

Elshtain, Jean Bethke (1993) *Democracy on trial*. Concord, ON: Anansi Press.

Fenstermacher, G. (2000). *What is the Difference between the North Star and Northfield? How Educational Goals and Ideals Become Confused*. Summer Institute for Superintendents on Probing National Issues in Education. Mackinac Island, Michigan.

Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Herder and Herder.

Goodlad, John et al, (1997) *The Public Purpose of Education and Schooling*. Jossey-Bass.

Greene, M. (1994) "Epistemology and Educational Research: The Influence of Relevant Approaches to Knowledge," in L. Darling-Hammond, ed., *Review of Research in Education*, 20, 1994, p. 464.

Green, Thomas F. (1999) *Voices: the educational formations of conscience*. Notre Dame, IN: University of Notre Dame Press.

Méndez-Morse, Sylvia (1993) *Vision, Leadership, and Change*. Southwest Educational Development Laboratory (SEDL), Austin, Texas

Noddings, N. (1995). *Philosophy of education*. Boulder, CO: Westview Press.

Noddings, Nel (1984) *Caring: A Feminine Approach to Ethics and Moral Education* (Berkeley: University of California Press).

Osborne, Ken (2008), *Education and schooling: A relationship that can never be taken for granted*. *The 107th NSSE Yearbook*, Vol. 1, Ch. 2, Massachusetts: Blackwell Publishing Inc., p. 21-41.

Postman, Neil (1995) *The End of Education: Redefining the Value of School*. New York: Alfred A. Knopf.

Roland Martin, Jane (1981) *"The Ideal of the Educated Person,"* Educational Theory 32 (2), pp. 97-109.

Robbins, Pam and Alvy, Harvey (2004) *The New Principal's Fieldbook*. Association for Supervision and Curriculum Development, Alexandria, VA

Stewart, Douglas (2005), *Purposes of Public Education: Philosophical Reflections*. Education Canada, 45 (1), 4-7.

Wiens, J., & Coulter, D. (2004). *What is an Educated Canadian?* Education Canada, 45 (1), 21 - 23.

Wiens, J (2009). *The Grey Faces of Education and Democracy*. Manitoba Association of School Superintendents

Module 2 – Political, Legal, Social and Cultural Contexts in Education

Module Overview

The social, political, socio-economic, legal and cultural contexts of education in Manitoba are complex and play a large role in policy and program planning. School leaders must be aware of and respond to the intersection of race, ethnicity, gender, sexual orientation, SES and faith with student achievement and well-being. This module will engage participants in strategies to develop their understanding of these contexts of education in Manitoba and their place within it as school leaders. By understanding current contexts, participants will be better able to shape the future as leaders and support the students that they serve.

Learning Outcomes (adapted from the Leadership Certification Framework)

1. Develop knowledge about the broad structures of Canadian school systems, their development and justifications (provincial school systems including Français and French Immersion, First Nations/Federal school systems, independent schools and home schooling).
2. Develop an active understanding of the current social, political, social, socio-economic and cultural contexts related to schooling in Manitoba, including:
 - a. Social justice and equity issues
 - b. Aboriginal Education and Treaty Awareness
 - c. Community schools
 - d. Inclusivity
 - e. Sustainability
 - f. Minority language education
 - g. Multi-cultural awareness and cultural competency
 - h. The impact of technology
3. Develop a working knowledge of relevant legal, contractual and professional rights and responsibilities associated with the social, political, socio-economic, legal and cultural contexts of education in Manitoba including:
 - a. The Public Schools Act
 - b. The Community Schools Act
 - c. The Educational Administration Act
 - d. The Canadian Constitution/Federal and Provincial Human Rights Codes
 - e. Minority Language Rights under Article 23 of the Canadian Charter of Rights and Freedoms
 - f. FIPPA, PHIA
 - g. The Teachers' Society Act

Suggested Strategies (choose 1 strategy from each category below):

Each module is separated into three focus areas. Each focus area has two or three alternative strategies with each strategy requiring approximately 1 to 1.5 hours of contact time. The instructional strategies include instructor-led and student-led discussions, student presentations, small and large group discussions, and collaborative and individual assignments.

Note: Instructors are expected to choose a minimum of one strategy in each focus area of the module. Instructors may substitute an alternative strategy with any of the focus areas of the modules provided that the learning outcome is met.

A. Legislative Authority for Education in Manitoba

1. Research the Canadian Council of Ministers of Education website which profiles an overview of Education in Canada. See <http://www.cmec.ca/299/Education-in-Canada-An-Overview/index.html>
 - a. *Ask participants to research the website in advance of the session. Be prepared to speak to jurisdictional responsibility for education in Canada.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

2. Read the publication “School Board Members Handbook” (2015), Manitoba School Boards Association. The resource may be found at <http://www.mbschoolboards.ca/publications.php>
 - a. *Distribute the resource in advance of session. Ask participants to read the handbook and be prepared to discuss the legal context of public education in Manitoba as well as the role of local school boards in governing local school divisions.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report a summary to the large group.*

3. Distribute the *Administrative Handbook for Schools*, Manitoba and Advanced Learning. This document serves as a reference and resource guide providing basic administrative information for educators in the Kindergarten to Grade 12 levels. The Handbook is a practical compendium of information on legislative and regulatory authority; principal and school board responsibilities; answers to commonly asked questions, branches/agencies where further information can be obtained and where possible, information is cross-referenced to other Departmental manuals, handbooks and policies. The handbook may be downloaded at <http://www.edu.gov.mb.ca/k12/docs/policy/admin/>

- a. *Distribute the resource in advance of session. Ask participants to review the contents of the Administrative Handbook for Schools and be prepared to discuss the legislative and regulatory authority in the context of public education in Manitoba.*
- b. *Separate participants into groups of two or three to discuss how this handbook would influence their role as a school leader. Have each group report a summary to the large group.*

B. Social and Cultural Contexts

1. Read the article “*Culturally Proficiency: Tools for School Leaders*” by Kikanza Nuri Robins, Delores B. Lindsey, Raymond D. Terrell, and Randall B. Lindsey. The article may be downloaded at <https://ocde-tier1.wikispaces.com/file/view/Tools-for-School-Leaders.pdf> or <https://www.nassp.org/Portals/0/Content/56015.pdf>
 - a. *Distribute the article in advance of session. Ask participants to read the article and be prepared to speak to the questions posed in the “Culturally Proficient Conversations” at the end of the article.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

2. Read the document *First Nation, Métis and Inuit Education Policy Framework (2015)* published by Manitoba Education and Advanced Learning. The *Framework* provides the policy foundation and its associated goals and long term outcomes in the delivery of First Nation, Métis and Inuit education as a response to the recommendations from the Truth and Reconciliation Commission Report. The publication may be found at http://www.edu.gov.mb.ca/aed/fnmi_framework/index.html

Alternately, read the document *Improving Educational Outcomes for Kindergarten to Grade 12 Aboriginal Students (2016)* published by Manitoba Education and Advanced Learning. This report from the Manitoba Office of the Auditor General outlines how the provincial system can do more to ensure that initiatives and related funding helps Aboriginal students succeed in school and graduate with their peers. The publication may be found at <http://www.oag.mb.ca/reports>

- a. *Distribute the document in advance of the session. Ask participants to read the document and be prepared to discuss the impact of this policy or proposed policies and practices (in the case of the auditor report) on public schools in Manitoba.*
- b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

3. Bring in a guest speaker from one of the education partner agencies to speak to one of the following topics:

- Social justice and equity issues
- Aboriginal Education and/or Treaty Awareness
- Community schools
- Inclusivity
- Education for Sustainable Development
- Minority language education
- Multi-cultural awareness and cultural competency
- The impact of technology

Have participants take notes of the presentation and develop questions for the presenter within the framework of implications for school division policy and practice.

C. Equity

1. Read the Spring 2015 and Fall 2015 MASS journals entitled “*Equity*” in advance of the workshop. The Journal may be downloaded at <http://mass.mb.ca/resources/mass-journal/>
 - a. *Choose an article from the journal that resonated with you in advance of session. Ask participants be prepared to speak to how this article resonates or conflicts with their views on Equity in Education in Manitoba.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*
2. Read the MASS position paper entitled “*Transforming Manitoba Public Education: A View to the Future*” in advance of the workshop. Paper may be downloaded at <http://mass.mb.ca/publications/>
 - a. *Distribute the paper in advance of session. Ask participants to read the paper and be prepared to speak to how this paper resonates or conflicts with their views on the current status and potential future of Aboriginal Education in Manitoba.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*
3. Discuss the issue of inclusivity in schools in Manitoba. Separate participants into groups of two or three to discuss. Have each group report to the large group.
 - a. What does inclusivity mean to you?
 - b. How does this concept manifest itself within your school or division?

- c. What are the current challenges that your school or school division faces regarding inclusive environments?
- d. How might we overcome some the barriers to inclusive environments?

Possible Assignment:

1. Research a topic of choice from the following list and prepare a 2-page summary of your findings as it relates to education in Manitoba. Topics include
 - Social justice and equity issues
 - Aboriginal Education and Treaty Awareness
 - Community schools
 - Inclusivity
 - Sustainability
 - Minority language education
 - Multi-cultural awareness and cultural competency
 - The impact of technology

Possible Additional Readings/References:

Administrative Handbook for Schools (2015), Manitoba and Advanced Learning. <http://www.edu.gov.mb.ca/k12/docs/policy/admin/>

Culturally Proficiency: Tools for School Leaders by Kikanza Nuri Robins, Delores B. Lindsey, Raymond D. Terrell, and Randall B. Lindsey. <https://ocde-tier1.wikispaces.com/file/view/Tools-for-School-Leaders.pdf> or <https://www.nassp.org/Portals/0/Content/56015.pdf>

Education in Canada, Council of Ministers of Education Canada website. <http://www.cmec.ca/299/Education-in-Canada-An-Overview/index.html>

Equity (2015) Spring/Fall MASS Journals, Manitoba Association of School Superintendents. <http://mass.mb.ca/resources/mass-journal/>

Improving Educational Outcomes for Kindergarten to Grade 12 Aboriginal Students (2016), Manitoba Education and Advanced Learning. <http://www.oag.mb.ca/reports>

First Nation, Métis and Inuit Education Policy Framework (2015). Manitoba and Advanced Learning. http://www.edu.gov.mb.ca/aed/fnmi_framework/index.html

School Board Members Handbook (2015), Manitoba School Boards Association. <http://www.mbschoolboards.ca/publications.php>

The Culturally Responsible Classroom (2014) Education Canada, Canadian Education Association. <http://www.cea-ace.ca/education-canada/article/culturally-responsive-classroom>

Transforming Manitoba Public Education: A View to the Future (2013), Manitoba Association of School Superintendents. <http://mass.mb.ca/publications/>

Module 3 – Ethical Leadership

Module Overview

A central role of school leadership is creating and nurturing an educational team and a school climate that is committed to the academic success and wellbeing of all students. The work of educational leadership should be work that is simultaneously intellectual and moral; an activity characterized by a blend of human, professional and civic concerns; a work of cultivating an environment for learning that is humanly fulfilling and socially responsible. This module will introduce participants to the concept and frameworks of ethical leadership and engage participants in dialogue and participation in ethical dilemmas and decision making.

Learning Outcomes (adapted from the Leadership Certification Framework)

1. Develop a knowledge and understanding of ethical leadership and lenses used for ethical decision making.
2. Understand the importance of setting and maintaining high educational expectations and a positive (inclusive, respectful, equitable) school climate.
3. Understand the importance of modeling and developing capacity in personal leadership development, self-study and reflection.
4. Develop understanding and capacity to build collaborative teams, structures and processes that ensure students' educational needs are central to decision-making.

Suggested Strategies (choose 1 strategy from each category below):

Each module is separated into three focus areas. Each focus area has two or three alternative strategies with each strategy requiring approximately 1 to 1.5 hours of contact time. The instructional strategies include instructor-led and student-led discussions, student presentations, small and large group discussions, and collaborative and individual assignments.

Note: Instructors are expected to choose a minimum of one strategy in each focus area of the module. Instructors may substitute an alternative strategy with any of the focus areas of the modules provided that the learning outcome is met.

A. What is Ethical Leadership?

1. Read the article *Principals' Moral Agency and Ethical Decision-Making: Toward a Transformational Ethics* published by the International Journal of Education Policy and Leadership (2015). The article may be downloaded at <http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/572>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article developed their understanding of ethical leadership in school administration.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

2. Ask participants to think in advance about a situation where they made a challenging ethical decision that they felt good about later and/or saw the positive effects of this decision for an individual or for a group.
 - a. *Separate participants into groups of two or three to discuss the following questions:*
 - i. *What were some ethical elements of the decision?*
 - ii. *What were some of the challenges of making an ethical decision?*
 - iii. *Were there any risks involved?*
 - b. *Have each group report to the large group.*

3. Read the Fall 2009 MASS journal entitled *Leading Ethically* in advance of the workshop. The Journal may be downloaded at <http://mass.mb.ca/resources/mass-journal/>
 - a. *Choose an article from the journal that resonated with you in advance of session. Ask participants be prepared to speak to how this article represents Ethical Leadership and summarize what are "take-aways" for you in your leadership role.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

B. Using Lenses/Frameworks for Ethical Dilemmas

1. Read the article *Building an Ethical School System: Ethical Challenges for Superintendents* in the Fall 2009 MASS journal entitled *Leading Ethically*. The journal may be downloaded at <http://mass.mb.ca/resources/mass-journal/> . Alternatively, participants may read *Building An Ethical School: A Practical Response To The Moral Crisis In Schools* by Robert J. Starratt: *Educational Administration Quarterly*, May 1991 vol. 27 no. 2 185-202.

- a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how lenses can be used to make ethical decisions.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group answering the following questions:*
 - i. *Do I as an educational leader regularly and consciously consider important decisions through a number of different ethical lenses?*
 - ii. *How does Starratt's framework align with your ethical decision making matrix?*
 - iii. *Which of Starratt's lenses would be a strength for me?*
 - iv. *Which would I have a difficult time with – need a lot of practice/help to use effectively?*
 - v. *Do I have a default lens? Where do I generally start from? Where do I usually end up?*
2. Read the summary paper *Kidder – Ethical Decision Making* available in the resource section of the course. Alternatively, view the online slide presentation at <http://www.slideshare.net/chrkennedy/ethical-decision-making>.
- a. *Distribute article or presentation in advance of session. Ask participants to read the article and be prepared to speak to how Kidder's framework can be used to make ethical decisions.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group answering the following questions:*
 - i. *Am I as an educational leader conscious of the ethical dimensions of daily decisions – large or small?*
 - ii. *How does Kidder's framework align with your ethical decision making matrix?*
 - iii. *Do I make difficult ethical decisions alone? Do I have a formal or an informal team to help me?*
3. Bring in a guest speaker such as a member of the Superintendent's department or Leadership Team to discuss their perspectives on ethical decision making using some exemplars from their experiences. Possible topics could include:
- Social justice
 - Equity
 - Human Resources

Have participants take notes during the presentation and develop questions for the presenter within the framework of what they have learned about ethical decision making.

C. Applying Ethical Decision Making

1. Participants to view the videos by *Rushworth Kidder: Right vs Right and 4 Paradigms of Dilemmas*. This videos may be found at <https://www.youtube.com/watch?v=Fq9UFmXrIHs> and <https://www.youtube.com/watch?v=0wwQ5uTAJ5g>
 - c. Ask participants to take note of the themes of from Mr. Kidder’s stories in these videos and the application of this to your role as education leader.
 - i. What is a right vs. right dilemma?
 - ii. Could there be a framework or lens that could have been used to make these decisions?
 - iii. Could the 4 paradigms of dilemmas be used to understand the dilemma?
 - d. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*
2. Distribute an Ethical Leadership Case Study. Instructor may design their own or use the Grade 8 Girls available in the resource section of the course. Separate participants into groups of 3 to discuss the following questions.
 - a. Make the best possible ethical decision according to the Ethic of Profession.
 - b. Did you consider Starratt’s three lenses of Justice, Care and Critique in making your decision?

Possible Assignments:

1. Choose one or more readings from the reference list and summarize how these articles or books contributed to your thinking about ethical decision making and how will apply what you have learned to your practice as an education leader.
2. Answer the Self Reflection questions on page 6 in the article *Ethical Decision Making: Is Personal Moral Integrity the Missing Link?* (2010) by Branson, C., *Journal of Authentic Leadership in Education*, 1 (1). The article may be downloaded at http://csle.nipissingu.ca/JALE/JALE_Num1Vol1.pdf.

Possible Additional Readings/References:

Begley, P. (2006) "Self-knowledge, capacity and sensitivity: Prerequisites to authentic leadership by school principals", *Journal of Educational Administration*, Vol. 44 Iss: 6, pp.570 – 589

Begley, P. (2003). In pursuit of authentic school leadership practices. In P.T. Begley & O. Johansson (Eds.), *The ethical dimensions of school leadership*. (pp.1-12). Dordrecht: Kluwer Academic Publishers.

Branson, C. (2010) *Ethical Decision Making: Is Personal Moral Integrity the Missing Link?* *Journal of Authentic Leadership in Education*, 1 (1).

Branson, C. (2006). *Beyond authenticity: Contemporary leadership from a worldview perspective*. *Values and Ethics in Educational Administration Journal*, 4 (4), 1–8.

Cherkowski, S.; Walker, K.; Kutsyruba, B. (2015) *Principals' moral agency and ethical decision-making: Towards transformational ethics*. *International Journal of Education Policy and Leadership*, [S.l.], v. 10, n. 5

Hicks, C and Wallin, D. (2013) *Values and ethics in the decision-making of rural Manitoba school principals*, *Journal of Educational Administration and Foundations*, vol. 23 no. 1 49-63

Kidder, R. (2009) *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*, Harper Collins

Leading Ethically (2009) Fall MASS Journal, Manitoba Association of School Superintendents. <http://mass.mb.ca/resources/mass-journal/>

Shapiro, J. and Stefkovich, J. (2011) *Ethical Leadership and Decision Making in Education*, Taylor & Francis.

Starratt, R. (1991) *Building An Ethical School: A Practical Response To The Moral Crisis In Schools: Educational Administration Quarterly*, May 1991 vol. 27 no. 2 185-202.

Starratt, R. (1994) *Building An Ethical School: A Practical Response To The Moral Crisis In Schools: Falmer Press*

Starratt, R. (2005) *Cultivating the Moral Character of Learning and Teaching: A Neglected Dimension of Educational Leadership* <http://www.topkinisis.com/conference/CCEAM/wib/index/outline/STARRATT%20R.pdf>

Module 4 – Building a Culture of Collaborative Student Focused Teams

Module Overview

School leaders understand the role of leaders in setting direction; they possess the skills to build relationships within the school and with the wider community; and they build capacity to achieve successful outcomes for students. This module will focus on the development of knowledge in leadership theories, developing understanding in student support services in schools and capacity building in collaborative learning cultures in their schools.

Learning Outcomes (adapted from the Leadership Certification Framework)

1. Develop an understanding of theories of distributed (shared) and transformative leadership theory and practice.
2. Develop knowledge of current research and perspectives on educational change/school improvement and the role of the principal in leading schools that are responsive to their communities.
3. Develop capacity to build collaborative teams, structures and processes that ensure students' educational needs are central to decision-making.
4. Developing capacity to lead teams focussed on providing effective student services, including proactive programming, crisis interventions, case management and the effective use of school, divisional and community personnel.
5. Develop and understanding of the importance of setting and maintaining high educational expectations and a positive (inclusive, respectful, equitable) school climate.
6. Develop knowledge and familiarity with the relevant legal, contractual and professional rights and responsibilities associated with student support services including:
 - a. The Public Schools Act including Appropriate Education provisions
 - b. The Educational Administration Act
 - c. The Child and Family Services Act

Suggested Strategies (choose 1 strategy from each category below):

Each module is separated into three focus areas. Each focus area has two or three alternative strategies with each strategy requiring approximately 1 to 1.5 hours of contact time. The instructional strategies include instructor-led and student-led discussions, student presentations, small and large group discussions, and collaborative and individual assignments.

Note: Instructors are expected to choose a minimum of one strategy in each focus area of the module. Instructors may substitute an alternative strategy with any of the focus areas of the modules provided that the learning outcome is met.

A. Leadership Models

1. Read the article *Transformational Leadership: An Evolving Concept Examined through the Works of Burns, Bass, Avolio, and Leithwood* (2006) by Jan Stewart. *Canadian Journal of Educational Administration and Policy, Issue #54*. The article may be downloaded at https://www.umanitoba.ca/publications/cjeap/pdf_files/stewart.pdf
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of transformational leadership in education.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

2. Read the article *Leadership theory and educational outcomes: The case of distributed and transformational leadership* (2011) by Maria Eliophotou Menon. 24th International Congress for School Effectiveness and Improvement. The article may be downloaded at www.icsei.net/icsei2011/Full%20Papers/0125.pdf
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of the differences between distributed and transformational leadership in education.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

3. Read *21st Century Leadership: Looking Forward: An Interview with Michael Fullan and Ken Leithwood* (2012), In *Conversation: Vol. IV, Issue 1* in advance of the workshop. The article may be downloaded at <http://www.edu.gov.on.ca/eng/policyfunding/leadership/InConversation.html>

- c. *Ask participants be prepared to speak to how this article helped to develop their understanding of school leadership and summarize what are the “take-aways” for you in your leadership role.*
- d. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

B. Student Services

1. Review the Appropriate Educational Programming regulations and standards in Manitoba. These resources may be found at <http://www.edu.gov.mb.ca/k12/specedu/aep/index.html> .
 - a. *Ask participants to read the following documents: 1. Appropriate Educational Programming Regulations 155/2005 2. Education Administration Miscellaneous Provisions Regulations 156/2005 and 3. Appropriate Educational Programming in Manitoba: Standards for Student Services. Review the PowerPoint presentation at the MEAL website.*
 - b. *Separate participants into groups of two or three to discuss the “Discussion” topics #1-4 located in the presentation. Have each group note outstanding questions they may have for large group discussion.*
2. Bring in a guest speaker such as a member of the Division Student Services Team or Manitoba Education to discuss their perspectives on student services, best practices and ongoing challenges. Presentations should focus on building inclusive environments, providing effective student services, proactive programming, crisis interventions, case management and the effective use of school, divisional and community personnel.
 - a. *Have participants take notes of the presentation and develop questions for the presenter within the framework of what they have learned about Student Services standards, regulations and ongoing challenges.*
 - b. *Discuss how collaborative structures in schools could assist in better meeting the needs of special needs students.*

C. Collaborative Learning Cultures

1. Read the article *Promoting Collaborative Learning Cultures: Putting the Promise into Practice*, Ideas Into Action for School and System Leaders: Bulletin #3, Winter 2013-2014, Ontario Ministry of Education in advance of the workshop. The article may be downloaded at <http://www.edu.gov.on.ca/eng/policyfunding/leadership/ideasIntoAction.htm>
!

- a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of building collaborative cultures in schools.*
 - b. *Separate participants into groups of two or three to discuss the article.*
Other considerations for group discussion:
 - i. Are there teachers on staff engaged in collaborative inquiry or action research?
 - ii. Could staff members participating in graduate studies or courses address priority questions through a research study or practicum?
 - iii. Could a group of teachers, a division, or department take on a collaborative inquiry about their practice?
 - iv. Are you aware of existing partnerships between your division and a local university?
 - c. Have each group report to the large group.
2. Participants to view the video by *Collaborative Culture with Rick DuFour, Becky DuFour and Robert Eaker*, Solution Tree. This video may be found at https://www.youtube.com/watch?v=a9Oaf_1BlkQ
- a. Ask participants to take note of the themes of from each of the people profiled in the video. Consider the answers to the following questions:
 - i. Why is it important to develop collaborative cultures in schools?
 - ii. Are there key principles that can be followed in developing a collaborative culture in schools?
 - iii. How can we overcome some the challenges to developing this culture?
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

Possible Assignments:

1. Complete the sections *Improving the Instructional Program* and *Developing the Organization to Support Desired Practice* the Self Assessment for School Leaders published by the Ontario Institute for Education Leadership. The tool may be downloaded from <https://education-leadership-ontario.ca/en/resource/self-assessment-tool-school-leaders/>
2. Choose one or more readings from the Possible Additional Readings list below and summarize how this article or book contributed to your thinking about leadership and building student focused collaborative cultures. Indicate how you will apply what you have learned to your practice as an education leader.

Possible Additional Readings/References

- Barth, R. (2006). Improving relationships within the schoolhouse. In *Educational Leadership*. 63(6).
- DuFour, R., Eaker, R., & DuFour, R. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn*. Bloomington, IN: National Education Service.
- DuFour, R., Eaker, R., & DuFour, R. (2006). *Learning by doing: A handbook for building professional learning communities*. Bloomington, IN: Solution Tree.
- Fullan, M. (November 2006). Leading Professional Learning. *The School Administrator*.
- Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco, CA: Jossey Bass. Fullan, M. (2009). *Motion leadership: The skinny on becoming change savvy*. Thousand Oaks, CA: Corwin.
- Fullan, M. (2010). *All systems go: The change imperative for whole system reform*. Thousand Oaks, CA: Corwin.
- Garmston, R. & Wellman, B. (2009). *The adaptive school: A sourcebook for developing collaborative groups*. (2nd ed). Norwood, MA: Christopher-Gordon Publishers, Inc.
- Heifetz, R., Grashow, A. and Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.
- Heifetz, R. A. & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, MASS: Harvard Business Press.
- Herold, D. M. & Fedor, D. B. (2008). *Change the way you lead change*. Stanford, CA: Stanford Business Press.
- Hord, S. M. & Hirsh, S. A. (2009). The principal's role in supporting learning communities. In *Educational Leadership*. 66(5).
- Katz, S., Earl, L., & Jaafar, S.B. (2009). *Building and connecting learning communities: The power of networks for school improvement*. Thousand Oaks, CA: Corwin.
- Katz, S., Dack, L., & Earl, L. (2009). Networked Learning Communities: Fostering Learning for Teachers and the Students. *Principal Connections*. 12(3).
- Leithwood, K. (2006). *Teacher working conditions that matter: Evidence for change*. Toronto, ON: Elementary Teachers' Federation of Ontario

Leithwood, K. & Beatty, B. (2008). *Leading with teacher emotions in mind*. Thousand Oaks, CA: Corwin Press.

Leithwood, K., Louis, K., Anderson, S. & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*. New York, NY: Wallace Foundation.

Perkins, D. (2003). *King Arthur's round table: How collaborative conversations create smart organizations*. Hoboken, NJ: John Wiley & Sons, Inc.

Peterson, K. D. & Deal, T. E. (1999). *Shaping school culture: The heart of the principalship*. San Francisco, CA: Jossey Bass.

Peterson, K. D. & Deal, T. E. (2002). *The shaping school culture fieldbook*. San Francisco, CA: Jossey Bass.

Spillane, J. (2006). *Distributed Leadership*, San Francisco, CA: Jossey Bass.

Stoll, L. & Louis, K. S. (Eds.) (2007). *Professional learning communities: Divergence, depth, and dilemmas*. Berkshire, ENG: Open University Press.

Module 5 – Instructional leadership

Module Overview

Leading teaching and learning is an integral role of school leadership. School leaders must possess, and continue to develop, knowledge and skills related to the support of effective teaching and learning and the professional learning of teachers as they work towards student success. This module will allow participants to develop knowledge of Manitoba curriculum and assessment frameworks and policy, strategies for effective instructional leadership and an understanding of deeper learning and the implications for pedagogical practice.

Learning Outcomes (adapted from the Leadership Certification Framework)

1. Develop an understanding of the Manitoba curriculum and exemplary practices related to instruction and assessment.
2. Understand the school leader's role in maintaining a consistent focus on student achievement and student success.
3. Develop capacity to support staff in their teaching and learning through the application of adult learning principles, staff development processes and instructional coaching.
4. Develop an understanding of deep learning and the role of new technologies in accelerating and enhancing learning in students and staff.
5. Develop knowledge and familiarity with the relevant legal, contractual and professional rights and responsibilities associated with instructional leadership including:
 - a. The Public Schools Act, including Appropriate Education provisions
 - b. The Educational Administration Act
 - c. Provincial Curriculum Guides, Support documents, and Reporting Requirements

Suggested Strategies (choose 1 strategy from each category below):

Each module is separated into three focus areas. Each focus area has two or three alternative strategies with each strategy requiring approximately 1 to 1.5 hours of contact time. The instructional strategies include instructor-led and student-led discussions, student presentations, small and large group discussions, and collaborative and individual assignments.

Note: Instructors are expected to choose a minimum of one strategy in each focus area of the module. Instructors may substitute an alternative strategy with any of the focus areas of the modules provided that the learning outcome is met.

A. Curriculum, Assessment and Instruction (Manitoba)

1. Ask participants to familiarize themselves with the curriculum and assessment resources at the Manitoba Education and Advanced Learning website. This website is located at <http://www.edu.gov.mb.ca/k12/index.html>. Ask each participant to document how these resources would be useful to him or her in their role as school leader. Ensure that participants read one of *School Leaders Guide to Early Years Curricula (2010)*, *School Leaders Guide to Middle Years Curricula (2010)* or the *Subject Table Handbook (2015-2016)*. These documents may be located at http://www.edu.gov.mb.ca/k12/info_admin.html
 - a. *Discuss curriculum-based issues in small or large groups that exist in your division. Smaller groups could focus on age levels (e.g. Early, Middle, High)*

2. Read and review the Assessment documents entitled *Rethinking Classroom Assessment with Purpose in Mind (2006)*, *Communicating Student Learning: Guidelines for Schools (2008)* and the *Provincial Assessment Policy, Kindergarten to Grade 12: Academic Responsibility, Honesty and Promotion/Retention* from Manitoba Education and Advanced Learning. The documents may be downloaded at <http://www.edu.gov.mb.ca/k12/assess/publications.html>
 - a. *Distribute the documents in advance of session. Ask participants to read the documents and be prepared to critically review the philosophical underpinnings of Assessment with Purpose in Mind (2006) and Communicating Student Learning: Guidelines for Schools (2008) and how that philosophy is reflected in the policy document.*
 - b. *Separate participants into groups of two or three to discuss or discuss as a large group.*

3. Bring in a guest speaker such as a member of the Division Curriculum Team or a consultant from Manitoba Education and Advanced Learning to discuss key areas of learning within your division (e.g. Literacy, Numeracy, Science, 21st Century Learning). Have them identify ongoing challenges and how school leaders can support learning and the instructional practice of their teachers.
 - a. Have participants take notes of the presentation and develop questions for the presenter within the framework of instructional leadership.
 - b. Facilitate a group discussion based on identified questions and challenges.

B. Instructional Leadership

1. Read the article *The Effective Principal: Five Pivotal Practices that Shape Instructional Leadership* (2012) by Pamela Mendels, Journal of Staff Development, Learning Forward, Vol. 33 No. 1 . The article may be downloaded at <http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/documents/the-effective-principal.pdf>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of instructional leadership.*
 - b. *What are five key practices that lead to effective school leadership?*
 - c. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*
2. Participants to view the videos *Instructional Leadership, Dr. John Hattie (2012)* and *Principal as Co-learner and Enabler, Dr. Ken Leithwood (2012)*, *Leaders in Educational Thought*, Ontario Education, Student Achievement Division. These videos may be found at <http://www.curriculum.org/secretariat/leaders/john.html>
<http://www.curriculum.org/secretariat/leaders/ken.html>
 - a. Ask participants to take note of the key messages of Dr. Hattie's and Dr. Leithwood's interviews. Consider the answers to the following questions:
 - i. What are the implications of these leaders' theories to school leader practice in instructional leadership?
 - ii. Differentiate between the impact of transformational, distributed and instructional leadership relative to student learning?
 - iii. How important is instructional leadership in the day of school leaders?

- iv. What is the difference between attainment and growth with regards to student achievement? Does this have implications for our efforts in schools?

- b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

Note: There are a series of other videos by Hattie and Leithwood and other educational thought leaders on this web site that could be referenced or used in an alternative exercise.

3. Read the article *How Do Principals Really Improve Schools?* by Rick DuFour and Mike Mattos, Journal of Education Leadership, ASCD, Vol. 70 No. 7, pages 34-40. The article may be downloaded at <http://www.ascd.org/publications/educational-leadership/apr13/vol70/num07/toc.aspx>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of instructional leadership.*
 - b. *Separate participants into groups of two or three to discuss the following questions:*
 - i. *What does this paper say about principal observation and teacher supervision/evaluation in terms of improving student achievement?*
 - ii. *What evidence is provided in support of PLC's?*
 - iii. *Critique the argument provided for improving instructional practice through PLC's.*
 - c. *Have each group report to the large group.*

C. Deep Learning

1. Read the Spring 2014 MASS journal entitled "*Deeper Learning*" in advance of the workshop. The journal may be downloaded at <http://mass.mb.ca/resources/mass-journal/>
 - a. *Choose an article from the journal that resonated with you in advance of session. Ask participants be prepared to speak to how this article resonates or conflicts with their views on learning and teaching.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

2. Participants to read the publication *A Rich Seam: How New Pedagogies Find Deep Learning*, Michael Fullan and Maria Langworthy (2014), Pearson: London. The publication may be downloaded at <http://npdl.global/learn-more/>
In addition, participants may also view the video *New Pedagogies for Deep Learning*, Michael Fullan (2014), Collaborative Impact. This video may be found at <https://www.youtube.com/watch?v=5RVUusARYuQ>
 - a. Ask participants to take note of the key messages of this paper. Consider the answers to the following questions:
 - i. What are the “new pedagogies”? Describe the three core components.
 - ii. How does the role of technology in these new pedagogies change from traditional pedagogies?
 - iii. How do deep learning tasks contribute to the development of new learning goals and skills? What are those skills?
 - iv. How does the role of education leaders change in this new paradigm?
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

Possible Assignment:

1. Choose one or more readings from the Possible Readings list and summarize how this article or book contributed to your knowledge and thinking about instructional leadership. Indicate how you will apply what you have learned to your practice as an education leader.

Possible Additional Readings/References:

Blankstein, A. M. (2004). *Failure is NOT an option: Six principles that guide student achievement in high-performing schools*. Thousand Oaks, CA: Corwin.

Fullan, M. (2013). *Stratosphere: Integrating Technology, Pedagogy, and Change Knowledge*. Toronto, ON: Pearson Canada.

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Module 6 – Using Evidence to Inform Practice

Module Overview

Leading teaching and learning is an integral role of school leadership. School leaders must possess, and continue to develop, knowledge and skills related to using evidence to support the professional learning of teachers as they work towards student success. This module will introduce participants to change leadership processes, using data to support school improvement and understanding the role of research of informing policy and practice.

Learning Outcomes (adapted from the Leadership Certification Framework)

1. Develop knowledge and understanding of current research and perspectives on educational change/school improvement and the role of the principal in leading schools that are responsive to their communities.
2. Develop capacity to build collaborative teams, structures and processes that ensure students' educational needs are central to decision-making.
3. Develop an understanding of evaluation strategies and accountability frameworks and use multiple forms of evidence to assess needs and capacities to monitor and support high quality education.
4. Understand the principal's role in maintaining a consistent focus on student achievement and student success.
 - a. Documenting and reporting student progress
 - b. Data collection and management
5. Develop an understanding of how research may be used to inform practice in schools.

Suggested Strategies (choose 1 strategy from each category below):

Each module is separated into three focus areas. Each focus area has two or three alternative strategies with each strategy requiring approximately 1 to 1.5 hours of contact time. The instructional strategies include instructor-led and student-led discussions, student presentations, small and large group discussions, and collaborative and individual assignments.

Note: Instructors are expected to choose a minimum of one strategy in each focus area of the module. Instructors may substitute an alternative strategy with any of the focus areas of the modules provided that the learning outcome is met.

A. Change Leadership

1. Read the article *A Survival Guide for Leaders* by Heifetz, R. A. & Linsky, M. (2002), Harvard Business Press, Boston, MASS. The article may be downloaded at <https://hbr.org/2002/06/a-survival-guide-for-leaders/ar/1>
 - a. *Distribute article or presentation in advance of session. Ask participants to read the article and be prepared to speak to how the notions of leadership presented in this article apply to education leaders.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group answering the following questions:*
 - i. *What is the difference between technical and adaptive change?*
 - ii. *Differentiate between the “outward” and “inward” advice for leaders provided in this paper.*
 - iii. *How would the key leadership messages in this paper apply to education leaders?*
2. Read the article *The Change Leader* (2002) by Michael Fullan, Journal of Education Leadership, ASCD, Vol. 59 No. 8, pages 16-21 . The article may be downloaded at <http://www.ascd.org/publications/educational-leadership/may02/vol59/num08/The-Change-Leader.aspx>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of change process and education leadership.*
 - b. *Separate participants into groups of two or three to discuss the following questions. Have each group report to the large group.*
 - i. *What is the difference between technical and adaptive change?*
 - ii. *Differentiate between the “outward” and “inward” advice for leaders provided in this paper.*
 - iii. *How would the key leadership messages in this paper apply to education leaders?*

B. Using Evidence to Improve Learning

1. Read the article *High Level Strategies for Principal Leadership* (2009) by Rick DuFour and Robert Marzano, Journal of Education Leadership, ASCD, Vol. 6 No. 5, pages 62-68 . The article may be downloaded at <http://www.allthingsplc.info/files/uploads/highleverage.pdf>

- a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of collaborative inquiry and professional learning communities.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

2. Ask participants to bring a student achievement data set from a class in their school and engage in small group discussion using the following guiding questions:
 - What are some predictions you have about how your students performed on the last assessment? Why do you think so?
 - Are there any patterns of achievement? What do you notice about the results over time? Do certain groups or individuals fare better or worse than others? Are there outliers? What trends or overall patterns do you notice? Which students need additional time or support?
 - Compare students or groups with variances in success. What contributed to the difference? Did the adults' approaches differ? What inferences can we make?
 - What is an area where our students struggled? What contributed to these struggles? What actions can we take immediately to provide support to students who need it now?
 - What adaptations can we make for future teaching and learning events?
 - What other steps can we take to improve the results of our work?
 - In what ways is your school monitoring the links between teacher classroom practice, professional learning opportunities, and positive student outcomes?

3. Read the article *Using Data: Transforming Potential into Practice, Ideas Into Action for School and System Leaders: Bulletin #5, Winter 2013-2014*, Ontario Ministry of Education in advance of the workshop. The article may be downloaded at <http://www.edu.gov.on.ca/eng/policyfunding/leadership/ideasIntoAction.htm>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of building collaborative cultures in schools.*
 - b. *Separate participants into groups of two or three to discuss the article.*

Other considerations for group discussion:

 - i. Are there teachers on staff doing collaborative inquiry or action research?

- ii. Could staff members engaged in graduate studies or courses address priority questions through a research study or practicum?
- iii. Could a group of teachers, a division, or department take on a collaborative inquiry about their practice?
- iv. Are you aware of existing partnerships between your division and a local university?

C. The Role of Research in Policy and Practice

1. Read the publications *What Doesn't Work in Education: The Politics of Distraction* (2015) and *What Works Best in Education: The Politics of Collaborative Expertise* (2015) by John Hattie, Pearson: London. These publications may be downloaded at <http://visible-learning.org/2015/06/download-john-hattie-politics-distraction/> and <https://www.pearson.com/hattie/solutions.html>
 - a. *Distribute the publications in advance of session. Ask participants to read the books and be prepared to critique the main ideas in each.*
 - b. *Separate participants into groups of two or three to discuss the following. Have each group report to the large group.*
 - i. *Discuss Hattie's assertion that political leaders and department officials focus on policies which are politically attractive but which have been shown to have little effect on improving learning.*
 - ii. *Discuss Hattie's term "the politics of collective expertise" in terms of its potential impact on student learning. What is the philosophical underpinning of this paper?*
2. Ask participants to review the research publications *Facts on Education* on the Canadian Education Association website at www.cea-ace.ca/facts-on-education
 - a. Ask participants to choose one of the publications and critically review the article and the supplementary sources on the website.
 - b. Share a summary of the research and suggest implications for education policy and practice.

Possible Assignments:

1. Choose an article from the Articles and Publications section of ALLTHINGSPLC. Write a critical analysis of the article. The articles may be downloaded at <http://www.allthingsplc.info/articles-research>

2. Participants to engage in book study on *Got data? NOW WHAT? Creating and Leading Cultures of Inquiry* by Laura Lipton and Bruce Wellman (2012), Solution Tree Press, Bloomington, IN. Download the study guide for the book at https://www.miravia.com/pdf/GDNW_Study_Guide.pdf

Use the study guide to provide useful tools and strategies to help data teams successfully interpret and use data in their schools to ensure learning for all. This guide is arranged by chapter and enables readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to create collaborative work and use data to enhance learning.

Possible Additional Readings/References

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White, S. (2011). *Beyond the numbers: Making data work for teachers and school leaders*. (2nd ed.). Englewood, CO: Lead + Learn Press.

Module 7 – Legal Responsibilities and Personnel Leadership

Module Overview

A central role of school leadership is creating and nurturing an educational team and a school climate committed to the success and wellbeing of all students. School leaders must possess knowledge related to legal responsibilities as well as skills in human resource management to be effective in this role. This module will introduce participants to the legal responsibilities of school leaders in Manitoba as well as develop knowledge and understanding of personnel leadership.

Learning Outcomes (adapted from the Leadership Certification Framework)

1. Develop knowledge and familiarity with relevant legal, contractual and professional rights and responsibilities associated with school and personnel leadership including:
 - a. The Public Schools Act
 - b. The Community Schools Act
 - c. The Educational Administration Act
 - d. The Canadian Constitution and Federal and Provincial Human Rights Codes
 - e. Minority Language Rights under Article 23 of the Canadian Charter of Rights and Freedoms
 - f. FIPPA, PHIA
 - g. The Teachers' Society Act
 - h. The Labour Relations Act
 - i. Workplace Safety and Health Act
 - j. Divisional Policy Manuals
 - k. Divisional Codes of Conduct
 - l. Provincial Code of Conduct
 - m. The Manitoba Teachers' Society Code of Professional Practice
2. Develop knowledge and understanding of local and provincial collective bargaining processes, human rights legislation, and collective agreements as they relate to all school personnel.
3. Develop knowledge and understanding of legislation, policy and processes associated with staff recruitment, selection, assignment, retention and termination.
4. Develop an understanding of staff development processes and develop capacity to support staff at various career stages.
5. Develop the interpersonal skills and attributes associated with effective personnel leadership.

Suggested Strategies (choose 1 strategy from each category below):

Each module is separated into three focus areas. Each focus area has two or three alternative strategies with each strategy requiring approximately 1 to 1.5 hours of contact time. The instructional strategies include instructor-led and student-led discussions, student presentations, small and large group discussions, and collaborative and individual assignments.

Note: Instructors are expected to choose a minimum of one strategy in each focus area of the module. Instructors may substitute an alternative strategy with any of the focus areas of the modules provided that the learning outcome is met.

A. Legal and Contractual Responsibilities of School Leaders

1. Distribute the *Administrative Handbook for Schools* published by Manitoba and Advanced Learning. This document serves as a reference and resource guide providing basic administrative information for educators in the Kindergarten to Grade 12 levels. The Handbook is a practical compendium of information on legislative and regulatory authority; principal and school board responsibilities; answers to commonly asked questions, branches/agencies where further information can be obtained and where possible, information is cross-referenced to other Departmental manuals, handbooks and policies. The handbook may be downloaded at <http://www.edu.gov.mb.ca/k12/docs/policy/admin/>
 - a. *Distribute the resource in advance of session. Ask participants to review the contents of the Administrative Handbook for Schools and be prepared to discuss the legislative and regulatory authority in the context of public education in Manitoba.*
 - b. *Separate participants into groups of two or three to discuss how this handbook would influence their role as a school leader. Have each group report a summary to the large group.*
2. Invite a guest speaker such as a representative from Manitoba Teachers Society to discuss the legal responsibilities of Principals. Alternatively, bring in a representative from the Division's Superintendent's Department or a representative of Manitoba Education Administration Services.
 - a. Have participants take notes of the presentation and develop questions for the presenter within the framework of what they have learned about legislation, regulations and ongoing challenges.
 - b. Discuss a professional learning plan to develop knowledge and understanding of legislation and regulations.

B. Supervision and Evaluation of Personnel

1. Read the article *Teacher Evaluation: Improving the Process* by Karen Phillips, Rose Balan, and Tammy Manko (2014), *Transformative Dialogues: Teaching and Learning Journal*, Volume 7, Issue 3, November 2014. The paper may be downloaded at <http://www.ascd.org/publications/books/110019/chapters/A-Brief-History-of-Supervision-and-Evaluation.aspx>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of the supervision and evaluation of teachers. Critique the proposed evaluation framework.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

2. Invite a guest speaker such as a Labour Relations Consultant from the Manitoba School Boards Association or a Human Resources specialist to discuss legal requirements for recruitment, supervision and evaluation of personnel. Include a discussion of collective agreements and the processes involved in documentation and disciplinary procedures. Ask participants to bring copies of the collective agreements in place in their division.
 - a. Have participants take notes of the presentation and develop questions for the presenter within the framework of what they have learned about the legislative requirements of personnel management.
 - b. Review the collective agreements from your division and bring forward clauses for clarification.
 - c. Engage participants in a case study regarding a teacher considered to be “at risk”.

C. Supporting Professional Growth

1. Conduct a critical analysis of the professional learning program and supports in place in your school division. Participants to use the framework for evaluation in *How to Evaluate Professional Learning Policies, Tools for Schools, Spring 2013, Learning Forward*. This article may be downloaded at <https://www.mbteach.org/professional-development/pdchairsinfo.html>
 - a. *Discuss your findings in small groups and highlight effective practices articulated by participants.*
 - b. *Share with large group.*

2. Read the article *Engaging in Courageous Conversations, Ideas Into Action for School and System Leaders: Bulletin #2, Winter 2013-2014*, Ontario Ministry of Education in advance of the workshop. The article may be downloaded at <https://education-leadership-ontario.ca/en/resource/ideas-action-2009-2015/>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of courageous conversations and their role in effective school leadership.*
 - b. *Separate participants into groups of two or three to discuss the article. Other considerations for group discussion:*
 - i. Why is the use of courageous conversations a critical strategy in building credibility and trust?
 - ii. What are the “two truths” about courageous conversations?
 - iii. What leadership strategies have the greatest impact on teacher efficacy?
 - iv. How does relational trust contribute to “open to learning “ and “courageous conversations”?
3. Perspectives on Leadership Presentations (Course Assignment #3)
 - These presentations should be scheduled for the last hour of each workshop for the last 4 or 5 workshops to ensure that all participants have the opportunity to present their paper.
 - Participants will use an engaging method to present a 25 minute oral summary of their paper.
 - Present a summary of the main ideas in your paper (15 minutes)
 - Answer questions from the audience (10 minutes)

Possible Assignments:

1. Conduct a research assignment regarding professional learning for teachers. What does the research tell us about the most effective forms of professional learning for teachers?

Possible Additional Readings/References

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Module 8 – Personal Leadership Resources

Module Overview

School leaders build, communicate and nurture a shared vision for their schools that reflect the needs of the community. They understand the role of leaders in setting direction, building relationships within the school and with the wider community and building capacity to achieve successful outcomes for students. Evidence collected over many years suggests that the effectiveness of leaders is due, at least in part, to the personal traits or characteristics that successful leaders possess. This module will focus on “personal leadership resources”; the social, psychological, and cognitive resources that leaders draw on in order to effectively carry out every act of leadership. These resources are defined below.

Social resources revolve around relationship-building, and include our ability not only to be perceptive and empathetic in working with others, but also to be competent in managing our own emotional responses.

Psychological resources are those that help us deal with the ambiguity and risk inevitably associated with leadership, and include optimism, self-efficacy, resilience and proactivity.

Cognitive resources include both the capacity for problem-solving and systems thinking, and the role-specific knowledge required to use those problem-solving and systems thinking abilities effectively.

This module will introduce participants to these personal leadership resources and develop understanding of how to self-assess and develop capacity in these areas.

Learning Outcomes (adapted from the Leadership Certification Framework)

1. Develop an understanding of the social, psychological and cognitive resources that form the personal leadership traits or characteristics of an effective leader.
2. Develop knowledge and a deeper understanding of the importance of emotional intelligence and well-being in leadership.
3. Develop skills to facilitate collaborative processes that involve staff, parents and community to develop shared values, vision and mission and build effective interdependence between schools, families and communities.
4. Develop an understanding of the importance of modelling personal leadership development, self-study and reflection.

5. Develop interpersonal skills and attributes associated with effective leadership.

Suggested Strategies (choose 1 strategy from each category below):

Each module is separated into three focus areas. Each focus area has two or three alternative strategies with each strategy requiring approximately 1 to 1.5 hours of contact time. The instructional strategies include instructor-led and student-led discussions, student presentations, small and large group discussions, and collaborative and individual assignments.

Note: Instructors are expected to choose a minimum of one strategy in each focus area of the module. Instructors may substitute an alternative strategy with any of the focus areas of the modules provided that the learning outcome is met.

A. Cognitive Resources

1. Read the article *The Focused Leader* by Goleman, D. (2013), Harvard Business Press, Boston, MASS. The article may be downloaded at <https://hbr.org/2013/12/the-focused-leader>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how the notions of leadership presented in this article apply to education leaders.*
 - b. *Separate participants into groups of two or three to discuss. Have each group report to the large group discussing the following:*
 - i. *Discuss the three modes where leaders should direct their attention.*
 - ii. *Differentiate between cognitive and emotional empathy.*
 - iii. *How would the key leadership messages in this paper apply to education leaders?*
2. Participants to view the video *Character and Personality Ethics (2011)* by Steven Covey. This video may be found at https://www.youtube.com/watch?v=ACukmJ_5HSo
 - a. Ask participants to take note of the key messages of Mr. Covey's talk. Consider the answers to the following questions:
 - i. Differentiate between the character ethic and the personality ethic.
 - ii. Which of the ethics provides enduring effectiveness?
 - iii. How important principles in the repertoire for school leaders?

- iv. What implications does Mr. Covey's talk on personality vs character have for school leadership?

b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

B. Social Resources

1. Participants to view the videos *What is Emotional Intelligence, Dr. Daniel Goleman (2012)* and *Why aren't we more compassionate? Dr. Daniel Goleman (2007)* These videos may be found

at <https://www.youtube.com/watch?v=Y7m9eNoB3NU>

https://www.ted.com/talks/daniel_goleman_on_compassion?language=en#t-27764

- a. Ask participants to take note of the key messages of Dr. Goleman's talks. Consider the answers to the following questions:

- i. What are the four domains of emotional intelligence?
- ii. Is the level of emotional intelligence increasing or decreasing in society? Do you believe this is having an impact on the prevalence of mental health issues in our youth?
- iii. How important is emotional intelligence in the repertoire of skills for school leaders?
- iv. What implications does Dr. Goleman's talk on compassion have for school leadership?

b. *Separate participants into groups of two or three to discuss. Have each group report to the large group.*

2. Read the article *Exploring the Social Personal Leadership Resources: Perceiving Emotions, Managing Emotions & Acting in Emotionally Appropriate Ways, Ideas Into Action for School and System Leaders: Bulletin #7, 2014, Ontario Ministry of Education* in advance of the workshop. The article may be downloaded

at <http://www.edu.gov.on.ca/eng/policyfunding/leadership/ideasIntoAction.htm>

a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of personal leadership resources.*

b. *Separate participants into groups of two or three to discuss the article. Other considerations for group discussion:*

- i. Discuss how social personal leadership resources define "who you are" as a leader.

- ii. How are social personal leadership resources connected to the concept of emotional intelligence?
 - iii. Discuss the ten strategies for developing social personal leadership resources.

- 3. Read the article *Master the Four Styles of Resonant Leadership* by Goleman, D. (2016), LinkedIn. The article may be downloaded at <https://www.linkedin.com/pulse/master-four-styles-resonant-leadership-daniel-goleman?trk=v-feed>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of the social resources that contribute to leadership capacity.*
 - b. *Separate participants into groups of two or three to discuss the article. Other considerations for group discussion:*
 - i. What is resonant leadership? How could resonant leadership contribute to an effective suite of personal leadership resources?
 - ii. Differentiate between the four styles of resonant leadership.
 - iii. How does mindfulness contribute to the development of emotional intelligence?

C. Psychological Resources/Leadership Presentations

1. Separate participants into small groups of 3 or 4. Ask them to think of a principal for whom they have worked (or that they know of) who demonstrated exemplary “personal leadership” practices.
 - What are the practices that this principal demonstrated were so effective?
 - What were this principal’s strongest personal leadership resources and how did he/she demonstrate these?
 - As a teacher in this school, why was this important?
 - Have you made mistakes or witnessed mistakes in leadership that you have learned from?

Have each small group share the key points that were raised in this dialogue.

2. Read Chapter 1: A Deeper Meaning of Resilience from the book *Resilient School Leaders*(2005), ASCD, Boston, MASS. The chapter may be downloaded at <http://www.ascd.org/publications/books/104003/chapters/A-Deeper-Meaning-of-Resilience.aspx>

- a. Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how the notions of leadership presented in this article apply to education leaders.
- b. Separate participants into groups of two or three to discuss. Have each group report to the large group answering the following questions:
 - i. What is the difference between technical and adaptive change?
 - ii. Differentiate between cognitive and emotional empathy.
 - iii. How would the key leadership messages in this paper apply to education leaders?

3. Perspectives on Leadership Presentations (Assignment #3)

- These presentations should be scheduled for the last hour of each workshop for the last 4 or 5 workshops to ensure that all participants have the opportunity to present their paper.
- Participants will use an engaging method to present a 25 minute oral summary of their paper.
 - Present a summary of the main ideas in your paper (15 minutes)
 - Answer questions from the audience (10 minutes)

Possible Assignments:

1. Complete the Self-Scoring Seven Habits Profile. This profile may be downloaded at http://www.franklincovey.com/tc/mediaengine/public/files/7_habits_profile.pdf
Use the profile results to develop a personal plan to increase your effectiveness in seven habits.
2. Complete the section *Personal Leadership Resources* in the Self Assessment for School Leaders published by the Ontario Institute for Education Leadership. The tool may be downloaded from <https://education-leadership-ontario.ca/en/resource/self-assessment-tool-school-leaders/>

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Module 9 – School Administration

Module Overview

School leaders ensure the effective management of the school and resources to build and maintain a safe, efficient, and effective school environment. School leaders must have knowledge and skills related to planning processes, resource allocation, policy implementation, record keeping and reporting activities.

Learning Outcomes (adapted from the Leadership Certification Framework)

1. Develop knowledge and skills related to planning, management, record keeping, resource allocation and reporting to build and maintain a safe, efficient, and effective school environment.
2. Develop knowledge and skills in facilitating collaborative processes that involve staff, parents and community to develop shared values, vision, mission and priorities and to build effective interdependence between schools, families and communities.
3. Develop knowledge and capacity in decision-making and policy creation (i.e. electronic/social media policies) in collaboration with staff and communities.
4. Develop knowledge in the processes of budget development and resource allocation at the provincial, divisional and school level (including FRAME) and skills in the alignment of financial, human and material resources with school goals.
5. Develop skills in the establishment of a safe and healthy school environment, including liaising with external agencies and organizations that support and protect children.
6. Develop knowledge and familiarity with relevant legal, contractual and professional rights and responsibilities associated with school administration.

Suggested Strategies (choose 1 strategy from each category below):

Each module is separated into three focus areas. Each focus area has two or three alternative strategies with each strategy requiring approximately 1 to 1.5 hours of contact time. The instructional strategies include instructor-led and student-led discussions, student presentations, small and large group discussions, and collaborative and individual assignments.

Note: Instructors are expected to choose a minimum of one strategy in each focus area of the module. Instructors may substitute an alternative strategy with any of the focus areas of the modules provided that the learning outcome is met.

A. Planning and Goal Setting

1. Read the article *Setting Goals: The Purpose of Purpose*, *Ideas Into Action* School and System Leaders: Bulletin #4, 2014, Ontario Ministry of Education in advance of the workshop. The article may be downloaded at <http://www.edu.gov.on.ca/eng/policyfunding/leadership/ideasIntoAction.htm>
↓
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of goal setting in effective school leadership.*
 - b. *Separate participants into groups of two or three to discuss the article. Other considerations for group discussion:*
 - i. *Discuss the research perspectives on the importance of goal setting in school leadership.*
 - ii. *Discuss the common pitfalls to avoid in setting goals for schools.*
2. Review the information on the Manitoba Education and Advance Learning website related to school planning in Manitoba. The information may be accessed at <http://www.edu.gov.mb.ca/k12/ssdp/index.html>

Ask participants to take note of the requirements for planning in Manitoba schools and to download the school planning template.

- a. *Engage in a large group discussion regarding the requirements for school planning in Manitoba.*
- b. *Separate participants into groups of two or three to discuss the school planning templates. Use the following guiding questions for group discussion*
 - i. *How could these templates serve to inform a planning process at their school?*
 - ii. *What information and data would you need to identify priorities and set goals at their school?*
 - iii. *What challenges do you foresee in addressing those priorities?*
- c. *Have each small group report to the large group.*

B. School Management

1. Read the article *Aligning Resources with Priorities: Focusing on What Matters Most, Ideas Into Action for School and System Leaders: Bulletin #6, 2014*, Ontario Ministry of Education in advance of the workshop. The article may be downloaded at <http://www.edu.gov.on.ca/eng/policyfunding/leadership/ideasIntoAction.htm>
↓
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to speak to how this article contributes to their understanding of aligning resources to school priorities.*
 - b. *Separate participants into groups of two or three to discuss the article. Other considerations for group discussion:*
 - i. *Differentiate between the types of resources that school leaders manage.*
 - ii. *Discuss the key resource challenges which research and professional practice tell us are commonly encountered by school leaders.*
2. Review the resources on the Manitoba Education and Advance learning website related to school finance in Manitoba. The resources may be accessed at http://www.edu.gov.mb.ca/k12/finance/fund_grant.html
 - a. *Ask participants to review the resources and documents available in the funding/grants area as well as the FRAME reports area. Ask participants to be prepared to discuss the funding of schools in Manitoba.*
 - b. *Separate participants into groups of two or three to discuss the school funding in Manitoba. Considerations for group discussion:*
 - i. *Discuss the funding of schools in Manitoba and how revenue is generated for school divisions.*
 - ii. *Differentiate between base and categorical funding.*
 - iii. *Discuss the types of financial resources that school leaders manage.*
 - iv. *Discuss the key challenges faced by school leaders in managing school financial resources.*
3. Have participants conduct a critical analysis of a policy in place in their school division.
 - a. *Ask participants to choose one of their school division's policies (e.g. safe schools, student discipline, code of conduct, use of social media).*

- b. Each participant to conduct a critical analysis of the chosen policy with reference to. Ask them to take note of its corresponding legislation, appropriateness and comprehensiveness. They should also comment on how it could be improved.*
- c. Participants to discuss their analysis in small or large group discussion.*

Safe Schools

1. Review the resources on the Safe Schools Manitoba website, particularly those resources listed under Educators/Resources. The resources may be accessed at <http://www.safeschoolsmanitoba.ca/index.php>
 - a. Ask participants to download the Template for Creating Safe and Caring Schools from the website.*
 - b. Separate participants into small groups of 3 or 4 participants and ask them work collaboratively on completing the template for their school. Participants may need to follow with the Principal of their school to finalize the task.*
 - c. Have each small group share the key strategies and issues that were raised in their discussion.*
2. Invite a guest speaker from Safe Schools Manitoba, Canadian Center for Child Protection, local RCMP to discuss legal requirements and suggested for creating and maintaining safe schools in Manitoba.
 - a. Have participants take notes of the presentation and develop questions for the presenter within the framework of what they have learned about safe schools.*
 - b. Engage in group discussion regarding “best practice” and ongoing challenges of maintaining safe and caring environments in schools.*
3. Perspectives on Leadership Presentations
 - These presentations should be scheduled for the last hour of each workshop for the last 4 or 5 workshops to ensure that all participants have the opportunity to present their paper.
 - Participants will use an engaging method to present a 25 minute oral summary of their paper. This class presentation is worth 15 marks out of the 40 marks for this final assignment.
 - Present a summary of the main ideas in your paper (15 minutes)
 - Answer questions from the audience (10 minutes)

Possible Assignments:

1. Choose a provincial policy regarding education. Indicate why you think it was passed, what its impact has been, and suggest how and you might change it or ensure its realization.
2. Complete the Self Assessment for School Leaders published by the Ontario Institute for Education Leadership. The tool may be downloaded from <https://education-leadership-ontario.ca/en/resource/self-assessment-tool-school-leaders/>

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Module 10 – Student, Parent and Community Engagement

Module Overview

School leaders build, communicate and nurture a shared vision for their schools, within divisional and provincial frameworks, that reflect the needs of the community. They understand the role of leaders in setting direction; they possess the skills to build relationships within the school and with the wider community; and they build capacity to achieve successful outcomes for students.

This module will focus on the development of knowledge and understanding of building relationships with students, parents and the wider community in improving the learning and well being of students. It will also introduce the research and practical application of student engagement and student voice in improving learning environments.

Learning Outcomes (adapted from the Leadership Certification Framework)

1. Develop the knowledge and skills to build relationships within the school and with the wider community; and build capacity to achieve successful outcomes for students.
2. Develop knowledge and understanding of the strategies of engaging students in authentic student voice and decision-making in schools.
3. Develop understanding of the practical application of research regarding the relationship of student engagement with student achievement, learning and well-being.
4. Develop knowledge of current research and perspectives on authentic parental/community engagement and the role of the principal in leading schools that are responsive to their communities.
5. Develop knowledge and skills in facilitating collaborative processes that involve staff, parents and community in developing shared values, vision, mission and priorities and to build effective interdependence between schools, families and communities.
6. Develop awareness of resources beyond the school (community groups, outside agencies, etc.) and their relevance to the school vision.

Suggested Strategies (choose 1 strategy from each category below):

Each module is separated into three focus areas. Each focus area has two or three alternative strategies with each strategy requiring approximately 1 to 1.5 hours of contact time. The instructional strategies include instructor-led and student-led discussions, student presentations, small and large group discussions, and collaborative and individual assignments.

Note: Instructors are expected to choose a minimum of one strategy in each focus area of the module. Instructors may substitute an alternative strategy with any of the focus areas of the modules provided that the learning outcome is met.

A. Student Engagement and Student Voice

1. Read the research series publications entitled *2012 What Did You Do In School Today (WDYDIST) Research Series Reports (2012)* published by the Canadian Education Association. The titles of the publications are *1. The Relationship between student engagement and academic outcomes*, *2. The Relationship Between Instructional Challenge and Student Engagement*, *3. Trends in Intellectual Engagement*. These publications may be downloaded at <http://www.cea-ace.ca/research-publications/other?page=1>
 - a. *Distribute the publications in advance of session. Ask participants to read the reports and be prepared to discuss the research findings and their application to education.*
 - b. *Discuss the reports as a large group or separate participants into groups of two or three to discuss the reports. Considerations for group discussion:*
 - i. Discuss the differentiation between social, institutional and intellectual engagement.
 - ii. What is the relationship between student engagement and academic outcomes?
 - iii. What is the relationship between instructional challenge (the balance between students' skill levels and the challenge of their school work) and student engagement?
 - iv. Can the competencies students need in order to be successful in learning and in life (problem solving, critical thinking, collaboration, innovation, etc.) be developed through traditional approaches to instruction and assessment?
 - v. Discuss the implications of this research to policy and practice in school divisions.
2. Read the Spring 2012 MASS journal entitled *Student Voice/Student Activism* and the Spring 2016 MASS journal entitled *Student Citizens* in advance of the workshop. The Journal may be downloaded at <http://mass.mb.ca/resources/mass-journal/>
 - a. Choose an article from the journal that resonated with you in advance of session. Ask participants be prepared to speak to how this article represents Student Voice/Student Activism and summarize what are “take-aways” for you in your leadership role.

- b. Separate participants into groups of two or three to discuss. Have each group report to the large group.
3. Participants to investigate and discuss student voice policies and practices in place in their school division and school. The research portion of this activity will need to be assigned in advance session.
 - a. Discuss the reports as a large group or separate participants into groups of two or three for small group discussion. Considerations for group discussion:
 - Participants to report on their school policies and practices regarding authentic student voice. (e.g. surveys, advisory structures, classroom practices, etc.).
 - Participants to discuss their analysis of the strategies.
 - Participants to discuss their assessment of the most effective strategies for authentic student voice.

B. Parent Engagement in Schools

1. Read the article *“Parent Engagement: Building Trust Between Parents and Schools”* (March 2013) by Lorna Costantini. The article may be found at <http://www.cea-ace.ca/education-canada/article/parent-engagement>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to discuss how this article contributes to their understanding of authentic parent engagement in schools.*
 - b. *Separate participants into groups of two or three to discuss the article. Considerations for group discussion:*
 - i. Discuss the Epstein Model, a framework for developing school, family and community partnerships and it’s relevance to Manitoba schools.
 - ii. Discuss the strategies and related challenges suggested by Ms. Costantini for authentic parental engagement.
2. Read the article *Engaging parents in their children’s learning*, Principals Want to Know: Bulletin #20, 2013, Ontario Ministry of Education in advance of the workshop. The article may be downloaded at <http://edu.gov.on.ca/eng/policyfunding/leadership/pdfs/issue20.pdf>
 - a. *Distribute article in advance of session. Ask participants to read the article and be prepared to discuss how this article contributes to their understanding of authentic parent engagement.*

- b. *Separate participants into groups of two or three to discuss the article. Considerations for group discussion:*

- i. Discuss the following topics in relation to the article.
 - o different types of engagement
 - o proven strategies to enhance parent engagement
 - o barriers to parent engagement
 - o tools and resources to support parent engagement in their children’s learning at home and school.
- ii. View 3 or 4 of the 9 videos on Parents Reaching Out Grants – Promising Practices, Ontario Ministry of Education. The videos may be viewed at <http://www.edu.gov.on.ca/eng/parents/videos.html> . Discuss the strategies implemented and the potential for their own schools.

C. Community Partnerships

1. Read the document *School Partnerships: A Guide for Parents, Schools and Communities*, Manitoba Education and Advanced Learning in advance of the workshop. The document may be downloaded at http://www.edu.gov.mb.ca/k12/docs/support/school_partnerships/index.htm
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 - a. *Distribute document in advance of session. Ask participants to read the document and be prepared to discuss the advantages and challenges of parental engagement in schools.*
 - b. *Separate participants into groups of two or three to discuss this topic. Considerations of topics for group discussion:*
 - *encouraging parents and communities to be partners in learning*
 - *increasing and sustaining school partnership participation*
 - *supporting open communication in school partnerships*
 - *exploring a roles and responsibilities of school partnerships*
 - *recognizing and addressing potential disputes*
 - *outlining procedures and guidelines for formalized school partnerships*
2. Invite a guest speaker from the community who can speak to community partnerships with schools. Some examples include local service clubs, government agencies, volunteer organizations, early childhood providers or local law enforcement.

- a. Have participants take notes of the presentation and develop questions for the presenter within the framework of how potential or existing partnerships benefit student learning or well being.
 - b. Engage in group discussion regarding potential partnerships and what would be required to initiate, implement and evaluate effectiveness.
3. Perspectives on Leadership Presentations
- These presentations should be scheduled for the last hour of each workshop for the last 4 or 5 workshops to ensure that all participants have the opportunity to present their paper.
 - Participants will use an engaging method to present a 25 minute oral summary of their paper. This class presentation is worth 15 marks out of the 40 marks for this final assignment.
 - Present a summary of the main ideas in your paper (15 minutes)
 - Answer questions from the audience (10 minutes)

Possible Assignments:

1. Research a topic of choice from the following list and prepare a 2-page summary of your findings as it relates to education in Manitoba. Topics include:
 - Student Voice
 - Parent engagement
 - Community partnerships
 - Inter-agency partnerships

Possible Additional Readings/References:

Bower, J. (2011, April 25). Grading: Where do I stand? *For the love of learning*. (Weblog). Available at: <http://www.joebower.org/2011/04/grading-where-do-i-stand.html>

Delgado-Gaitan, C. Foreword in J. Allen, *Creating Welcoming Schools: A practical guide to home-school partnerships with diverse families* (New York: Teachers College Press, 2007), ix-x.

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Epstein, Joyce L., M. G. Sanders, S. B. Sheldon, B. S. Simon, K. Clark Salinas, [N. Rodriguez Jansorn](#), F. L. Van Voorhis, C. S. Martin, B. G. Thomas, M. D. Greenfeld, D. J. Hutchins, and K. J. Williams, *School, Family, and Community Partnerships: Your handbook for action*, 3rd Edition (Thousand Oaks, CA, Corwin Press: 2002).

Epstein, J.L. (2011). *School, Family, and Community Partnerships: Preparing Educators, and Improving Schools*, 2nd ed. Boulder, CO: Westview Press.

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Henderson, A. T. and Mapp, K. L., *A New Wave of Evidence: The impact of school, family, and community connections on student achievement* (for the National Center for Family & Community Connections with Schools, Austin, TX: Southwest Educational Development Laboratory, 2002).

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National Research Council — Institute of Medicine. (2003). *Engaging schools: Fostering high school students' motivation to learn*. Washington, DC: The National Academies Press.

Pope, D. C. (2001). *Doing school: How we are creating a generation of stressed-out, materialistic and miseducated students*. New Haven, CT: Yale University Press.

Scardamalia, M., Brandsford, J., Kozma, B., & Quellmalz, E. (2010). *White Paper 4: New assessments and environments for knowledge building*. Melbourne: University of Melbourne.

Willms, J. D., Friesen, S., & Milton, P. (2009). ***What did you do in school today?*** *Transforming classrooms through social, academic and intellectual engagement — First national report*. Toronto, ON: Canadian Education Association.

