

Course ID:	Course Title:	
ELQS 002	Being a Transformational Principal	Prerequisite: ELQS 001
		Credits: n/a

Class Information		Instructor Information		Important Dates	
Days:	Zoom Synchronous Sessions TBD	Instructor:	John Picard, M.Ed	First day of course:	Monday, June 15, 2020
Time:	TBD	Email:	John.picard@ambrose.edu	Last day to add/drop, or change to audit:	Monday, June 22, 2020
Room:	n/a	Phone:	403-827-5040	Last day to request revised exam:	N/A
Lab/ Tutorial:	n/a	Office:	n/a	Last day to withdraw from course:	Monday July 6, 2020
		Office Hours:	By appointment	Last day to apply for coursework extension:	Monday, July 13, 2020
Final Exam:	n/a			Last day of classes:	Saturday, July 18, 2020

Course Description

Consolidate theory, your personal beliefs and contextual knowledge by focusing on instructional leadership, managing school operations, vision building and fostering effective relationships for a flourishing school culture. You will curate a personal leadership reflection related to the Leadership Quality Standard that showcases your ongoing growth as a leader, as well as a Professional Growth and Development Plan.

Expected Learning Outcomes

- Manage self in the complexities of leadership in the school setting
- Outline the role and responsibilities as defined by the School Act
- Consolidate and present a leadership growth plan through a curated portfolio
- Negotiate and manage the competing interests of the learning community and the loyalties of the leader
- Consolidate and integrate understanding of educational theories, initiatives and fads as an instructional leader
- Interpret and apply relevant data to decision-making processes as a principal teacher

Leadership Quality Standards

The course will reference and enhance your understanding of all nine leadership competencies:

- A leader builds positive working relationships with members of the school and local community.
- A leader engages in career-long professional learning and on-going critical reflection to identify opportunities for improving leadership, teaching and learning.
- A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.
- A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.
- A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.

- A leader ensures that every student has access to quality teaching and optimum learning experiences.
- A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.
- A leader effectively directs operations and resources.
- A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.
- Enable the learning community to gain knowledge, understanding and respect for the FNMI community

Course Organization

This course is organized into five modules delivered over 15 weeks (3 weeks per module). There will be announcements, readings, discussion forums, and reflections for each module as listed in Moodle. There will be a face-to-face class at the conclusion of the course to present the leadership portfolio to your peers. You should expect to spend about 8 hours per module.

<i>ELQS 002 MODULES</i>	<i>Topics and Tasks</i>	<i>Leadership Quality Standards Covered</i>
<p>Get Real – Week 1 June 15 to 21</p> <p>Discussion Posts and Commonplace initial Entry due by June 21</p>	<p>Develop your understanding of yourself as an educational leader:</p> <p>How do the readings connect with your thinking about humility, "other" orientation, servant leadership, and moral purpose?</p> <p>What are your fundamental values and ideals about leadership, as you see yourself as a leader?</p> <p>Compare your self-assessment of the Leadership Quality Standards done at the end of ELQS I with your understanding of yourself (through consideration of personality and notions of transformative leadership) in the first week.</p>	<p>Modelling Commitment to Professional Learning Embodying Visionary Leadership</p>
<p>Get Along – Week 2 June 22 to 28</p> <p>Discussion Posts due by June 28</p>	<p>Being a principal is all about relationships. How do you build relationships with others? This section includes readings on the importance of listening in building both relationships and trust.</p> <p>The section also includes questions for reflection on the role of the school leader in the management of student behaviour, including building relationships, discipline, and the connection between discipline, counselling and learning.</p> <p>Finally, you will find some direction in using your LQS self-assessment to begin to develop a "Transformative Leadership Professional Growth and Development Plan" as well begin your personal "Reflections on the Competencies".</p>	<p>Fostering Effective Relationships Modelling Commitment to Professional Learning Leading a Learning Community Supporting the Application of Foundational Knowledge about FNMI Providing Instructional Leadership Developing Leadership Capacity</p>

<p>Get Informed – Week 3 June 29 to July 5</p> <p>Discussion Posts and Commonplace Entry (initial thoughts/drafts of PGD plan and Reflections on the Competencies) due by July 5</p>	<p>What is your thinking about the tendency in education to experience "pendulum swings" in recommended educational practices?</p> <p>How might you use research to <i>get informed</i>?</p> <p>How will you provide instructional leadership to teachers and engaging teachers in professional improvement?</p> <p>Discuss how classroom visits interact with, and impact, your capacity to effectively demonstrate high standards in many of the Leadership Quality Standards.</p>	<p>Fostering Effective Relationships Modelling Commitment to Professional Learning Embodying Visionary Leadership Leading a Learning Community Supporting the Application of Foundational Knowledge about FNMI Providing Instructional Leadership Developing Leadership Capacity Understanding and Responding to the Larger Societal Context</p>
<p>Get Focused – Week 4 July 6 to 12</p> <p>Discussion Posts due by July 12</p>	<p>The focus in <i>get focused</i> will be on "Decision-Making".</p> <p>You will revisit the notion of "moral purpose" and the larger questions of "why", or purposes and goals in general, and consider the link between relationships of trust, teacher professional growth and development, resources human and otherwise, and <u>the making of decisions.</u></p>	<p>Fostering Effective Relationships Embodying Visionary Leadership Leading a Learning Community Providing Instructional Leadership Developing Leadership Capacity Managing School Operations and Resources</p>
<p>Get Going – Week 5 July 13 to 19 Final "PGD Plans" and "Reflections on the Competencies" documents due by July 19 – can be in Commonplace Book.</p>	<p>You will now spend this last section consolidating, organizing and finalizing your Reflections on the Competencies as well as the final draft of your Personal Leadership Growth Plan.</p>	<p>Modelling Commitment to Professional Learning Leading a Learning Community</p>

Textbooks

Readings will be located in Moodle shell.

Course Schedule

See Above and Moodle

Requirements

This course is a pass/fail. All components listed below must be completed for a passing grade. The Common place book entries will inform the Personal Leadership Growth Plan and the Living Leadership Portfolio.

Assessment	Due Date
Discussion forum contributions (5 posts plus 2 responses)	On-going, (end of weeks 1,2,3, and 4)
Personal Leadership Growth Plan as informed/developed through the Commonplace Book and Mentorship conversations	On-going, (end of weeks 3 and 5)
Reflections on the Competencies, also informed/developed through the Commonplace Book.	Ongoing, (end of weeks 3 and 5)

Commonplace Book

The **Common Place Book** for ELQS 001 will be a place to develop an expression of your thinking in each of the competencies as well as a growth plan related to your self-assessment completed at the end of the ELQS 001 course.

You will begin by briefly comparing your self-assessment to your understanding of yourself as a person and leader. This should not be broken down by competencies but should be an overall impression.

The next piece (*Reflections on the Competencies*) is to consider each of the competencies and something that symbolizes your way of thinking and being about each one. This could be (*as examples*) an object or artifact, a comment, criticism or compliment received from someone, or a quote, which serve as a basis for a brief description or reflection of your thinking about yourself regarding each of the competencies. (Note that the same item or quote, for example, might actually be the basis for reflecting on two or more of the competencies, as there is lots of integration between them). Please note that we are not looking for a long comprehensive reflection on this – but rather a focused description of what each competence *essentially* means to you. This should be a maximum of 100 to 150 words for each competence – something, for example, that you might use as an introductory response to a question about that competency in an interview.

The final piece is to look at your areas for growth and deciding on which ones you would most like to concentrate your growth efforts over then next year or two, using the *Transformative Leadership Professional Growth and Development Plan* to be found on the Moodle.

Directions for the Common Place book will be fleshed out in each module, with the goal of producing two final documents:

Reflections on the Competencies (900 to 1400 words maximum)

Transformative Leadership Professional Growth and Development Plan

Assessment #1 Online discussions and posts

Rationale

This is an online course, and the quality your experience here is largely determined by the degree to which you engage with the content, your instructor, and your peers online. For this reason, your participation is expected for a passing grade. This will also be one of the places where you are held accountable for the reading and viewing tasks. Posts should be between 200 and 300 words in length. Please practice writing succinctly.

Instructions

Complete the assigned reading, viewing and project tasks for that week. You are then required to complete the discussion tasks online as outlined in Moodle.

Protocol for posting and contributing

- Refer to the readings – please back up opinions and personal experiences with the relevant literature and course materials.
- Be respectful to one another and use each other's names to build online presence.
- Post in a timely manner so that the entire community of learners has access to your ideas and contributions.
- Be aware of grammar and sentence mechanics.
- Stick to the work length.

- Connect to the week’s readings and your own experience.

Performance Guidelines and Expectations

The instructor will engage with you in the forums and provide informal and on-going feedback about the quality of your postings. Final evaluation of your online participation will happen after week 4.

	Expected performance	Superior	Acceptable	Weak
Response to and comprehension of content	Provocative, critical, depth of thought and reasoning is obvious, connects theory and practice/opinion/experience.			
Engagement with peers	Extends the conversation with an alternative perspective, feedback to further learning, and/or additional ideas and resources.			
Care (Length, Grammar and Spelling, Clarity, Responsibly cited)	Posts are composed and organized with clear and succinct. Grammar and spelling are attended. Citations are included as appropriate.			
Completion	All posts are completed as required in a timely manner.			
Overall		Pass	Pass	Incomplete/Fail

Assessment #2

Transformative Leadership Professional Growth and Development Plan

Rationale

As a function of “modelling commitment to professional learning” and as a means of demonstrating your understanding of, and commitment to, the Leadership Quality Standards, your Transformative Leadership Professional Growth and Development Plan will permit you to continue in assessing your areas of strengths and areas for growth in each of the competencies.

Instructions

A template will be provided as a *Guide* to the ongoing development of your Professional Growth and Development Plan, stemming from your initial Self-Assessment using the tool provided in Module 5 of ELQS 001, and reflecting your growth in understanding of the competencies and numerous indicators.

Performance Guidelines and Expectations

Meeting the requirements of the template provided including actions plans with timelines and means of monitoring progress and success, as well as capacity for responding to instructor queries about the plan.

Assessment #3

Reflections on the Competencies

Rationale

This project gives you a chance to synthesize what you have learned during your time with us in connection to the competencies of the Leadership Quality Standard. Our hope is that you now have an understanding of yourself as a relationship-driven, reflective and thoughtful leader as explored through our GET (Growth in Educational Transformation) model of Transformational leadership.

Instructions

The task is to consider each of the competencies and something that symbolizes your way of thinking and being about each one. This could be an object or artifact, a comment, criticism or compliment received from someone, or a quote (*as examples*), which serve as a basis for a brief description or reflection of your thinking about yourself regarding each of the competencies. (Note that the same item or quote, for example, might actually be the basis for reflecting on two or more of the competencies, as there is lots of integration between them). Please note that we are not looking for a long comprehensive reflection on this – but rather a focused description of what each competence essentially means to you. This should be a maximum of 100 to 150 words for each competence – something, for example, that you might use as an introductory response to a question about that competency in an interview.

Questions that you might consider:

What kind of leader will you be? How did you get here? Whose voices have and will continue to influence and inform your decisions? How will you be in relationship with others where trust is central to your purpose? How will you listen before you respond? How will you know what you don't know? What are your plans for growth moving forward?

Criteria

The criteria used to evaluate your project are:

Pass		Needs Resubmission
	<ul style="list-style-type: none"> • Personal, and reflective of you. • Artifacts directly connect to each of the Nine Competencies of the LQS • Communicates who you are- your beliefs, values and philosophy as a Leader in Education 	

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not

comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.