

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2022</b>
<b>Extended Learning</b>	<b>ELQS 001- Becoming a Transformational Leader</b>	<b>Prerequisite: Interim Cert.</b>
		<b>Credits: None unless connected to Yorkville University M.Ed.</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	Online	<b>Instructor:</b>	Sherry Martens, Ph.D.	<b>Regular Classes Begin:</b>	Saturday September 17, 2022 Synchronous Session 10:30- 11:30 am
		<b>Contact:</b>	<a href="mailto:Sherry.martens@ambrose.edu">Sherry.martens@ambrose.edu</a> 403-819-8589	<b>Last Day to Add/Drop:</b>	N/A
		<b>Office Hours:</b>	By arrangement	<b>Last day to withdraw:</b>	N/A
				<b>Last Day of Classes:</b>	December 3, 2022

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

### Course Description

Begin to develop your personal vision of leadership through guided inquiry, case studies and journaling. Reflect and question your personal beliefs about leadership through a focus on research and best practices about transformative leadership, interwoven with personal reflection and narrative.

The course focusses on scaffolding research and best practices interwoven with personal reflection and narrative moving from foundational to application of the competencies. Participants will be asked to connect their own professional and academic learning experiences to the course content, focused on the leadership competencies, culminating in the creation of a draft leadership development growth plan, considering and addressing key questions, including:

Who are you as leader?

What values, beliefs and experiences have shaped your educational journey?

How will these inform your work as a leader and shape the vision of your school?

How will you engage all members of the learning community including teachers, school staff, students and parents?

How will you utilize research to maximize learning opportunities for students?

Who are your learners? How might you think about supporting teacher professional development to create optimal learning environments?

How will you navigate and respond to the political, social, legal, and cultural contexts impacting your school and school authority?

### **Expected Learning Outcomes**

- Justify transformative and servant leadership in educational contexts
- Recognize personal patterns of thought, misunderstandings and ignorance – what has shaped one’s personal view as a leader.
- Create a draft Leadership Quality Standard growth plan based upon a self-assessment rubric
- Interrogate leadership and instructional theories and initiatives
- Articulate the competing interests of the learning community and competing loyalties of the leader
- Model the importance of building positive relationships with members of the school community
- Apply foundational knowledge about FNMI for the benefits of all

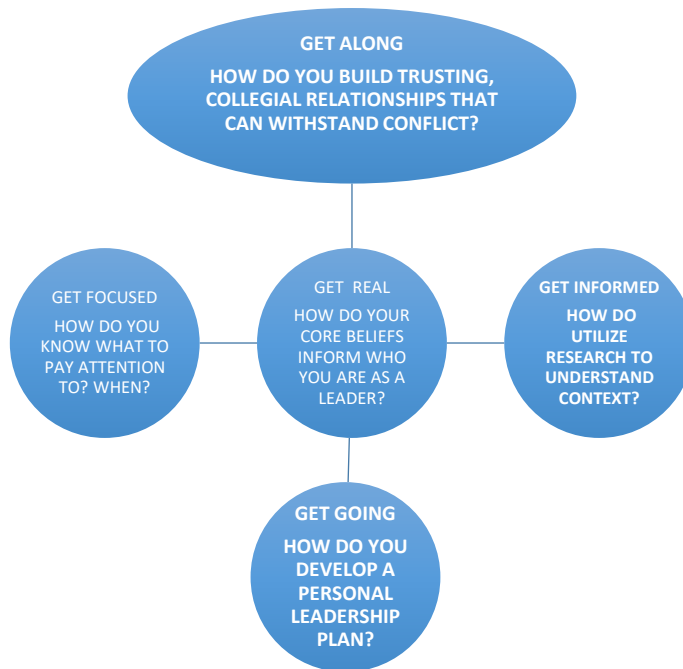
### **Leadership Quality Standards**

The course will focus on:

- 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 understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

### **Course Organization**

This course is organized into five modules delivered over 10 weeks that focus on an aspect of the GET (Growth in Educational Transformation) model:



Martens, Picard and Young, 2018.

The first module will commence with a face-to-face class on campus and then continue online. There will be fortnightly announcements, readings, discussion forums, and reflections as listed in Moodle. You should expect to spend about 6 hours per module.

**Textbooks**

Readings as assigned on Moodle.

**Attendance:**

The course is intended to be asynchronous with opportunities for optional “Coffee and Conversation” sessions on Zoom where we will informally discuss questions, posts or other issues that are arising for the participants. These sessions can serve as personal professional learning that focuses on self rather than what is needed for others, creating an “Ethic of Care” community. **All assignments need to be completed, at meeting or exceeding, in order to achieve a passing mark for the course.**

**Course Schedule**

Date	Topics	Tasks
Sept. 17-Oct. 1 Weeks One and Two Get Real LQS Focus #2, 3 and 5	Getting to know ourselves and others: Through a Zoom Conversation Saturday Sept. 17 <sup>th</sup> from 10:30-11:30 am (located on Moodle shell and emailed) How do our beliefs and experiences influence who we are and who we will be as leaders? How do we build upon our foundation of self as we engage with others?	Introductions Personal Inventory What is transformational leadership? Moodle Discussion Posts for Week One and Two completed by Oct. 1  Send Sherry Commonplace link, doc, etc. by Oct. 2nd

		Sept. 24 <sup>th</sup> 10:30-11:30 Coffee and Conversation (Link posted in Moodle)
Oct. 3- Oct. 15 Weeks Three and Four Get Along LQS Focus #1, 2 and 5	It is all about relationships:  How do we build strong relationships with others-staff, students and parents? How can we listen deeply so that our relationships will enable more effective personal and educational leadership? How can we be good advocates and inquirers? How do we balance the need for consultation and providing direction? How will our relationships enable better instructional and educational leadership?	Saturday Oct. 15 <sup>th</sup> 10:30-11:30 Coffee and Conversation- (Link posted in Moodle)  Discussion Posts and Commonplace Entry completed by Oct. 15 <sup>th</sup>
Oct.17-Oct. 29 Weeks Five and Six Get Informed LQS Focus- #3, 5 and 9	It is about utilizing research to understand context:  How do you make sense of school context, climate and culture to ensure optimal learning experiences for all learners? How do you come to understand what you don't know in making sense of the bigger picture of the lifeworld of the school?	Discussion Posts and Commonplace completed by Oct. 29 <sup>th</sup>  Send Sherry a link, doc, etc. to Commonplace book by Oct. 30 <sup>th</sup>
Oct. 31-Nov.12 Weeks Seven and Eight Get Focused LQS Focus- #3	What do you pay attention to? When?  How do you lead others to a place where clarity of vision and a common commitment to a preferred future is not only shared but lived out in action?	Saturday November 5 <sup>th</sup> 10:30-11:30 Coffee and Conversation (Link posted in Moodle)  Discussion Posts and Commonplace completed by Nov. 12 <sup>th</sup>
Nov. 14-Nov.26 Weeks Nine and Ten Get Going LQS Focus- #4	Now, it's your turn...  How do you envision modelling the way, inspiring a shared vision, challenging the process and enabling others to act with mind and heart?	Saturday Nov. 19 <sup>th</sup> 10:30-11:30 Coffee and Conversation (Link posted in Moodle) Discussion Posts completed by Nov. 26 <sup>th</sup> Send Sherry final Commonplace including synthesis by Nov. 27 <sup>th</sup>
Nov. 28-Dec 3 Leadership Development Draft Growth Plan	Using the LQS Assessment tool, consider your areas of strength and areas for growth. How do you know this? What is the evidence that you would provide that would support	Saturday Dec. 3 <sup>rd</sup> 10:30-11:30 Coffee and Conversation (Link posted in Moodle)

	your plan? Who might be able to assist or mentor you along the way?	Complete the draft LQS Assessment considering your areas of strength and growth by Dec. 4th
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**Requirements**

This course is a pass/fail. All components listed below must be completed for a passing grade.

Assessment	Due Date- See Schedule for specific dates
Discussion forum contributions (5)	Completed BY the of week 2, 4, 6, 8 & 10
Commonplace Book (5)	Completed at the end of week 2, 4, 6, 8 and 10 Handed in on Oct. 2 <sup>nd</sup> , Oct. 30 <sup>th</sup> , and Nov. 27 <sup>th</sup>
Draft Leadership Professional Growth Plan	End of week 10/11

**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 and cite using APA style.
- 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 regularly 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 10.

Criteria	Exceeding	Meeting	Needs Improvement
<b>Response to and comprehension of content</b>	Provocative, critical, depth of thought and reasoning is obvious, connects theory and practice/opinion/experience.	Posts have personal insights and connections to personal experiences and observations, with some connections to the week's readings, videos, concepts.	Response is off topic and unconnected to theme of the week or the readings, videos, or concepts of the week.
<b>Engagement with peers and personal voice</b>	Extends or advances the conversation in response to a post by a peer with an alternative perspective, feedback to further learning, and/or additional ideas and resources to consider moving forward; and positively expresses one's own observations, feelings, needs and encourages others. Models genuine respect of others which contributes to a caring and meaningful presence online.	Response to a post by a peer, connecting post and response with a personal connection and perspective related to the weeks theme, and/or textbook; and articulates a view with one's own personal values: demonstrating understanding of others perspectives/experiences. Generally shows respect for others when expressing self (views, ideas, connections); most interactions with peers are positive.	No response to peers or partially crafted responses. Response does not add to the conversation or move thinking forward, providing no insights; and expresses self (views, ideas, connections) in a way that does not support positive interactions with peers or show respect.
Completion, Length, Grammar and Spelling, Clarity, Responsibly cited)	Posts are completed and composed, organized, succinct, with proper grammatical structures and spelling. Reference readings, resources and learning support ideas and rationale for post/response. APA style used for citations with little or no errors.	Posts are complete, using proper grammatical structures and spelling making references to textbook, personal experiences, surfacing of new questions/wonderings. APA style used for citations with some errors.	Posts are incomplete or missing proper grammatical structures, with spelling errors. No citations are used to connect weeks readings, videos, or concepts/themes. APA style not used for citations.

## Assessment #2 – Commonplace Book

### Rationale

This reflective activity will be a way to summarize your readings, classroom experiences and applications, and surface new questions. Schon (1983, 1990) and Surbeck, Han, and Moyer (1991) indicate that reflection develops in a hierarchical manner. Schon suggests that initially, two types of reflection exist: reflection-on-action and reflection-in-action. Both are reactive. A third type of reflection, reflection-for-action, is the desired outcome of both previous types of reflection.

The philosophical perspective of reflective thinking recalls Dewey's description: "Reflective thinking requires the continual evaluation of beliefs, assumptions, and hypotheses against existing data and against other plausible

interpretations of the data" (King and Kitchener, 1994, p.7). An individual engages in reflective thinking to "perceive the state of her own mind." From the philosophical perspective, however, one may say either that reflective thinking is not limited to the context of problem solving or that problem solving is the natural state of the philosophical mind that always questions authority and the existence of one single correct answer. Richard Paul compares reflective thinking to the philosophical mind. The philosophical mind routinely probes the foundations of its own thought, realizes that its thinking is defined by basic concepts, aims, assumptions, and values. The philosophical mind gives serious consideration to alternative and competing concepts, aims, assumptions, and values, enters empathetically into thinking fundamentally different from its own, and does not confuse its thinking with reality. By habitually thinking in a global way, the philosophical mind gains foundational self-command, and is comfortable when problems cross disciplines, domains, and frameworks. A philosophical mind habitually probes the basic principles and concepts that lie behind standard methods, rules, and procedures. The philosophical mind recognizes the need to refine and improve the systems, concepts, and methods it uses and does not simply conform to them. The philosophical mind deeply values gaining command over its own fundamental modes of thinking. (Paul, 1990, p. 448)

Writing as a way to process the notions of reflectivity is an essential activity in leadership. The commonplace book allows for a place to record our own experiences and thoughts as we interact with the texts and each other. The purpose of the commonplace book is to better understand ourselves and others as we consider the multiple lenses of leadership. The idea of a commonplace book according to Dr. Hans Smits, (University of Calgary), is an ancient one. Derived originally from the Latin, *locus communis*—literally what is common in our lived spaces—and from the Greek, *koinos topos*—"general theme," a commonplace book allows us to record our questions, comments, connections, problems and ideas about what we are reading about and discussing with one another.

**Instructions**

The expectations for the commonplace book are simple: to write/draw/speak in response to the texts and readings that are assigned each two weeks. The format is up to you! You might consider using Padlet, a word doc, etc. You will also see questions that can also guide the entry in conjunction to the readings. In responding to the text, do not summarize the key ideas but rather write about how you are connecting the ideas in the text to your work, experience, other reading/discussion that is happening in the course, school-life, etc. Some sample questions that you might consider:

- What does the reading evoke for you? How is connecting to discussions or experiences at your school?
- What are the questions that arise as a result of the reading?
- How do you relate to the readings as a result of your own experiences and understandings?
- What interests you? Challenges your thinking?
- How would you consider utilizing the ideas presented in the text in your classroom? In your school? Do you see evidence of the key principles in your classroom or other classrooms?
- How are you taking up the text as a teacher? As a school-based leader? Are these frames the same or different?

This is not an exhaustive list and these are only guidelines. Reflect on your entries and look for connections with what is happening in your school, in the news, on social media, in discussions with colleagues and classmates. You will be using what you are writing in consideration of the development of your growth plan.

In addition to the two entries per month-there will be a final synthesis of learning (Two-Three pages) where you will look back on what you have been writing about and look for key ideas, resurfacing notions, etc. This will be handed in as a part of your final entry.

**Evaluation**

<b>Criteria</b>	<b>Exceeding</b>	<b>Meeting</b>	<b>Needs Improvement (will need to consult with professor and</b>
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			develop a plan for improvement)
<b>Competence and Commitment</b>	Consistently prepared entries with appropriate citations of articles, etc. Provides knowledge and insights from group discussions and other experiences. Asks and explores questions beyond classroom discussion. The self-reflection was thoughtful and showed insight and future implementations.	Entries are done but are summaries of articles, discussions rather than new insights. No citations of materials discussed. Some questions asked but not explored.	Entries are not done or partially prepared; few connections to personal or work -related examples. Writes only about what is discussed in class with no extensions.
<b>Care</b>	Consistently contributes insightful examples of personal experiences of the relationship of theory to practice.	Contributes some insight from reflection on personal experience related to content of assignment.	Contributes no insight from reflection on personal experience related to content of assignment.

### Assessment #3 – Leadership Professional Growth Plan

Complete the Leadership Professional Growth plan located in Moodle. Consider the last several weeks and how your thinking may have changed. What do you think you need to focus on? Why do you think that? What resources might assist you in learning more in that area? You will be utilizing the plan in ELQS 002 and having it serve as the catalyst for your final Living Exhibition Portfolio as the final assessment in the next course.



## **Ambrose University Important Information:**

### **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.

### **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 Academic Calendar. 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.

### **Standards of Behaviour in the Classroom Setting**

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### **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. 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.

### **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

### **Privacy**

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](mailto:privacy@ambrose.edu).

### **Coursework Extensions**

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member,

make it impossible for you to complete the course work on time; and

- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline.

A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University.

Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](https://ambrose.edu/crisissupport) for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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