

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

Class Information		Instructor Information		Important Dates	
Days:	Asynchronous Online, with optional Zoom Sessions	Instructor	Lloyd Boody, M.Ed	First day of course: Regular Classes Begin	January 20, 2024 Zoom Session Jan 20 10:30 AM
Time:	n/a	Email:	lloyd.boody@ambrose.edu	Last day to add/drop, or change to audit:	January 20, 2024
Room:	n/a	Phone:	403-443-1128	Last day to request deadline extension:	March 30, 2024
Lab/Tutorial:	n/a	Office:	n/a	Last day to withdraw from course:	March 30, 2024
		Office Hours:	By arrangement	Last day of classes:	March 30, 2024

Course Description

As the second of two required courses, this course meets the expectations of the Professional Standards, Leadership Quality Certification as approved by Alberta Education, and is recognized by the Professional Standards Branch for Certification purposes.

Develop your understanding of yourself as an educational leader:

Education is a people business. One must *get real* with one's self, and *get along* with others, in order to *get informed* about what people think and believe, and about what is really happening in your school.

This leads to true opportunities to *get real* with others, *get focused* on developing a common vision and solving problems, and *get going* on meeting goals and finding solutions.

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 portfolio that showcases your ongoing growth as a leader.

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
- Develop a personal understanding of the 9 LQS competencies
- Consolidate and present a leadership growth plan
- 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.

Course Organization

This course is organized into five modules delivered over 10 weeks (2 weeks per module), with each module focused on an aspect of the GET Model - Growth in Educational Transformation. There will be announcements, readings, videos, podcasts, discussion forums, and reflections for each module as listed in Moodle. You should expect to spend about 10 hours per module.

ELQS 002 MODULES	Topics	Tasks
<p>Get Real – Weeks 1 to 2 January 20 to February 3, 2024</p> <p>LQS Focus #2, 3</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>Moodle Readings, viewings</p> <p>Intro Zoom Meeting Jan 20, 10:30 AM</p> <p>Complete Finding Your Leadership Style</p> <p>Get Real Discussion Post completed by Feb 3</p> <p>Send Lloyd Commonplace reflections by Feb 3</p>
<p>Get Along – Weeks 3 to 4 February 5 to February 17, 2023</p> <p>LQS Focus #1, 2, 4, 5, 7</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, both when building relationships and trust.</p> <p>The section also includes questions for reflection on the role of the school leader in the management of student behavior, including building relationships, discipline, and the connection between discipline, counseling 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"</p>	<p>Moodle Readings, viewings</p> <p>Optional - Complete 6 Types of Working Genius assessment</p> <p>Optional Coffee Chat Zoom Meeting Sat Feb 10, 10:30 AM</p> <p>Get Along Discussion Post completed by Feb 17</p> <p>Send Lloyd Commonplace reflections by Feb 17</p>
<p>Get Informed – Weeks 5 to 6 February 19 to March 2, 2024</p> <p>LQS Focus #1 - 7, 9</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 engage 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>Moodle Readings, viewings</p> <p>Get Informed Discussion Post completed by Mar 2</p> <p>Send Lloyd Commonplace reflections by Mar 2</p>
<p>Get Focused – Weeks 7 to 8</p>	<p>The focus in <i>get focused</i> will be on "Decision-Making".</p>	<p>Moodle Readings, viewings</p>

March 4 to March 16, 2023 LQS Focus #1, 3, 6, 7, 8	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, and the making of decisions.	Optional Coffee Chat Zoom Meeting Sat Mar 16, 10:30 AM Get Focused Discussion Post completed by Mar 16 Send Lloyd Commonplace reflections by Mar 16
Get Going – Weeks 9 to 10 March 18 to March 30, 2024 LQS Focus #2, 7	Get Going - Modeling Commitment to Professional Learning while Leading a Learning Community. You will now spend this last section consolidating, organizing and preparing your Reflections on the LQS Competencies as well as the final draft of your Leadership Professional Growth and Development Plan	Submit by March 30: 1 - Assessment #2 – Transformative Leadership Professional Growth and Development Plan 2 - Assessment #3 Reflections on the Competencies

Textbooks

Readings will be located in the 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.

Assessment	Due Date
Discussion forum contributions (4)	On-going, submit at end of week 2 (Feb 3), week 4 (Feb 17), week 6 (Mar 2), and week 8 (Mar 16)
Commonplace Book Entries (4)	On-going, submit at end of week 2 (Feb 3), week 4 (Feb 17), week 6 (Mar 2), and week 8 (Mar 16)
Transformative Leadership Professional Growth and Development Plan (as informed/developed through the commonplace book and mentorship conversations)	End of week 10 (March 30)
Reflections on the Competencies (a <u>focused</u> description of what each competency <u>essentially</u> means to you.)	End of week 10 (March 30)

Commonplace Book

150 Ambrose Circle SW, Calgary, AB T3H 0L5
 T 403-410-2000 TF 800-461-1222
 info@ambrose.edu
 ambrose.edu

The “**Common Place Book**” for ELQS 002 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 on the leadership dimensions to your understanding of yourself as a person and leader, taking into account the personality assessment done in the first module of the first course. This should not be broken down by competencies but should be an **overall impression**.

Instructions The expectations for the commonplace book are simple: **to write/draw/speak in response to the texts and readings that are assigned in each module**. Choose your own format - you might consider using Padlet, a word doc, create a video or audio file, etc. We will pose questions that may also guide your entry in conjunction to the sources. In responding to the sources, do not summarize the key ideas; rather, write about how you are connecting the ideas in the sources 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 source evoke for you? How is it 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 sources 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 source 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. Reflections from the Common Place book will have additional prompts in each module, with the goal of producing two final documents:

Transformative Leadership Professional Growth and Development Plan

The *Transformative Leadership Professional Growth and Development Plan* is to be done using the template on the Moodle to look at your areas for growth and deciding on which ones (suggest 2 competencies, but a maximum of 3) you would most like to concentrate your growth efforts over the next year or two.

Reflections on the Competencies (900 to 1400 words maximum)

The *Reflections on the Competencies* final assignment is to consider and share something that symbolizes your way of thinking and being about each competency. This could be (*as examples*) an object or artifact, a comment, criticism or compliment received from someone, a quote, etc., which serves 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 significant 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 competency – something, for example, that you might use as an introductory response to a question about that competency in an interview.

Assessment #1 – Online discussions and posts

Rationale

This is an online course, and the quality of 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 150 and 250 words in length. Please practice writing succinctly. *Please also post to your forum in a timely way, such that others may comment on your post prior to the deadline.*

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 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.

	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 clearly and succinctly. 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 “modeling 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 selected 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. As you reflect on your growth in understanding of the competencies and numerous indicators, use the template included in the Module for weeks 3/4 and address a suggested 2 competencies, but a maximum of 3, with specific planning and outcomes in your LQS Professional Growth and Development Plan.

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

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 (1500 words, maximum)

The *Reflections on the Competencies* final assignment is to consider each of the competencies and share 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, a quote, etc., which serves 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 competency – something, for example, that you might use as an introductory response to a question about that competency in an interview.

Criteria

The criteria used to evaluate your project are:

Pass	<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	
-------------	--	--

Reflection of Competencies

Get Focused
Just like the top of the Inukshuk, there is a common vision, in our path.

Get Informed
As we build our way, we also need to become aware of what the community, board, and families think is happening at the school.

Get Going
Just like the longest part of the Inukshuk, it points to true north. Finding solutions and meeting common goals guides us toward success

Get Real
The foundation of being a leader, is knowing your strengths, weaknesses and abilities.

Get Along
Once we know ourselves as leaders we place the first stone to welcome others in to help build a strong environment.



Lyndsay Tuplin, ELQS 2023

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 (canceled 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.