**EDUC 6133**

**Shared Leadership**

***St. Thomas University***

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| **Dr. Ray Williams****BMH 316****Off. Tel. 452-9589****RayWilliams@STU.CA** | **Monday - Friday (9:00 AM – 3:30 PM)** **July 7th – July 12th** **Room: BMH 205** |

**Rationale:**

The history of school leadership has focused on the role of principals and the skills and practices they need to administer public schools. This perspective of school leadership is predicated on the organizational theories of the bureaucracy. Capacity building theories developed in the 1970s are now being used to provide a basis for teachers to work together to transform their schools into professional communities. Professional learning communities are based on shared leadership, a model that eliminates the need for autocratic leadership for both pedagogical and cultural decision making, and provides greater opportunities to develop sustainable school-wide professional growth. As schools become increasingly complex, mobilizing the energy of entire teaching staff provides a more stable and a more powerful political force to lead schools and better ensure long term school improvement based on local needs. Many social, cultural and institutional norms hinder shared leadership.

**Course Description:**

This course begins with an examination of the leadership expectations associated with schools as bureaucracies and manner by which these expectations shaped the role of the principal as a school leader. Teacher leadership was seldom perceived as a vehicle for whole school improvement. We will examine the transition of schools from bureaucratic organizations to professional communities by focusing on the redefinition of school leadership. The cultural, social and institutional barriers that prevent teachers from building leadership capacity in schools will be discussed. On the practical side, we will examine some of the important skills/concepts necessary to build leadership capacity. Topics that will be discussed include systems thinking, implementing change, decision making, conflict resolution, and team building. **This course qualifies as an Ed. Admin credit for a NB Principal’s Certificate.**

**Evaluation:**

The evaluation for the course consists of:

a) Class mark for participation in daily activities (20%)

b) Five journal entries that reflect on the key concepts of the course -
    (role of the teacher, role of the administration, schools as factories, schools as learning

 organizations, and teacher leadership) (25%)

c) Team Feedback Sheets that are submitted each day and are based on the assigned readings and class work (25%)

d) Shared Leadership plan and project outlining your SMART goals for expanding/sustaining teacher leadership in your school (30%)

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| Grading SystemA+ 96-100%A 91-95%A- 86-90%B+ 81- 85%B 76 – 80%B- 70 – 75%F Below 70% |

**Objectives:**

Participants will:

1. Understand the historical impact of administrative expectations on the principalship.

2. Trace the evolving role of principals across the past four decades.

3. Examine the culture of schools and its impact on change.

4. Discuss the current school environment from the context of  systems analysis.

5. Examine change as a process rather than an event.

6. Examine their personal leadership readiness and decision making style.

7. Examine their conflict resolution style and its impact on their leadership.

8. Examine the importance of teaming to shared leadership.

9. Attempt to integrate shared school leadership with the current administrative environment of schools.

10. Model the shared accountability that defines leadership in a professional learning community.

**Reading List:**

Required

Fullan., M. G. (1993). Change forces: Probing the depths of educational reform. London: Falmer. (Chpts 1 & 2)

Lambert, L. (1998). *Building Leadership Capacity in Schools*. Alexandria, VA:
Association for Supervision and Curriculum Development.

Hord, S. (1997). Professional learning communities: What are they and Why are they important?
                         <http://www.sedl.org/change/issues/issues61.html>

Lambert, L. (Feb 2000). Framing reform for the new millenium: Leadership capacity in schools and districts. *Canadian Journal of Educational Administration and Policy, Issue 11.*

Lambert, L. (Feb 2005). Leadership for lasting reform. Educational Leadership, 62-65. Association for Supervision and Curriculum Development.

Lieberman, A., & Miller, L. (June 1990). Restructuring schools: What matters and what works? Phi Delta Kappan, 71(10, 759-764.

MacNeil, A. & McClanahan, A. (2005). Shared Leadership. Downloaded June 20, 2006 from http://cnx.org/content/m12923/latest/

Wheatley, M. J. (1999). *Leadership and the new science: Discovering order in a chaotic world*. Berrett-Koehler: San Francisco.

Williams, R. & Brien, K. (2009). Redefining educational leadership for the 21st century. In *Canadian Leadership Paradigms.* Thomas Ryan (Ed.), Calgary, Alberta: Detselig Enterprises Ltd.

Optional

Darling-Hammond, L. (1993). Reframing the school reform agenda: Developing capacity for school transformation. *Phi Delta Kappan*, 74(10), 752-761.

Floden, R. E., Goertz, M. E., & O’Day, J. (1995, September). Capacity building in systemic reform. *Phi Delta Kappan*, 77(1), 19-21.

Lieberman, A., &  Saxl, E.R., & Miles, M. B. (2000). Teacher leadership: Ideology and practice. The Jossey-Bass Reader on Educational Leadership. Jossey-Bass: San Francisco, p. 348-365.

Little, J. W. (2000). Assessing the prospects for teacher leadership. The Jossey-Bass Reader on Educational Leadership. Jossey-Bass: San Francisco, p. 390-408.

Marsh, D. D. (2000). Educational leadership for the twenty-first century:Integrating three essential perspectives. The Jossey-Bass Reader on Educational Leadership. Jossey-Bass: San Francisco, p. 126-145.

Murphy, J. & Hallinger, P. (1992). The principalship in an era of transformation. Journal of Educational Adminsitration, 30(3), 77-88.

Weiss, C. H. & Cambone, J. (2000). Principals, decision making, and school reform. The Jossey-Bass Reader on Educational Leadership. Jossey-Bass: San Francisco, p. 366-389.