

EDUC 5133
Shared Leadership
St. Thomas University

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Jan 11th – Mar 3rd, 2016
Tues & Thurs, 1:30 - 3:30
BMH 107

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 a brief explanation of Shared Leadership. The focus for the next four classes provides a background into the leadership theories, styles, and the relationship between leadership and management and their impact on the traditional concept of school leadership. The remaining portion of the course focuses on leadership capacity and its importance in current school reform. Some of the important skills/concepts necessary to build leadership capacity that we will examine include team building, personality differences, systems thinking, change process, and conflict resolution.

Core Text:

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

Evaluation:

Team Feedback	50%
Class Activities	10%
Journal Entries	15%
Assignments	25%

Evaluation Guidelines

Class Participation (50%)

Class discussion and group activities are the main learning vehicles for this course. You may be expected to provide a 1-2 page analysis of the material that will be submitted at the beginning of the class. This document would be peer reviewed, marked, and submitted to the instructor.

OR

In lieu of the above, each team may complete a feedback document that will be used to assess class participation. There will be 10 feedback submissions.

Classroom Activities (10%)

These activities are done in class and do not fall within team feedback assignments or journal entries. Two examples would be the Change Simulation & Three Schools worksheet

Journal Entries (15%)

You will complete five journal entries that will challenge you to reflect on important issues pertaining to our discussion.

Assignments (25%)

Four course assignments will build on the class readings and discussions.

Objectives:

Participants will:

1. Trace the evolving beliefs about school leadership across the past five decades.
2. Examine the historical impact of administrative expectations on school leadership.
3. Examine change as a process rather than an event.
4. Investigate the formal and informal culture of schools and its impact on change.
5. Discuss the current school environment in the context of mental modeling.
6. Review school reform movements from a leadership perspective.
7. Study the concepts associated with shared leadership and leadership capacity.
8. Attempt to integrate shared school leadership with the current administrative environment of schools.

Professional Expectations of the Bachelor of Education

The Bachelor of Education Program is a 60 credit hour program that covers two years of academic and practical work in eleven months. Since our courses are completed in half the time that undergraduate courses are it means that every class missed is like missing a week of undergrad classes in a course. Much of the learning occurs in class working in teams with your classmates and when you are absent it has an impact on those you work with and depend on you. For these reasons we follow an attendance policy that may seem exacting but it is for good reasons. We encourage you to develop a healthy lifestyle, to exercise and get your rest because the pace of this program is not unlike that which you will face in your career as a teacher.

Policy on Class Attendance

Attendance is expected at **all** classes. You are responsible for meeting this obligation. You must notify the instructor when you expect to be, or have been, absent from class for any reason. It is the instructor's prerogative to determine when your academic standing is affected by an absence or absences. You will receive a letter of warning in writing if you are in danger of being dismissed from this course for lack of attendance. You must notify the instructor, the Chair of the School of Education, and the Registrar's Office if you are absent from classes for serious medical or compassionate reasons.

