

Course ID:	Course Title:	Spring 2021
ELQS 001-OL	Becoming a Transformational Leader	Prerequisite: Eligibility or holder of AB. Certification
		Credits: Not for Credit

Class Information		Instructor Information		Important Dates	
Days:	ZOOM Synchronous Session: April 17 2020 at 10:00 am	Instructor:	Dr. Christy Thomas	First day of course:	Saturday, April 17
Time:	Online	Email:	christy.thomas@ambrose.edu	Last day to add/drop, or change to audit:	Saturday, April 24
Room:	n/a	Phone:	403-830-3671	Last day to request revised exam:	N/A
Lab/ Tutorial	n/a	Office:	n/a	Last day to withdraw from course:	Friday, May 14
		Office Hours:	By appointment	Last day to apply for coursework extension:	Monday, May 17
Final Exam:	n/a			Last day of classes:	Friday, May 21

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

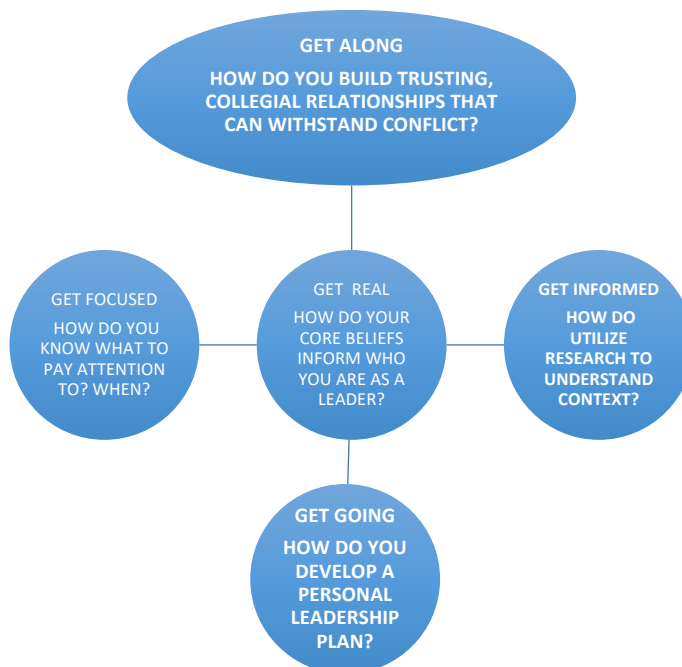
Leadership Quality Standards

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 5 weeks that focus on an aspect of the GET (Growth in Educational Transformation) model:



The **first class** will commence with a synchronous Zoom session on April 17th @ 10:00 am and then continue online, asynchronously. There will be weekly 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.

Course Schedule

Date	Topics	Tasks
April 19-24 Week One Get Real LQS Focus #2, 3 and 5	Getting to know ourselves and others: 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 through a personal artifact on Zoom Personal Inventory What is transformational leadership? Moodle Discussion Post-due by April 24 Optional Coffee and Conversation through Zoom: April 24th at 10:00 am- accessible through Moodle
April 26-May 1 Week Two 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?	Discussion Post and Commonplace Entry #1 due by -April 1
May 3-8 Week Three 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 Post due by May 8 th Optional Coffee and Conversation through Zoom: May 8th at 10:00 am- accessible through Moodle
May 10-15 Week Four 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	Discussion Post and Commonplace #2 due by May 15

	commitment to a preferred future is not only shared but lived out in action?	
May 17-21 Week Five 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?	Discussion Post Due by-May 22 nd Optional Beverage and Conversation through Zoom: May 21 at 3:30 pm- accessible through Moodle
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 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 and email to Christy by May 23 rd . It will be utilized in the next course...

Requirements

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

Assessment	Due Date
Discussion forum contributions (5)	End of each week
Commonplace Book	End of week two and four
Draft Leadership Professional Growth Plan	End of week five- May 21, 2021

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 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 5.

	Expected performance	Exceeding	Meeting	Needs Attention
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 – 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 week. You can use any format that you choose- a notebook that can be sent as a photo or pdf, an audio or video recording, a padlet, blog, 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 this or alternate 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.

Evaluation

Criteria	Exceeding	Meeting	Needs Improvement (will need to consult with professor and develop a plan for improvement)
Competence and Commitment	Consistently prepared entries with reference to readings. 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. Some questions asked but not explored.	Entries are not done or partially prepared; few connections to personal or work-related examples.
Care	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.

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
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at 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 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.

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.