

Course ID:	Course Title:	
ELQS 001-OL	Becoming a Transformational Leader	Prerequisite: Eligibility or holder of AB. Certification Credits: N/A unless transferring to Yorkville University

Class Information		Instructor Information		Important Dates	
Days:	ZOOM Synchronous Session: Saturday April 13th 10:00 am	Instructor:	Dr. Sherry Martens	First day of course:	Saturday, April 13, 2024
Time:	Online	Email:	Sherry.martens@ambrose.edu	Last day to add/drop, or change to audit:	Saturday, April 20, 2024
Room:	n/a	Phone:	403-819-8589	Last day to request revised exam:	N/A
Lab/ Tutorial:	n/a	Office:	n/a	Last day to withdraw from course:	Saturday, May 3, 2024
		Office Hours:	As arranged	Last day to apply for coursework extension:	Saturday, May 3, 2024
Final Exam:	n/a			Last day of classes:	Saturday, May 18, 2024

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 Indigenous Peoples for the benefits of all

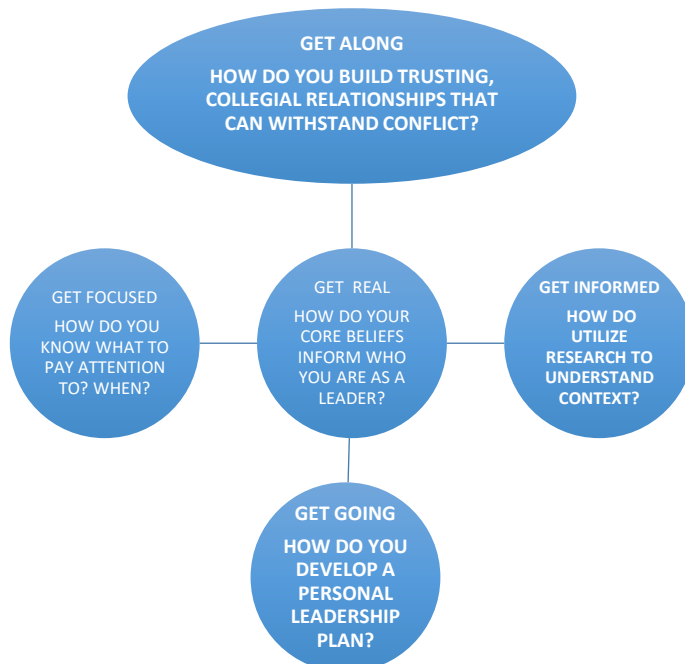
Leadership Quality Standards

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:



Martens, Picard and Young, 2018.

The first class will commence with a synchronous Zoom session and then continue online, asynchronously. There will also be optional synchronous sessions posted throughout the course.

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 Requirements:

Assessment	Due Date
Discussion forum contributions (5 in total)	End of each week
Commonplace Book (5 in total- hand in ONLY on due dates, not weekly)	End of week two and four
Draft Leadership Professional Growth Plan	End of week five- May 19, 2024

Course Schedule

Date	Topics	Tasks
<p>April 13-20 Week One Get Real LQS Focus #2, 3 and 5</p>	<p>Getting to know ourselves and others: Please attend a synchronous Zoom Session on Saturday April 13th to meet each other 'face-face' and get acquainted with Moodle and the course expectations...</p> <p>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?</p>	<p>What is transformational leadership? Moodle Orientation</p> <p>Introductions via discussion board Personal Inventory</p> <p>Discussion Post-due by April 20th Please see expectations for Discussion Post entries- below.</p> <p>Zoom Session: April 13th 10:00 am- accessible through document posted on Moodle and linked here: Topic: ELQS First Class Coffee and Conversation Join Zoom Meeting https://ambrose.zoom.us/j/3795548537?omn=95429977831</p> <p>Meeting ID: 379 554 8537</p>
<p>April 20-27 Week Two Get Along LQS Focus #1, 2 and 5</p>	<p>It is all about relationships:</p> <p>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?</p>	<p>Discussion Post and Commonplace Entry #1 due by – April 27</p> <p>Please see assignment expectations for commonplace entries- below.</p>
<p>April 27-May 4 Week Three Get Informed LQS Focus- #3, 5 and 9</p>	<p>It is about utilizing research to understand context:</p> <p>How do you make sense of school context, climate and culture to ensure</p>	<p>Discussion Post due by May 4</p> <p>Optional Coffee and Conversation through Zoom: Saturday May 4 at 10:00 am- accessible through document posted on Moodle and linked here:</p> <p>Topic: Discussing the LQS Draft Growth Plan</p>

	<p>optimal learning experiences for all learners?</p> <p>How do you come to understand what you don't know in making sense of the bigger picture of the lifeworld of the school?</p>	<p>Join Zoom Meeting https://ambrose.zoom.us/j/3795548537?omn=95429977831</p> <p>Meeting ID: 379 554 8537</p>
<p>May 4-May 11 Week Four Get Focused LQS Focus- #3</p>	<p>What do you pay attention to? When?</p> <p>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?</p>	<p>Discussion Post due by May 11</p> <p>Final Commonplace Due May 11</p>
<p>May 11-May 18 Week Five Get Going LQS Focus- #4</p>	<p>Now, it's your turn...</p> <p>How do you envision modelling the way, inspiring a shared vision, challenging the process and enabling others to act with mind and heart?</p>	<p>Discussion Post Due by-May 18</p>
<p>ON-GOING Leadership Development Draft Growth Plan</p>	<p>Using the LQS Assessment tool FOUND IN MOODLE- 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?</p>	<p>Complete the draft LQS Assessment considering your areas of strength and growth and email to Sherry by May 19th It will be utilized in the next course...</p>

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 150-200 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- only if there is an issue. If you do not receive an email, you are meeting expectations.

	Expected performance	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.		

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

What is this?

The expectations for the commonplace book are simple: **write** in response to the texts and readings that are assigned each week. Record additional quotes, links, cartoons, images... anything that is inspiring you on this journey!

You can use any format that you choose but make sure that it is accessible for Sherry... Google docs must be shared as ‘anyone can view’. I would recommend using Padlet. Here is a sample of one and you can create your own very simply:

https://padlet.com/sherry_martens/elqs-journey-5z5xxzbvf17t3iy9

How often do I write? How much?

You should be writing every week and attending to the meeting expectations of the rubric. While I appreciate how busy you are at this time of year, a paragraph is not enough. Please ensure that you are diving into the content accordingly.

What am I writing about??

You will see questions that can also guide the entry in conjunction to the readings. **BUT YOU DO NOT HAVE TO BE LIMITED TO JUST THESE...** 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 is inspiring you?
- What connections are you making?
- 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	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 not done or partially prepared; few connections to personal or work -related examples. Not enough content to assess understanding or reflection.
Care	Consistently contributes insightful examples of personal experiences of the relationship of theory to practice.	Contributes no insight from reflection on personal experience related to content of assignment.

Assessment #3 – DRAFT Leadership Professional Growth Plan

Complete the Leadership Professional Growth plan located in Moodle. Consider the last 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? This is only a draft as you begin to consider what you have written in the commonplace and where you see you may need to focus attention. You cannot focus on everything so this will provide an initial snapshot of where you may have gaps. You will be utilizing the plan in ELQS 002 and completing it then.

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 (cancelled 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.