

2009-3



SIMON FRASER UNIVERSITY
THINKING OF THE WORLD

EDUCATION 818
Leadership Studies
(Enroll # 13869)

Fall Semester 2009	Instructor:	Dr. Robin Brayne
Meeting Dates:	September 18/19 October 9/10; 30/31 November 20/21 December 4/5	Office: SFU Surrey, 15th floor 15-360
Times:	Fridays: 4:00 – 9:00 Saturdays: 9:00 – 4:00	Telephone: Office: 778 782 8651 Home: 604 228 9741 Cellular: 604 551 4192 Facsimile: 778 782 8119
Location:	SFU Surrey	Email: rbrayne@sfu.ca
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COURSE DESCRIPTION

EDUC 818-5: Leadership Studies provides course participants with opportunities to study and reflect upon a sampling of conceptual and theoretical foundations of leadership; topical issues and problems relating to the nature and practice of educational leadership; contextual factors influencing educational leadership; instructional leadership functions and practices; and leading change.

The course is organized around the following five major themes and topics:

The Study of Leadership: Conceptual Foundations

Management and leadership; the nature of leadership; and approaches to the study of leadership

The Context of Educational Leadership: The Leadership Environment

Power, influence and authority; accountability frameworks; political behaviour; educational governance; and ethics and leadership

Frameworks for Instructional Leadership

Themes and policy instruments of education reform; student achievement; theories of action-getting things done; and core technologies of schooling

The Practice of Instructional Leadership

School, leader and teacher effects; learning organizations; communities of practice; and professional learning

Leading Change

The nature of change; change forces; change targets; managing change; strategic planning; resistance to change; and adopting change.

COURSE DELIVERY AND EXPECTATIONS

The course will utilize a variety of instructional approaches – lectures, class discussions, guest speakers, case studies and collaborative group activities. It is intended that the course be informative and interactive, and capitalize upon the cumulative knowledge, experience, and thoughtful reflections and interpretations of class participants.

The instructor will be responsible for introducing key topics and course materials; providing introductory, orienting, and summarizing constructs and frameworks; and guiding class discussions. Participants are expected to devour all assigned readings, attend all class meetings, and contribute meaningfully and continuously to class discussions. At each class, beginning at the October 9/10 class meeting, three - person teams will be expected to present and lead in-class discussions on a specific assigned reading.

COURSE TEXTBOOKS

1. Northouse, Peter (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.
2. Wren, J. Thomas, Editor (1995). *The leader's companion: Insights on leadership through the ages*. New York: The Free Press.
3. Additional readings are noted on the course schedule and available online.

COURSE SCHEDULE [may vary modestly]

September 18/19 [Introductions and Leadership Foundations]

- Introductions and Expectations
- Course Overview and Review of Readings, Presentations and Class Assignments
- Potential School Scenarios
- Management and Leadership
- Dimensions of Leadership
- General Approaches to the Study of Leadership

Pre-readings for September 18/19

- Northouse, Peter (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc. CHAP 1 (pp. 1-13); CHAP 2 (pp 15-37); CHAP 3 (pp. 39-56); CHAP 4 (69-80); and CHAP 5 (pp. 91-101)
- Wren, J. Thomas, Editor (1995). *The leader's companion: Insights on leadership through the ages*. New York: The Free Press. Article by John Kotter – “What leaders really do” [pp. 114-123]

October 9/10 [Leadership Context]

- Approaches to the Study of Leadership (cont'd)
- Power, Influence and Authority
- Power in Action: Political Behaviour in Organizations
- Educational Governance and Leadership
- The Legislative and Policy Framework of School Leadership (British Columbia)
- Trends Influencing Governance and Leadership
- Group Presentations (2)

Pre-readings for October 9/10

- Northouse, Peter (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc. CHAP 6 (pp. 113-120); CHAP 7 (pp. 127-138); and CHAP 8 (pp. 151-162)
- Wren, J. Thomas, Editor (1995). *The leader's companion: Insights on leadership through the ages*. New York: The Free Press. Article by Richard Hughes et al., “Power, influence, and influence tactics” [pp. 339-351]
- Leithwood, Kenneth. (2001). School leadership in the context of accountability policies. *International Journal of Leadership in Education*. 4(3). 217-235
- http://www.bced.gov.bc.ca/policy/policies/accountability_framework.htm

October 30/31 [Leadership Frameworks]

- Instructional Leadership
- Themes of Education Reform
- Some Lessons Learned About Successful Reforms
- Attending to the Change Process
- Core Technologies of Schooling
- Current Provincial Education Initiatives
- Group Presentations (2)

Pre-readings for October 30/31

- Hargreaves, Andy and Fink, Dean (2000). Three dimensions of educational reform. *Educational Leadership*. 57(7), 30-34
- Jon Young and Ben Levin (1999). The origins of educational reform: A comparative perspective. *Canadian Journal of Educational Administration and Policy*. Issue 12, January 19, 1999. Download at: <http://umanitoba.ca/publications/cjeap/articles/younglevin.html>

November 20/21 [Leadership Practices]

- Transformational, Distributed and Team Leadership
- Leadership and Ethics
- School, Teacher and Leader Effects
- Communities of Practice: attributes and enablers
- Professional Learning: enablers and obstacles
- Group Presentations (2)

Pre-readings for November 20/21

- Northouse, Peter (2007). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc. CHAP 9 (pp. 175-195); CHAP 10 (pp. 207-227); and CHAP 11 (pp. 237-257) and CHAP 14 (pp. 341-358)
- Darling-Hammond, L., and Richardson, N (2009). Teacher learning: what matters? *Educational Leadership*. Vol. 56, NO. 5 (February, 2009)
- Wren, J. Thomas, Editor (1995). *The leader's companion: Insights on leadership through the ages*. New York: The Free Press. PART VI [pp. 183-204]

December 4/5 [Leading Change and EDUC 818 in retrospect]

- Adopting Change
- Leadership and Change
- Conditions for Implementing Effective Change
- Change Steps
- Obstacles to Change
- Group Presentations (1)

Pre-readings for December 4/5

- To be determined.

COURSE ASSIGNMENTS/EVALUATION

1. Proposal for Research (40%)

Each student will author one paper (**1000-1500 words**) relating to a course theme, concept or framework. (Parenthetically, this course outline is just a bit over 1500 words). The purposes and expectations of this assignment will be discussed at the first class meeting.

The paper will reflect assigned readings, class discussions, and critical analyses of current leadership practices. The paper will be in the form of a proposal for research, will provide a clear summary of a proposed research project with sufficient detail of the key aspects to enable it to be understood and evaluated, and will consist of the following sections:

- Description of a problem to be examined (200-300 words)
- Research question(s) arising from the problem to be examined (100-200 words)
- Significance of the problem to be examined to personal learning, professional practice, or professional knowledge (200-300 words)
- Proposed Data source(s) and methodology (200-300 words)
- A sampling/synthesis of literature pertinent to the problem to be examined (300-400 words)

This paper will be submitted by November 20, 2009 and will account for 40 percent of the final mark.

2. Student In-Class Presentation (30%)

Each student will be assigned to a three-person Group/Team, and each Team will be expected to plan, present and lead an in-class discussion on an assigned reading.

The in-class presentation will consist of:

- A critical synthesis of the salient content described in the assigned reading (e.g. the purpose(s) of the piece in question, the theoretical concern(s), the concept(s) being developed)
- A description of the possible relevance of the content of the reading to leadership practices (e.g. how does the chapter challenge and/or add to our understanding of leadership practice)
- One reflective question for discussion by the class (the question should be framed so as to provoke debate).

The presentation of the article and its discussion in class should be planned to last no more than 30 minutes with an additional 30 minutes set aside for discussion. The Team may use power point (no more than 12 slides, please) or other visual emphases or class activities to support the presentation.

The Team Presentation will account for 30 percent of the final mark and will be evaluated in terms of: (a) adherence to time limits; (b) organization (e.g. overview, body, conclusion); (c) clarity of presentation (e.g. visual, vocal, structural emphases); (d) depth of analysis (e.g. relevance of the content to practice of leadership); and (e) leadership and encouragement of class discussion.

Presentations will be scheduled for the class meetings of October 9/10 (2), October 30/31 (2), November 20/21 (2) and December 4/5 (1). The assigned readings will be distributed during the week following the September 11/12 class meeting.

3. Critical Analysis (30%)

Course participants will be required to author a critical analysis of an academic journal article in an area or aspect of educational leadership. The critical analysis should consist of between **1000 and 1500 words**. The course instructor will provide the article at the September 18/19 class meeting.

In writing a critical analysis, course participants are expected to comment/opine on the following criteria: (a) **clarity** [e.g. is the article clear, lucid and well-organized and readable?]; (b) **worthwhile ness** [e.g. in what ways does the article add to or deepen our understanding of issues associated with educational leadership?]; (c) **coherence** [e.g. is there a match between the research question/problem being investigated and the findings and conclusions of the research?]; (d) **transparency** [e.g. does the author describe clearly how the data were collected, and what data were used to make interpretations?]; and (e) **credibility** [e.g. based upon your experience, are the claims and conclusions of the author believable?].

The above criteria were identified and described in: Lester F. <i>Criteria to evaluate research</i> . Journal of Research in Mathematics Education Volume 27, Number 2, 130-132. (March 1996), and can be downloaded at: http://my.nctm.org/eresources/jrme/criteria_jrme.asp
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The Critical Analysis will be submitted by October 30, 2009 and will account for 30 percent of the final mark.

ACADEMIC HONESTY STATEMENT

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>