

2009-3



EDUCATION 818
Leadership Studies
(Enroll # 12201)

Fall Semester 2009	Instructor:	Dr. Fred Renihan
Meeting Dates: Sept. 25/26; Oct. 16/17/30/31; Nov. 6/7/27/28; Dec. 4/5	Office:	15-350
Times: Fridays: 4:30 – 9:00 pm Saturdays: 8:30 – 4:30 pm	Telephone:	778.782.7603
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COURSE DESCRIPTION

Leadership Studies provides course participants with opportunities to study and reflect upon conceptual and theoretical foundations of leadership; topical issues and problems relating to the nature and practice of educational leadership; change forces and contextual factors influencing educational leadership; instructional leadership functions and practices; leading change; and the contributions of instructional leadership to student achievement.

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

The Study of Leadership: Conceptual Foundations

Management and Leadership; Approaches to the Study of Leadership; Aspects of Leadership; Leadership Genres; Professional Leadership; and, Ethical Leadership

The Context of Educational Leadership

Power, Influence and Authority; Accountability Frameworks; Political Behaviour; Educational Governance; and Change Forces.

Frameworks for Instructional Leadership

Education Reform-Themes and Policy Instruments; Student Achievement; Theories of Action-Getting Things Done; and Core Technologies of Schooling.

The Practice of School Leadership

School and Teacher Effects; Learning Organizations, Communities of Practice and Professional Learning Communities; Teacher Learning; and Pedagogical Knowledge; Instructional Intelligence; and, School/Parent/Community Relationships.

Leading Change

The Nature of Change; Change Forces; Change Targets; Managing Change; Strategic Planning; Resistance to Change; and Adopting Change.

COURSE DELIVERY AND EXPECTATIONS

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 critically assess all assigned readings, attend all class meetings, and contribute meaningfully and continuously to class discussions. At each class, beginning on May 1st, teams will be expected to present and lead in-class discussions on specific assigned readings.

COURSE READINGS

- ❑ Hargreaves, A. & Fink, D. (2006). *Sustainable Leadership*. San Francisco: Jossey-Bass
- ❑ Jay M, Shafritz & J. Steven Ott (1996) *Classics of Organizational Theory*, Harcourt – Brace, Library of Congress
- ❑ Fullan, M. (2005). *Leadership and Sustainability: Systems Thinkers in Action*. Thousand Oaks, California, Corwin Press
- ❑ Hesselbein, F. Goldsmith, M, & Beckhard, R. (1996), *The Leader of the Future*, The Drucker Foundation, New York, New York
- ❑ Hesselbein, F, Goldsmith, M, & Beckhard, F. (1997) *The Organization of the Future*, The Drucker Foundation, New York, New York
- ❑ Robertson, Jan (2005) *Coaching Leadership*, New Zealand Council for Educational Research, NZCER Press, Wellington, New Zealand
- ❑ Strike A Kenneth (2007) *Ethical Leadership in Schools*, Sage Publications, The Corwin Press, London, UK
- ❑ Wren, J. Thomas, *The Leader's Companion: Insights on Leadership through the Ages* (1995) New York. The Free Press

PLEASE NOTE: With the exception of *Sustainable Leadership* (Hargreaves and Fink), which is a required book, all readings assigned for this course have been compiled as a custom courseware package, which will be available, from the university book store, prior to the class start date. I have done this so as to minimize your financial commitments in this time of economic constraint. Additional readings will also be made available during class sessions.

COURSE ASSIGNMENTS/EVALUATION

Development of an Educational Leadership Platform

Each student will author one paper – An Educational Platform (**1000-1500 words**) relating to the major themes of the course – Studies of Leadership: Some Foundations; The Context of Educational Leadership; Frameworks for Organizational Leadership; Leadership Practice; and Leading Change.

Your Paper will reflect assigned readings, class discussions, and critical analyses of current leadership practices. The paper will constitute a personal Leadership Platform that will include:

1. Personal beliefs about the nature of learners, pedagogy, and schools;
2. What teachers need to know and practice with respect to their interactions with students, colleagues and stakeholders;
3. How schools might best structured to accommodate the above;
4. What leadership philosophies ought to prevail;
5. What educational outcomes ought to be exalted; and,
6. The conditions required to ensure that these imperatives might be institutionalized and sustained in effective learning environments.

This paper will be submitted by November 27, 2009 and will account for 40 percent of the final mark.

Student In-Class Presentation

In support of completing and deepening the understanding of the assigned readings for the course (listed above), each student will be assigned to a two person Group/Team, and each Team will be expected to plan, present and lead an in-class discussion on one portion of the assigned readings.

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 chapter, 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 practice)
- Two reflective questions for discussion by the class (the questions 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 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.

Critical Analysis

Course participants will be required to author a critical analysis of a journal article in an area of leadership. The critical analysis should consist of between **1000 and 1500 words**. The course instructor will provide a range of articles one of which students may select for analysis.

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) **worthwhileness** [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. *Criteria to evaluate research*. 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

The Critical Analysis will be submitted by November 6, 2009 and will account for 30 percent of the final mark.

Class Participation/Seminar Involvement – Ten (10) percent of final mark

Course Evaluation Summary

Leadership Platform	40%
Team Presentation	30%
Critical Analysis	30%
Class Participation/Involvement	<u>10%</u>
<u>Total</u>	<u>100%</u>

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>