Manitoba Association of School Superintendents (MASS)
Field Led Leadership Course Outline
2019-2020

MASS Instructor of Record
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Course Description
This field-led course is designed for school divisions who choose to implement a local leadership development program for aspiring school leaders or division leaders. It provides a cohesive course of study aligned with all five domains of knowledge and skills articulated in the Manitoba Certificate in School Leadership guidelines. The course is designed to serve a broad audience and provides for flexibility for local contexts through the provision of alternative readings and activities. It provides a balanced perspective and focuses on the theoretical and practical application of knowledge and practice pertaining to school leadership. This course is structured into ten modules, providing a minimum of 36 hours of contact time and has been approved for 3 credit hours under the Certificate in School Leadership Guidelines if the course syllabus is followed.

This course was developed in consultation with the Manitoba Association of School Superintendents and through feedback obtained in consultation with various school divisions in Manitoba.

Learning Outcomes
Participants in this course will:
1. Develop knowledge and understanding of the purposes of school and the value of public education.

2. Understand the role of school leaders in creating and nurturing a shared educational vision committed to the success and well-being of all students and reflecting the needs of the community.
3. Develop a working knowledge of relevant legal, contractual and professional rights and responsibilities associated with school leadership in Manitoba.
4. Develop an understanding of the social, political, socio-economic, legal and cultural contexts of education in Manitoba, and their place within it as school leaders.
5. Develop a knowledge and understanding of ethical leadership and lenses used for ethical decision-making.
6. Understand the importance of modeling and developing capacity in personal leadership development, self-study and reflection.
7. Develop an understanding of theories of leadership and practice.
8. Develop knowledge of current research and perspectives on educational change/school improvement and the role of the principal in leading schools that are responsive to their communities.
9. Develop an understanding of the importance of setting and maintaining high educational expectations and a positive (inclusive, respectful, equitable) school climate.
10. Develop an understanding of the Manitoba curriculum and exemplary practices related to instruction and assessment.
11. Develop an understanding of deep learning and the role of new technologies and its potential to accelerate and enhance learning in students and staff.
12. Develop knowledge and skills related to supporting effective teaching and learning and the professional learning of teachers as they work towards student success.
13. Develop an understanding of how research may be used to inform practice in schools.
14. Develop an understanding of the role of school leaders in creating and nurturing a collaborative team(s) and a school climate committed to the success and well-being of all students.
15. Develop knowledge and understanding of local and provincial collective bargaining processes, human rights legislation, collective agreements and personnel management as they relate to all school personnel.
16. Develop knowledge and skills related to supporting staff development and management.
17. Develop an understanding of the social, psychological and cognitive resources that form the personal leadership traits or characteristics of an effective leader.
18. Develop knowledge and a deeper understanding of the importance of emotional intelligence and well-being in leadership.
19. Develop knowledge and skills related to planning, management, record keeping, resource allocation and reporting to build and maintain a safe, efficient, and effective school environment.
20. Develop knowledge in the processes of budget development and resource allocation at the provincial, divisional and school level (including FRAME) and skills in the alignment of financial, human and material resources with school goals.
21. Develop knowledge and skills in the establishment of a safe and healthy school environment, including liaising with external agencies and organizations that support and protect children.
22. Develop knowledge and skills in facilitating collaborative processes that involve staff, parents and community in developing shared values, vision, mission and priorities and to build effective interdependence between schools, families and communities.

23. Develop knowledge and understanding of the strategies of engaging students in authentic student voice and decision-making in schools.
24. Develop understanding of the practical application of research regarding the relationship of student engagement with student achievement, learning and wellbeing.
25. Develop knowledge of current research and perspectives on authentic parental/community engagement and the role of the principal in leading schools that are responsive to their communities.

Program Duration
1. The program will be comprised of 20 two-hour sessions.
2. The program will be offered over one year.
3. The sessions will take place from September 2019 to June 2020, two Thursdays of the month, from 6:00 – 8:00 pm.

Program Personnel
1. Brandon School Division Principals, Superintendent/CEO, Assistant Superintendents, and other Divisional staff.
2. Guests from:
   - Brandon University
   - Business and Community Leaders

Program Overview
The course is structured into ten stand-alone modules that are aligned with Manitoba Certificate in School Leadership Domains.

Session 1 – Introduction to the Program – September 12, 2019 – Earl Oxford School
  ➢ Welcome to the Program/Leadership Intro – Dr. Marc D. Casavant, Superintendent/CEO, Brandon School Division
  ➢ Program overview, introduction, expectations, processes – Marty Jordan, Vice Principal, Earl Oxford School; Michael Kendzierski, Vice Principal, Linden Lanes School
  ➢ Graduate Level Credit – Bob Lee, Chair, Graduate Studies Program - Faculty of Education, Brandon University

Session 2 – Purpose of Education – September 26, 2019 – Linden Lanes School
  ➢ Purpose of Public Education
  ➢ The Educated Person
  ➢ Personal Leadership Vision
  ➢ Presenters: Chad Cobbe, Principal, Crocus Plains Regional Secondary School; Susan Gilleshammer, Vice Principal, Neelin High School Off Campus; Marsilah Peirson, Supplemental Support Administrator (Tier II), Brandon School Division

Session 3 – Political, Cultural, Legal and Socioeconomic Contexts in Education – October 10, 2019 – Earl Oxford School
  ➢ Legislative Authority for Education in Manitoba
  ➢ Social and Cultural Contexts

> ➢ Presenters: Rick Stallard, Principal, Waverly Park School; Nicole Warwaruk, Principal, Riverview School; Blake Stephens, Physical Education/Health Education Specialist, Brandon School Division

Session 4 – Equity – October 24, 2019
> ➢ Administrative Procedure 1030 – Equity – Linden Lanes School
> ➢ Equity vs. Equality
> ➢ Inclusivity/Cultural Challenges
> ➢ Presenters: Dave Lim, Principal, Meadows School; Sherry Baker, Vice Principal, George Fitton School; Bryce Ridgen, Principal, Vincent Massey High School

Session 5 – Ethical Leadership – November 7, 2019 – Earl Oxford School
> ➢ What is Ethical Leadership
> ➢ Using Lenses/Frameworks for Ethical Dilemmas
> ➢ Presenters: Gail McDonald, Principal, George Fitton School; Kristy Hutsal, Vice Principal, Betty Gibson School; Curtis Gray, Vice Principal, École New Era School

Session 6 – Ethical Decision Making – November 21, 2019 – Linden Lanes School
> ➢ Case Studies
> ➢ Ethics of Profession
> ➢ Presenters: Sandy Harrison, Principal, Valleyview Centennial School; Sean Brown, Vice Principal, Vincent Massey High School; Cory Nevill, Literacy Specialist, Brandon School Division

Session 7 – Building a Culture of Collaborative Student Focused Teams – December 5, 2019 – Earl Oxford School
> ➢ Leadership Models
> ➢ Collaborative Learning Cultures
> ➢ Presenters: Barbara Miller, Principal, King George School; Veronica M. Adams, Vice Principal, Crocus Plains Regional Secondary School; Ian Carkener, Vice Principal, Meadows School

Session 8 – Student Services – December 19, 2019 – Linden Lanes School
> ➢ Appropriate Educational Programming
> ➢ School Student Services Team
> ➢ Divisional Student Achievement Support Services Team
> Presenters: Elaine McFadzen, Assistant Superintendent, Brandon School Division; Veronica Adams, Intensive Support Administrator (Tier III), Brandon School Division; Marcy Thomson, Principal, École O'Kelly School

Session 9 – Instructional Leadership – January 9, 2020 – Earl Oxford School
> ➢ Curriculum, Assessment and Instruction (Manitoba)
> ➢ Instructional Leadership
> ➢ Presenters: Phil Vickers, Principal, École New Era School; Tracy Ramsey, Vice Principal, Waverly Park School, Katherine MacFarlane, Vice Principal, King George School

Session 10 – Professional Learning Communities – January 23, 2020 – Linden Lanes School
- ➢ Working Collaboratively to Improve Instruction
- ➢ Presenters: Bruce Shamray, Principal, Riverheights School; Robert Tomlinson, Vice Principal, Crocus Plains Regional Secondary School; Brooke Williams, Continuous Improvement Coach, Vincent Massey High School, Bryanne McLaughlin, Continuous Improvement Coach, Earl Oxford School

Session 11 – Using Evidence to Inform Practice – February 6, 2020 – Earl Oxford School
- ➢ Using Evidence to Improve Learning
- ➢ The Role of Research in Policy and Practice
- ➢ Presenters: Marnie Wilson, Research, Assessment and Evaluation Specialist, Brandon School Division; Lindsay Filewich, Principal, Alexander School; Alissa Cheung, Vice Principal, Riverheights School

Session 12 – Change – February 20, 2020 – Linden Lanes School
- ➢ Michael Fullan
- ➢ Change Process and Education Leadership
- ➢ Presenters: Mathew Gustafson, Assistant Superintendent, Brandon School Division; Craig Laluk, Principal, École Harrison; *TBD*, Vice Principal, Crocus Plains Regional Secondary School

Session 13 – Legal Responsibilities – March 5, 2020 – Earl Oxford School
- ➢ Legal and Contractual Responsibilities of School Leaders
- ➢ Presenters: Mr. David Swayze, Meighen Haddad LLP; Dr. Tom Skinner, Brandon University

Session 14 – Personnel Leadership – March 19, 2020 – Linden Lanes School
- ➢ Supervision and Evaluation of Personnel
- ➢ Supporting Professional Growth
- ➢ Presenters: Shawn Lehman, Principal, J. R. Reid School, Chris Czarnecki, Principal, St. Augustine School; Bas Nundu, Vice Principal, École New Era School; Yemi Otukoya, Director of Human Resources, Brandon School Division

Session 15 – Personal Leadership Resources – April 9, 2020 – Earl Oxford School
- ➢ Cognitive Resources
- ➢ Social Resources
- ➢ Psychological Resources/Leadership Presentations
- ➢ Presenters: Bradley Twordik, Principal, Earl Oxford School; Angela Voutier, Principal, Linden Lanes School; Suzanne Sullivan, Vice Principal, École secondaire Neelin High School

Session 16 – School Administration – April 23, 2020 – Linden Lanes School
- ➢ Planning and Goal Setting
- ➢ School Management

- ➤ Safe Schools
- ➤ Presenters: Ken Seekings, Principal, École secondaire Neelin High School; Jaime Lombaert, Principal, Kirkcaldy Heights School; Kurt Hunter, Vice Principal, Vincent Massey High School

Session 17 – Participant Presentations – May 7, 2020 – Earl Oxford School

Session 18 – Participant Presentations – May 21, 2020 – Linden Lanes School

Session 19 – Student, Parent and Community Engagement – June 4, 2020 – Earl Oxford School
- ➤ Student Engagement and Student Voice
- ➤ Parent Engagement in School
- ➤ Community Partnerships
- ➤ Presenters: Shelley Cords, Principal, Green Acres School; Nicole Koroluk, Vice Principal, Kirkcaldy Heights School; Blaine Aston, Principal, Betty Gibson School

Session 20 – Celebration of Program Completion – June 18, 2020 – Linden Lanes School
- ➤ Presenters: Marty Jordan & Michael Kendzierski

Assignments

Assignment 1: Course Work   Pass/Fail
Class attendance, active participation and completion of course work are essential in this course. Class discussions and presentations will provide participants with ideas/information not found in the readings, thereby deepening their understanding of topics. Participants are expected to share their perspectives about the readings, ask critical and thought-provoking questions, and connect the readings to their relevant experiences in the field of education.
1. Be present and punctual at each session.
2. Do all assigned readings and actively participate in the discussion of each reading or activity.
3. Complete the assignments provided with each of the modules as assigned by your instructor.
4. Failure to meet the above requirements or to make up for time or work missed in a timely manner in consultation with the instructor will result in failure of the course.

Assignment 2: Peer Assisted Leadership   Pass/Fail
Participants will be assigned a mentor from within or outside their school division and work with that mentor in a reflective practice context. This mentorship occurs over a period of at least three months that includes a minimum of three half-day visitations and follow up interviews.
The purpose of this exercise is to assist aspiring educational leaders to:
1. Analyze another school leader's leadership behaviours and reflect on their own practice.
2. Review and gain insight from working with an experienced school leader.
3. Learn how another school administrator responds to the demands of their role.
Participants will write a reflective summary of the process (1500-2000 words).

Assignment 2 (alternate): Author/Article Review and Presentation   Pass/Fail

Participants will choose an author and an article/book they have written and write a review introducing the writer, their life's work and a summary of their contribution in the work chosen, and make a presentation to class based upon the student's findings and impressions (2000-3000 words).

Assignment 3: Individual Perspectives on Leadership   Pass/Fail

Drawing on our module readings/discussions and on your own prior knowledge and experiences, write a 2500-3000 word paper that describes the leadership philosophy that you aspire to and how you might implement it in your work.

1. Your philosophy should not be more than 3000 words. You should describe the guiding principles and theories/theorists that underpin your beliefs about education; your view of the major purpose of schooling; your conception of the most worthwhile school knowledge (academic disciplines, competencies, skills, values, attitudes, etc.) and how it should be organized; your view of learning and its associated learning theory; your view of children; your view of teaching and your preferred instructional practices; your view about assessment/evaluation of students; your method of accommodating diversity and diverse students in your classroom; curriculum scholars you revere and why they are important to you.

2. After describing your philosophy, describe how you might implement that philosophy in your school. If you are a teacher, describe how your philosophy can be translated into action by describing what your classroom would look like, how it would function and how you would accommodate diversity. If you are a school leader or central office leader, describe how your philosophy can be translated into action by describing how you would relate to other educators in your workplace and the types of leadership or instructional practices in which you would encourage them to engage. Either as a teacher or as a school leader, identify some constraints you may/will encounter as you implement your ideas and how you will deal with these constraints.

3. For parts '1.' and '2.', you are required to incorporate/cite appropriate scholars/theorists who undergird your educational beliefs. A reference list of works cited must follow the text of your paper.

4. On an assigned date, you will use an engaging method to present a 15-minute oral summary of your paper. These presentations have been built into the third focus area of modules 7-10. If an instructor chooses, these presentations may be built into the last two modules of the course and adjust the other module timelines accordingly.

Presentation procedures: Present a summary of the main ideas in your paper (15 minutes) and answer questions from the audience (10 minutes).

General Criteria for the Evaluation of Written Assignments

Marking Rubrics for individual assignments will be developed that will include the following, but will be specific to the assignment:

1. Development of Argument
   a) a coherent, defensible and original argument or point of view;
   b) inclusive of different perspectives including those from your experiences; and appropriate appreciation for or critique of those perspectives; and
   c) respectful of norms of scholarship and practice.

2. Organization of Argument
    a) a logical and coherent argument/point of view; and
    b) suitable evidence and examples.
3. Language
    a) clear, concise, and compelling prose;
    b) scholarly conventions (APA conventions);
    c) development of an original voice and style; and
    d) consideration of audience.
Assignments must follow APA format. All pages must be numbered.

Assessment
Balanced assessment and evaluation will be used to assess knowledge/understanding, thinking/inquiry, communication, and application of the course content. Participants will be expected to demonstrate their attainment of the course outcomes:
1. Through their preparation and discussion of assigned readings.
2. Through their participation in class discussions/activities with their colleagues.
3. Through their completed course assignments.
It is expected that students will consistently complete quality work. Failure to complete original work or make up assignments in a timely manner will result in failure of the course.

Evaluation
This course is graded either as Pass or Fail. Participants must satisfactorily meet all requirements for attendance, participation and assignments in order to achieve a Pass.

Appeal
Should a student wish to appeal a mark on an assignment, they may appeal directly to the Site Instructor and then to the Instructor of Record. Appeal of a course grade should be made directly to the Instructor of Record. The decision of the MASS Instructor of Record shall be final.

Attendance Policy
Regular attendance is expected of all students. If you are absent for up to three hours of class time, you are responsible for acquiring materials distributed in the portion you missed from other students. If you miss more than three hours of contact time, the Instructor may initiate processes to debar you from attending course and/or from receiving credit.

Academic Integrity
Plagiarism is described as taking credit for another's work. In an environment based upon academic integrity, plagiarism exemplifies unethical behavior. If it is discovered that any student has plagiarized material, that student will automatically fail the class and the case will be referred to the MASS Instructor of Record.

Respect of Privacy
While it is appropriate to discuss the professional aspects of your practice with your classmates as it pertains to your own learning, it is essential that you demonstrate respect for the privacy of your

colleagues and school. Use pseudonyms only when referring to others in both class discussions and written assignments.

Grading Rubric
Although assessment of assignments and final course grade is Pass or Fail, the following is a guide for instructors and markers to determine quality of an assignment and/or course performance – and to provide comments if desired:

Pass - Rare performance/achievement. The assignment exceeds expectations, demonstrates exceptional originality, evidence of a wide range of readings, and superb knowledge of content. Ideas are well-developed and presentation is thoughtful and superbly crafted. Style, mechanics, and content are flawless.

Pass - Superior performance/achievement. Impressive knowledge of content and evidence of consultation of diverse sources. The assignment satisfies all criteria with creative, well-developed ideas. Presentation is well crafted and style and mechanics are flawless.

Pass - Solid performance/achievement. The assignment demonstrates extensive knowledge of content, though ideas could be further developed and implemented. Style and mechanics are strong but improvement could be made.

Pass - Competent achievement/performance. The assignment shows promise. Creativity is beginning to emerge. Ideas need to be better developed, thoughts should be expressed more clearly, and some stylistic and mechanical issues are evident.

Pass - Acceptable achievement/performance. The assignment goes slightly beyond the basics of what is required. Level of knowledge and processes is satisfactory with some basic analysis and application emerging. There are a number of difficulties with structure, style, and mechanics.

Pass - Fair achievement/performance. The assignment addresses the basics of what is required but only minimally. There is evidence of some learning and knowledge of content. Structure, style, and mechanics show many difficulties.

Fail: The assignment shows serious concerns with content and language. Basic assignment criteria were neglected and minimal learning is evident.   This assignment must be redone in order to achieve a Pass in the course.

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