Faculty of Education
The University of Western Ontario
Graduate Course Outline

Leading Schools (9688-652)

Instructor: Bill Tucker
wtucker@uwo.ca  591-661-2111 ext:80306
Online Office Hours: Tuesday 7:00 pm – 9:00 pm or by appointment

Calendar Description:

Review of major relevant leadership theories and their application to leadership in schools and other human-service organizations. Specific attention will be paid to problems and challenges confronted by leaders, particularly administrators, in varying contexts and cultures.

Aims, Goals, Objectives, Outcomes:

The purpose of this course is to help students to explore current theories of leadership and their application to the school context and other human-service organizations. Students will be required to test their understanding of leadership and schools and other human-service organizations, through their critical analysis of the readings and through their discussion with colleagues. Some of the topics to be discussed are: the role of leaders versus the work of managers, the viability of current theories of leadership, the values, ethics and morals of leadership, teacher involvement in leading, the nature of schooling, and exploring problems of practice.
**Topic Outline: Topical/Module Outline:**

Class 1 (September 09 – 15): Program and Course Introduction. Why Leadership? And why this MPEd Degree?

**Required Readings:**


**Suggested Reading/s:**


Class 2 (September 16 – 22): Course Introduction. What is Leadership?

**Required Readings**


**Suggested Reading/s:**


Class 3 (September 23 – 29): The “Why” and “How” of Leadership
Required Readings/Viewing

http://www.youtube.com/watch?v=u4ZoJKF_VuA


Tentative Guest Contributor: Mr. Mike Sereda, retired Executive Superintendent of Education, Thames Valley District School Board

**Class 4 (September 30 – October 6): Educational Leadership Theory**

**Required Readings**


**Class 5 (October 7 – 13): Research in Educational Leadership**

(Assignment One Due Oct. 13 – Book Review)

**Required Readings**

Tentative Guest Contributor: Dr. John Malloy, Director of Education, Hamilton Wentworth District Board of Education


Class 6 (October 14 – 20): Nature of schools: Purpose of Schools

Required Readings


Suggested Reading/s:


Class 7 (October 21 – 27): Nature of schools: School Structure

Required Readings


**Suggested Reading/s:**


**Class 8 (October 28 – 30): Nature of schools: Sequential Progress, “Semi-professional-limited discretion”**

**Required Readings**


**Suggested Reading:**


**Class 9 (November 4 – 10): Leadership and Problem Solving**
(Assignment Two Due November 4 – Types of Leadership)

Required Readings


Suggested Reading/s:


Class 10 (November 11 – 17): Application (I)

Class 11: (November 18 – 24): Application (II)

Class 12: (November 25 – December 1): Application (III)

Class 13: (December 2 – December 5): Leading Schools – Putting It All Together


(Final Assignment Due December 2: Summative Research Paper)

Resources on Writing a Book Review


Assignments and Other Course Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Contribution to Weekly Responses and Class Reading Critiques</td>
<td>-15%</td>
</tr>
<tr>
<td>First Assignment (Book Review)</td>
<td>-15%</td>
</tr>
<tr>
<td>Second Assignment (Leadership Styles)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Assignment (Research Paper)</td>
<td>45%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>

1. Contribution to the class responses on the assigned topic and reading(s) (15%)

   Students will be expected to demonstrate, through responses, a thorough grasp of (1) the overall theme of each reading, (2) the contribution it makes to the understanding of the topic, (3) and the implications of the topic for the overall focus of the course.

   Guide for Critiquing Class Readings

   What are the arguments in this reading?

   What contributions do the arguments make in the issue addressed in the reading?

   What are the shortcomings of this reading? What is missing?

2. Assignment One: Book Review (15%)

   See the four components of a book review attached to this document
3. **Assignment Two: A review of leadership styles/models (25%)**

Students are to work in pairs to identify and define/describe a specific type of leadership (for example distributed, authoritarian, servant, democratic, transformational, etc) and share with the rest of the class. The objective of this exercise is to develop our understanding of the different types of leadership and describe scenarios in which the different types of leadership can work adversely or positively in various school contexts. Students’ reports should not exceed a two page description of the specific leadership type, including references. Reports will be submitted electronically to the instructor by November 4th and will form the basis of class readings and commentary during the three application lessons.

4. **Final Assignment: Research Paper (45%)**

Students are to submit a major research paper no more than 3000 words in length. This is a reflective paper and should relate to (1) the major challenges facing leadership in education today (2) the student’s assessment/awareness of their own leadership values, purpose and style and (3) how they will apply the knowledge gained in the course to their current role.

**Sakai OWL platform login instructions and technical support information:**

Your Western University login and password is required to access the course (your Western email without the @uwo.ca and its accompanying password). Access to Sakai OWL is found here: Error! Hyperlink reference not valid.

For help on Sakai or access contact the ITS Help Desk:
- Support Services Building, Room 4100
- Phone: 519-661-3800
- Webform – https://itshelp.uwo.ca

**Policy Statements:**

Please see the “Policies” page of the Graduate Programs & Research web site for further details on course and program policies: http://www.edu.uwo.ca/graduate/policies.html

**Attendance:** Students are expected to attend all classes. In the case of absence, instructors may assign additional course work. Normally, students who are absent from one-quarter or more of their classes will be assigned a grade of "F" (Fail), (Graduate Studies Subcommittee - December 3, 1999). As an example, most onsite half courses (with the exception of some Counselling Psychology classes) meet 12 times during a term, so students in these courses cannot miss more than two classes. For on-line courses, participation will be determined by the
instructor/professor in the course outline and will reflect the same principles as attendance policy for on-site courses.

For online courses organized on a week-by-week basis, participation in each week’s discussion will be considered the equivalent of one onsite class.

For online courses which are not organized on a week-by-week basis, contributing to the discussion of each unit of work (e.g., module) will be considered the equivalent of attending and participating in, the classroom discussion of a face-to-face class.

**Language Proficiency:**  "Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level. To foster competence in the use of the English language within their own discipline, all instructors will take proficiency in English into account in the assignment of grades." A student who, after admission, shows an inadequate command of spoken or written English must improve his or her proficiency to the satisfaction of the graduate program or department.  

(http://www.uwo.ca/univsec/handbook/exam/english.pdf)

**Evaluation:**  Graduate students must maintain at least a "B" average in their program. Although only numeric grades are assigned by instructors in the Faculty of Education, the following alpha grade ranges are provided for your information.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>80% and above</td>
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<tr>
<td>B</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Fail - less than 60%</td>
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The following guidelines for assigning grades are in effect at the Faculty of Education.

<table>
<thead>
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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>Reserved for those students whose work is excellent. Their work will contain an element of originality, creativity, or thoroughness. It will be well organized and expressed, and will reflect a particularly clear command of techniques and principles, incisive judgements, sound critical evaluations, and so on.</td>
</tr>
<tr>
<td>B</td>
<td>Assigned for proof of good competent work. A &quot;B&quot; grade indicates that a student has mastered the course material and can manipulate it, can write clear prose, can demonstrate an ability to critically evaluate and synthesize material, and can apply the course material to relevant situations or problems.</td>
</tr>
<tr>
<td>C</td>
<td>Assigned because a student does not meet one or more of the above criteria. Even though the student may be conscientious, he or she has not demonstrated a mastery of the graduate work in the course. A lack of mastery may include any number of characteristics such as an inability to write clearly, to research a topic adequately, to synthesize material, or to make basic judgements about relevance, and so on.</td>
</tr>
<tr>
<td>F</td>
<td>Glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics. In general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.</td>
</tr>
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**INC:**

(Incomplete) An INC may be granted for a course where the student has not been able to complete the assigned work in the normal timeline due to exceptional circumstances. Permission to carry an INC must be sought from the Chair, Graduate Education before the end of the term. The INC must be completed by the end of the following term or a grade of F (FAIL) will be assigned. According to SGPS policy, NO exceptions will be granted to this rule. A numerical grade submitted for an INC grade, or an F grade resulting for an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either such grade except on documented medical or compassionate grounds. Instructors shall inform students, both in class and in the course outline, as to any policies and/or penalties concerning late submission of assignments.

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**IPR:**

(In Progress) assigned during preparation for Thesis or Directed Research Project or a half or full course which extends over two or more terms.

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**Statement on Academic Offences:** Scholastic offences are taken seriously; a student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university, as well as criminal proceedings where appropriate. Students are strongly encouraged to review the appropriate policy document, and specifically, the definition of what constitutes a Scholastic Offence: Scholastic Discipline for Graduate Students.

**Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar [reproduced below]).

**Plagiarism Checking:** All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

The Academic Calendar states:

Scholastic Offences include, but are not limited to, the following:

1. Plagiarism which may be defined as: 'The act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one's own mind.' Excerpted from H. C. Black, Black's Law Dictionary, West Publishing Co., 1979, 5th Ed., p. 1035. This
concept applies with equal force to all assignments including laboratory reports, diagrams, and computer projects.

8. Submitting for credit in any course or program of study, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf

A student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university.

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact me if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact the Faculty of Education Graduate Programs & Research Office at (519) 661-2099 and/or Services for Students with Disabilities (SSD) at (519) 661-2111 X 82147 for information about requesting academic accommodation, or go to the following website: http://www.uwo.ca/univsec/handbook/appeals/accommodation_disabilities_handbook.pdf
Sample of Leadership Journals

Advancing Women in Leadership
Board Leadership

C.A.P. Journal: Resources for School-Based Leadership
Canadian Journal of Educational Administration and Policy
E Journal of Organizational Learning and Leadership

Educational Administration Quarterly
Educational Leadership

Educational Management & Administration
Educational Management Administration & Leadership
International Electronic Journal for Leadership in Learning
International Journal of Education Policy and Leadership
International Journal of Leadership in Education
International Journal of Leadership in Education
Journal of Cases in Educational Leadership

Journal of Educational Administration
Journal of Leadership and Organizational Studies
Journal of Leadership Studies
Leadership

Leadership and Organization Development Journal
Leadership and Policy in Schools

Principal Leadership
School Administration
School Leadership & Management

Strategy & Management
The Journal of Educational Administration
The Journal of Leadership Studies
The Journal of Management Administration and Leadership
The Journal of School Leadership
The Leadership Quarterly
The Leading Edge
Websites for Leadership and Administration

Ontario’s Institute for Educational Leadership  
http://www.education-leadership-ontario.ca/home.shtml

Ontario Principals Council  
http://www.principals.ca/cms/default.aspx

Catholic Principals Council of Ontario (CPCO)  
http://www.cpco.on.ca/NewsLetters/CanadasOutstandingPrincipals.aspx

The Learning Partnership  
http://www.thelearningpartnership.ca/

The Centre for Leadership and Diversity  
http://www.oise.utoronto.ca/research/cld/

The School Leadership Centre at UBC  
http://www.slc.educ.ubc.ca/

National College for School Leadership  
http://www.ncsl.org.uk/

Leading and Learning (Numeracy and Literacy Secretariat)  
http://www.curriculum.org/leadingandlearning/

Australian Council for Educational Research  
http://www.acer.edu.au/proflearn/

London Centre for Leadership in Learning  
http://ioewebserver.ioe.ac.uk/ioe/cms/get.asp?cid=9087

International Centre for Educational Change
http://icec.oise.utoronto.ca/research.htm

University Council for Educational Administration - UCEA (University of Texas at Austin)

Center for the Study of Leadership and Ethics (Umea University, Sweden)

Educational Leadership Development Net (Chinese University of Hong Kong)

Australian Principals Centre (Australian Council for Educational Research)

Error! Hyperlink reference not valid. (Pennsylvania State University)
The four components of a book review

Book reviews are a special form of academic writing. They have well-known structures with familiar components. Writers of book reviews typically progress through four stages, as follows:

1. **Introduce the book by:**
   - Using a summary, outlining the general topic (include book theses, methodology and theoretical framework, if any)
   - indicating who the book is for (For example, is the book intended for children, college students, the general (interested) public, or specialists within the field?)
   - placing the book in its field.

2. **Next, outline the content of the book by:**
   - giving a general view of its organization
   - stating the topic of each chapter/section.

3. **Then highlight parts of the book by:**
   - selecting particular chapters or themes for evaluation
   - Include brief descriptions of the sections you are critiquing so that the audience gets a sense of that particular section.

4. **And finally, evaluate the book by:**
   - critiquing any arguments or accounts within the book
   - indicating how it meets the readers’ needs
   - remarking on its format
   - Some guiding questions for the critique.
     1. 1. Is the book well written?
     2. 2. Does the author successfully argue his/her point(s) based on the sources he/she used or had available? Why or why not in your opinion?
     3. 3. Where there any issues the author should have considered but did not?
     4. 4. How significant a contribution to the field is this book?
     5. 5. What, if any, new research or methodological questions might it raise, if any?
   - Connect this book with other books or articles that you have read for this course and previous courses.