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Course objectives

This course is designed to acquaint students with the practices, issues and challenges associated with leadership in educational organizations. Students will have the opportunity to critically analyze and appraise the practices and issues involved in the leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, leadership practices, in ways they will assist them with their own administrative and pedagogical practices.

Course description

The course will focus on selected aspects of leadership in schools. Among other topics the course will cover such topics as the need for administrators, views or concepts of leadership, leadership and student achievement, leadership and reform, teacher leadership, emancipatory leadership, transformational leadership, leadership and diversity, instructional leadership, leadership and accountability, leadership and change, leadership and gender, and leadership and information management.

Course format

The interactive part of this course will be conducted on-line. Students will be expected to read the required readings, post a response to them on-line, read the reactions of others to the readings, and then post at least two second, but shorter responses to others’ reactions. Because this will be a comparatively short and thus intensive course, students will be expected to post their responses by the expected date. Failure to do this will result in a penalty (1 mark per day). I would prefer not to do this, but I believe it is necessary to keep the course running on its tight timelines. Besides these on-line responses, students will also have a major assignment, which they will be required to send in.
Course evaluation

Students will be evaluated on the basis of their on-line responses and a "major" assignment.

1. On-line Responses 45%

Students will be evaluated on the basis of their on-line responses to the readings. As mentioned above, everyone will be expected to react to the readings, and post at least three responses in the appropriate folder. The first response will be an initial reaction to the readings. This response can run anywhere from 150 to 500 words. You can post these responses at any time after a week before the due date. As mentioned previously students will be penalized 1 mark per day for late responses. The final hour for responses will be midnight of the designated day. The maximum penalty for a given late response will be 3 marks. The two secondary responses to others’ responses should be shorter in length. You may post more than two secondary responses, if you wish. Like the initial responses, penalties will apply if they are late.

Students will also be expected to read all of their classmates' contributions.

Students will be evaluated on their:

1. Initial contribution (originality, thoughtfulness, insight, contribution to the learning of the entire group)
2. Interaction (ability to be appropriately critical, to build on others’ insights, and to be reflective and constructive)
3. Inquiry (questioning techniques)
4. Connecting theory with personal resources and/or personal experiences
5. Understanding core course concepts and content
6. Social Skills (support, collaboration, encouragement, sensitivity towards classmates)
7. Effort and language
8. Support and contribution to the collective

2. Major Assignment 55%

Students will be evaluated on a major assignment that they will be required to send in to me on hard copy (Dept. of TPS, OISE/UT, 252 Bloor St. West, Toronto, ON, M5S 1V6). Because of the nature of this course I want to build as much flexibility into this assignment as possible. I do not want to penalize or place any student at a disadvantage. Also I would like this assignment to be useful to those write them. As a consequence, I simply want students to write something original (e.g. something you have not written for
another course or for another purpose) on an aspect of leadership, administration or organization in a school or organization. You might, for example, want to write a paper about the kinds of things that your school or organization might do to provide equal educational opportunities for students, or the role principals might take in school improvement.

You also have the option of shaping your final written assignment from the on-line dialogue, both your own and others. Pick out three or four themes that emerge in the dialogue, integrate these themes into an overall purpose, (make a connection between these themes and the purpose), shape what was said in each of your chosen themes to suit your purposes, and provide some sort of summary. You can use outside references if you wish.

Whatever topic you eventually choose you should clear it with me first. In doing this assignment you can use the course readings, our various on-line reactions and discussions, and any other sources you believe would be appropriate. This paper should follow an accepted academic format that includes referencing ideas that you have borrowed from other sources (e.g. APA, Chicago Manual of Style) and run somewhere between 3500 and 5000 words. Students are expected to hand in or mail me a hard copy of their major assignments by December 15, 2005. Those students who feel that they may need more time to complete their assignments are asked to discuss this matter with me. Students who do not hand in their assignments on the due date without notifying me will be assigned an Incomplete.

When I evaluate your assignment I will be looking for the following attributes.

* A clear statement of purpose.
* A rationale or reason for choosing the topic. Usually reasons revolve around a problem. For example, a problem may be that administrators may feel that they do not understand their community, or the relationship between schools and communities are not always what they should be.
* An argument that makes sense.
* A conclusion that effectively sums up your case.
* Effective use of evidence or sources to support your rationale and argument.
* Effective use of style. This includes the organization of your paper, the writing style and other features like continuity or flow.

CLASS SCHEDULE

PRE-COURSE ASSIGNMENT – Due September 6

Assignment # 1 -- Introduction to Leadership
Earliest Possible Response: September 6
Initial Response Due: September 13
Secondary Responses Due: September 20

Required Readings:


Assignment #2 – Overview and School Results

Earliest Possible Response: September 20
Initial Response due: September 27
Secondary Responses due: October 4

Required Reading:


Assignment # 3 – Critical and Feminist Leadership

Earliest Possible Response: October 4
Initial Response due: October 11
Secondary Responses due: October 18
Required Readings:


Assignment # 4 – Leadership in Culturally Diverse Contexts and Accountability

Earliest Possible Response: October 18
Initial Responses due: October 25
Secondary Responses due: November 1

Required Readings:


Assignment #5 – Change, Reform and Teacher Leadership

Earliest Possible Response: November 1
Initial Response due: November 8
Secondary Responses due: November 15

Required Reading:


Assignment #6 – Data Management, Transformational and Instructional Leadership

Earliest Possible Response: November 15
Initial Responses due: November 22
Secondary Responses due: November 29

Required Reading:


**Additional Reading**


control to empowerment. New York: Teachers College Press.


Quarterly 35, 679-706.


Falmer Press.


