

OFFICIAL GRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

| | | | | | | | | | | | | | | | | | | | |
|--|-----------|--|--|------------------------------|----|------------------|--|------------------------|--|--|--|----------------------------|--|----------------------|----|--------------|-----------|--|--|
| Course Code and Number: EDUC 702 | | Number of Credits: 5 Course credit policy (105) | | | | | | | | | | | | | | | | | |
| Course Full Title: Leading and Mentoring in Professional Learning Communities | | | | | | | | | | | | | | | | | | | |
| Course Short Title (if title exceeds 30 characters): | | | | | | | | | | | | | | | | | | | |
| Faculty: Faculty of Professional Studies | | Department/School (or program if no department): Teacher Education | | | | | | | | | | | | | | | | | |
| Calendar Description: (40 words maximum) Explores dynamics of professional communication in complex educational settings as a basis for fostering collaborative communities. Communicating for inclusive decision making, communication preferences for effective leadership, and best practices for leading and mentoring within communities of practice are explored. | | | | | | | | | | | | | | | | | | | |
| Prerequisites (or NONE): | | Admission to the Master of Education, EDUC 700, and EDUC 701. | | | | | | | | | | | | | | | | | |
| Corequisites (if applicable, or NONE): | | | | | | | | | | | | | | | | | | | |
| Pre/corequisites (if applicable, or NONE): | | | | | | | | | | | | | | | | | | | |
| Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i> | | | | | | | | | | | | | | | | | | | |
| Total Hours: 75 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>50</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td>25</td> </tr> <tr> <td>Total</td> <td>75</td> </tr> </table> | | Lecture hours | | Seminars/tutorials/workshops | 50 | Laboratory hours | | Field experience hours | | Experiential (practicum, internship, etc.) | | Online learning activities | | Other contact hours: | 25 | Total | 75 | Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i> | |
| Lecture hours | | | | | | | | | | | | | | | | | | | |
| Seminars/tutorials/workshops | 50 | | | | | | | | | | | | | | | | | | |
| Laboratory hours | | | | | | | | | | | | | | | | | | | |
| Field experience hours | | | | | | | | | | | | | | | | | | | |
| Experiential (practicum, internship, etc.) | | | | | | | | | | | | | | | | | | | |
| Online learning activities | | | | | | | | | | | | | | | | | | | |
| Other contact hours: | 25 | | | | | | | | | | | | | | | | | | |
| Total | 75 | | | | | | | | | | | | | | | | | | |
| | | Maximum enrolment (for information only): 24 Expected frequency of course offerings (every semester, annually, every other year, etc.): Cohort model, every other year. | | | | | | | | | | | | | | | | | |
| Graduate Program Committee: Dr. Rosetta Khalideen, Janet Carroll, Awneet Sivia, Dr. Vandy Britton | | | | | | | | | | | | | | | | | | | |
| Campus-Wide Consultation (CWC) | | Date of posting: | | | | | | | | | | | | | | | | | |
| Faculty Council approval | | Date approved: | | | | | | | | | | | | | | | | | |
| Dean(s): | | Date approved: | | | | | | | | | | | | | | | | | |
| Associate VP Graduate Studies: | | Date approved: | | | | | | | | | | | | | | | | | |
| Senate Graduate Studies Committee | | Date of meeting: March 16, 2017 | | | | | | | | | | | | | | | | | |

Course

The overall purpose / rationale for this course is:

This course builds on theoretical foundations and models examined in EDUC 700 and 701 to introduce best practices in communication for mentoring and leading to foster distributed leadership practice. Participants will examine elements of effective communication to understand and strengthen their own communication capacities enabling them to facilitate the professional learning of early career and experienced teachers. Course activities provide opportunities to explore and practice individual and group communication, reflection, and decision-making within culturally and socially diverse learning communities.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- explain the role of communication in creating and sustaining professional relationships
- critically reflect on personal communication preferences and their impact on collegial relationships
- understand the behaviours governing effective communication
- apply effective communication behaviours in a variety of contexts
- articulate ethical boundaries as defined by the standards found in regulatory bodies of K-12 education in BC
- recognize the impact of social diversity on communication
- provide and accept constructive feedback within the cohort
- facilitate conversations that build consensus, resolve conflict and create action
- integrate and apply First Peoples' Principles of Learning (FNESC, 2008) in communication

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course is part of a closed Master of Education program.

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture, discussion groups, seminar, presentations, online responses. Blended and hybrid methods of delivery may be included.

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| | Author (surname, initials) | Title (article, book, journal, etc.) | Current ed. | Publisher | Year |
|----|----------------------------|--|--------------------------|--------------|------|
| 1. | Lipton, L. & Wellman, B | Groups at Work. | <input type="checkbox"/> | Miravia | 2011 |
| 2. | Feeney Jonson, K. | Being an Effective Mentor (2nd Ed.) | <input type="checkbox"/> | Corwin Press | 2008 |
| 3. | Knight, J. | Instructional Coaching: A Partnership Approach to Improving Instruction. | <input type="checkbox"/> | Corwin Press | 2007 |
| 4. | Lipton, L. & Wellman, B. | Mentoring Matters: A Practical Guide to Learning-Focused Relationships (2nd Ed.) | <input type="checkbox"/> | Miravia | 2012 |
| 5. | Pitton, D. | Mentoring novice teachers: Fostering a dialogue process (2nd Ed.) | | Corwin Press | 2008 |

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**Typical Evaluation Methods and Weighting**

| | | | | | | | |
|----------------|-----|----------------|-----|-------------------|---|------------|------|
| Final exam: | % | Assignments: | 50% | Midterm exam: | % | Practicum: | % |
| Quizzes/tests: | % | Lab work: | % | Field experience: | % | Shop work: | % |
| Group Work: | 25% | Presentations: | 25% | Other: | % | Total: | 100% |

Details (if necessary): Scenario analysis; e-portfolio of effective communication; article critique.

Typical Course Content and Topics**Module 1 – Communication and the Self-Reflective Leader**

- personal reflection on experiences, history, beliefs and personality to identify communication preferences
- communication preference and the impact on collegial relationships
- diversity and communication
- communication that enriches communities of practice
- factors that enhance or detract from effective communication
- relationship building within professional learning communities in a distributed leadership framework
- Indigenous ways of knowing and communication

Module 2 – Communication Theory and Practice in Leading and Mentoring

- theories of communication - implications for leadership and mentorship roles
- communication in collaborative structures and distributed leadership models
- professional and ethical boundaries in communicating
- collegial relationships that foster personal and professional growth

- collaborative inquiry norms and processes

Module 3 – Effective Practices for Leaders and Mentors

- consulting, collaborating, coaching
- effective communication in one to one, small group and large group contexts
- cognitive and instructional coaching
- learning focused conversations
- planning, problem solving, reflection
- elements of effective feedback
- conflict resolution strategies
- approaches that promote professional dialogue