

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 451		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Leading and Mentoring in Multilingual K-12 Schools															
Course Short Title: Leading in Multilingual K-12															
Faculty: Faculty of Education, Community, & Human Dev.		Department/School: School of Education													
Calendar Description: Designed for K-12 teachers interested in becoming English Language Learning (ELL) specialists at the school or school district level. Explores the dynamics of leadership and mentorship in multilingual school contexts. Topics include effective leadership of English language programs, K-12 ELL policies, supports and services, communication for inclusive decision making, and best practices for leading and mentoring communities of professional learning.															
Prerequisites (or NONE):		TESL 400.													
Corequisites (if applicable, or NONE):		None.													
Pre/corequisites (if applicable, or NONE):		None.													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: N/A Cross-listed with: N/A Equivalent course(s): N/A <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: Online only Expected frequency: Annually Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar	30	Tutorials/workshops	20	Experiential (cultural/elder learning or participation)	10					Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: Course learning outcomes are uniquely focused on leadership in K-12 ELL programs and services.	
Lecture/seminar	30														
Tutorials/workshops	20														
Experiential (cultural/elder learning or participation)	10														
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: February 2, 2026													
Faculty Council approval		Date of meeting: April 12, 2026													
Undergraduate Education Committee (UEC) approval		Date of meeting: June 19, 2026													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

The overall goal of the course is to introduce best practices in leading and mentoring in K-12 multilingual contexts. Students will learn about the roles and responsibilities of ELL specialists, including leading professional learning communities, mentoring teachers, and engaging in equity-focused decision-making in support of ELL learners.

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

1. Articulate the connections between language learning, teaching, and leading in multilingual school settings.
2. Describe the roles and responsibilities of K-12 English Language Learning (ELL) specialists in fostering best practices in teaching, assessment, and programs for ELL students, including students with interrupted formal education (SIFE).
3. Analyze the behaviours that contribute to effective communication and relationship-building to develop and sustain professional learning communities.
4. Apply effective communication protocols in a variety of contexts to resolve conflict and foster inclusive, equity-focused decision-making.
5. Articulate ethical boundaries as defined by the standards in BC's ELL policies and programs and services (e.g., BC English Language Learning: Policy Guidelines; ELL Standards; etc.).
6. Engage in constructive feedback processes with course instructors and peers.
7. Reflect on the work of ELL specialists through a lens of equity, diversity, inclusion, and decolonization.
8. Integrate Indigenous worldviews and principles in communication and leadership practices.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	80%	%	%
Portfolio:	20%	%	%

Details:

Individual reflections on course topics, group presentations on readings, field-based communication protocols, case studies, and professional leadership/mentorship portfolio.

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

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Online instructor lectures and instruction; group presentations of readings; discussions; guest lectures and panel discussions; case study and role play practice using communication protocols.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Honigsfeld, A., & Dove, M.G.	Collaborating for English learners: A foundational guide to integrated practices.	2019
2. Textbook	Easton, L.B.	Protocols for professional learning.	2017
3. Textbook	Adams, P., Mombourquette, C., & Townsend, D.	Leadership in education: The power of generative dialogue.	2019
4. Article	Marshall, S., & Khalifa, M.A.	Humanizing school communities: Culturally responsive leadership in the shaping of curriculum and instruction.	2018
5. Article	Slack, A.	The power of professional learning: Using PLCs to enhance accessibility of instruction for English learners.	2019

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics****Module 1 - The Language Teacher as Leader/Mentor**

- Personal and group reflections on experiences and beliefs related to language learning, teaching, and leading
- Connections between evidence-informed TESL teaching practices and effective K-12 leadership/mentorship practices for ELLs
- Current theories and policies that inform K-12 English Language Learning (ELL) instruction, assessment, and support programs
- Roles and responsibilities of English Language Learning (ELL) specialists as leaders and mentors within the K-12 context
- BC Ministry of Education funding policies and standards for assessing and supporting the progress of K-12 ELL learners (e.g., BC English Language Learning: Policy Guidelines and ELL Standards)
- Leading professional learning in multilingual K-12 contexts

Module 2 – Models and Communication Protocols for Leading and Mentoring Professional Learning Communities

- Indigenous knowledge systems, perspectives, and scholarship on leadership and mentorship
- Community-based models and principles of leadership and mentorship for ELLs
- Theories and practices related to generative dialogue
- Communication protocols to resolve conflict and build consensus across professional learning communities
- Exploration of generative dialogue and communication protocols in case studies and application in K-12 contexts

Module 3 – Equity-Focused Practices for ELL Specialists

- Effects of colonization and historical, colonial power structures that have misrepresented and suppressed Indigenous people and minority linguistic groups in Canada
- Impact of global migration and immigration trends on schools and communities in the Fraser Valley
- Historical barriers and contemporary issues related to programs and services for multilingual learners
- Leadership and mentorship through a lens of equity, diversity, inclusion, and decolonization
- Role of ELL specialists in advocating for inclusive and equity-focused decision-making in relation to K-12 funding models, instruction, assessment, and community supports for multilingual learners and their families
- ELL Specialist Portfolio and Action Plan