OFFICIAL GRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 703	**Number of Credits:** 5 Course credit policy (105)

Course Full Title: Policy, Identity, and Context

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)

Ensures students gain a comprehensive understanding of researched competency frameworks as well as the regulatory and professional standards and policies that govern BC educators. Students will construct a leadership vision that informs the development of an inquiry question.

Prerequisites (or NONE):	Admission to the Master of Education, EDUC 700, EDUC 701, and EDUC 702.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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.

Total Hours: 75

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	50
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: MEd supervisor consultation	25
Total	**75**

Special Topics

Will the course be offered with different topics?

☐ Yes   ☒ No

If yes, different lettered courses may be taken for credit:

☐ No   ☐ Yes,   repeat(s)   ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

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 Objective

The overall purpose/rationale for this course is:

This course surveys the broader professional standards in BC and related competency frameworks from national and international educational settings. Students will consolidate knowledge of these professional standards and frameworks with their own professional competencies in order to begin to develop their identity and vision as educational leaders. The course supports students to utilize this emerging identity and vision as a lens through which to examine their own particular educational context. Through consultation with school/district personnel, students will identify a critical issue related to leadership and mentorship in order to formulate a question for inquiry in preparation for fieldwork.

Learning Outcomes

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

a) understand the professional standards governing educators in BC – Standards for the Education, Competencies, and Professional Conduct of Educators in British Columbia, the BC Principals' and Vice Principals' Association (BCPVPA) Leadership Standards for Principals and Vice Principals, the British Columbia Teachers' Federation (BCTF) Code of Ethics for Educators, the Ministry of Education BC Education Plan and New Curriculum, and the First Peoples' Principles of Learning (FNESC, 2008)
b) critique national and international teacher leader competency frameworks
c) articulate the ways in which professional standards and competency frameworks can and do inform leadership/mentorship practices
d) apply professional standards and knowledge about leadership and mentorship to an emerging vision of themselves as an educational leader
e) critique and analyze an educational context through consultation with educators in the field
f) develop a preliminary inquiry question for further research
g) research and create a literature review

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)

Lectures, group work, project presentations, seminars. Hybrid and blended 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.	American Psychological Association	Publication Manual of the American Psychological Association (6th ed.).	☐	Washington, DC: American Psychological Association	2010
2.	American Psychological Association	Concise Rules of APA Style (6th ed.)	☐	Washington, DC: American Psychological Association	2010
3.	Halbert, J. & Kaser, L. (2013)	Spirals of inquiry for equity and quality.	☐	Vancouver, BC: BCPVPA Press	2013
4.	Cochran-Smith, M. & Lytle, S.	Inquiry as stance: Practitioner research for the next generation.	☐	New York, NY: Teachers College Press	2009
5.	Zachary, L.	Creating a Mentoring Culture: The Organization's Guide	☐	San Francisco, CA: Jossey-Bass	2005

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): group discussions, reflections, identity profile and vision statement, literature review, presentation.

Typical Course Content and Topics

Module 1 - Frameworks and Standards for Leadership and Mentorship

- Teacher Regulation Branch (TRB) Standards for the Education, Competence and Professional Conduct of Educators in BC
- BC Principals' and Vice Principals' Association (BCPVPA) Leadership Standards for Principals and Vice-Principals in BC
- First Peoples' Principles of Learning (FNESC, 2008)
- BC Ministry of Education Curriculum
- British Columbia Teachers' Federation Code of Ethics
- BC School Act
- national and international teacher leader competency frameworks

Module 2 - Consolidating Understanding

- theories, models, and communication competencies from previous coursework
- self-assessment of leadership/mentorship practices
- personal leadership profile and action plans

Module 3 – Assessing Educational Contexts

- case studies of distributed leadership, teacher leadership, and mentorship practices
- assessment of a specific educational context
- consultation with field colleagues
- needs identification
- preliminary inquiry question

Module 4 – Inquiry as Stance (Cochran-Smith & Lytle, 1999)

- annotated bibliography and literature review
- examples of projects/inquiries in leadership and mentorship
- final inquiry question