



University of Saskatchewan
College of Education, Department of Educational Administration

**EADM 498.3 Managing and Leading the Learning Environment:
Introduction to the Administration of Canadian Schools
Room 1251**

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Office Hours: By appointment

Class Time:

Mondays to Fridays: 1:30 to 3:40 p.m.

Professionalism and good attendance is expected for all sessions, and attendance will be taken during each meeting.

Course Description: In this senior undergraduate class, student participants will explore the theories and practices of classroom management and leadership focused on student achievement. Student participants will develop and demonstrate an understanding of these theories and practices. Issues in, expectations of, and strategies for student behaviour management will be examined from different perspectives. Concepts include trust, engagement, motivation, choice, needs, compliance, and instructional modification. Student participants will engage in problem-solving activities related to these and other ideas.

Course Outcomes:

By the end of the course, students will be able to:

- ✓ Discuss theories and practices of leadership and managing classrooms with a focus on supporting student achievement
- ✓ Exhibit knowledge of organizational and structural aspects of school systems and roles relating to the delivery of education in Saskatchewan and Canada and how teachers operate within these parameters to support student achievement
- ✓ Communicate expectations for professionalism and ethical standards of Saskatchewan teachers in collaborative relationships with learners, colleagues, families and communities
- ✓ Provide evidence of an understanding of current issues in Canadian education, the need for educators' capacity to nurture an inclusive and equitable environment for the empowerment of all learners
- ✓ Engage in questioning, peer and self-assessment, as well as reflection to support growth as an learner and teacher leader
- ✓ Describe culturally responsive approaches educators might use to address the needs of First Nations, Inuit and Métis students in diverse classroom settings.

Required materials: This course does not have a required textbook. All materials for the course are posted on Blackboard, which you should check each evening before class. You may wish to download items before class. Materials are organized into folders in order of use throughout the course. Please bring a personal device such as a laptop or tablet to class if you have one available.

Course Outline:

Topic /Date	Topic(s)	Readings/viewings to be completed before each class
Monday, August 13	Introductions Canadian Schools	
Tuesday, August 14	Teaching in Canada and The Reflective Practitioner	<ul style="list-style-type: none"> • Read/view items in Blackboard folder called ‘Teaching in Canada’
Wednesday, August 15	Structures and Administration in Saskatchewan Education	<ul style="list-style-type: none"> • Read/view items in Blackboard folder – ‘Saskatchewan Education Structures’
Thursday, August 16	A day in the life of a Canadian teacher	<ul style="list-style-type: none"> • Read/view items in Blackboard folder – ‘A Day in the Life of a Teacher in Canada’
Friday, August 17	Teacher Roles and Responsibilities, Professionalism and Ethics	<ul style="list-style-type: none"> • Read/view items in Blackboard folder – ‘Teacher Roles and Responsibilities’ • Written reflection # 1 due today.
Monday, August 20	Role of In-school Administrators <ul style="list-style-type: none"> • Guest speaker 	<ul style="list-style-type: none"> • Read/view items in Blackboard folder- ‘School Administrators’
August 21	Classroom Management Theories and Practices Duties of Students	<ul style="list-style-type: none"> • Read/view items in Blackboard folder – ‘Managing the Classroom’

Wednesday, August 22	Leadership to Support Student Achievement – Bringing Theory and Practice Together	<ul style="list-style-type: none"> • Read/view items in Blackboard folder – ‘Leadership and Student Achievement’ • Written reflection # 2 due today.
Thursday, August 23	Midterm In-class Assignment	<ul style="list-style-type: none"> • No additional readings for today.
Friday, August 24	Role of School Counsellor Career Exploration <ul style="list-style-type: none"> • Guest Speaker 	<ul style="list-style-type: none"> • Read items in Blackboard folder – ‘School Counselling’
Monday, August 27	First Nations Education in Canada and Cultural Competence	<ul style="list-style-type: none"> • Read/view items in Blackboard folder – ‘First Nations Education in Canada’
Tuesday, August 28	Student Voice and Leadership <ul style="list-style-type: none"> • Guest speakers 	<ul style="list-style-type: none"> • Read/view items in Blackboard folder – ‘Student Voice and School Leadership’
Wednesday, August 29	No class today	<ul style="list-style-type: none"> • No assigned readings/viewings for today • Work on presentations with your group. • Written reflection # 3 due today.
Thursday, August 30	Community-Engaged Teaching and Learning	<ul style="list-style-type: none"> • Read/view items in Blackboard folder titled – ‘Community-Engaged Learning’
August 31	Presentation Preparation - work time	<ul style="list-style-type: none"> • No additional readings.
September 4	Presentation Preparation - work time	<ul style="list-style-type: none"> • No additional readings.
September 5	Group Presentations	<ul style="list-style-type: none"> • No additional readings.
September 6	Group Presentations	<ul style="list-style-type: none"> • No additional readings.
September 7 (Final class)	In-class Group Activity	<ul style="list-style-type: none"> • No additional readings.

Assessments:

Type of assignment	Dates
Written Reflection #1	August 17
Written Reflection # 2	August 22
Midterm in-class assignment	August 23
Written Reflection # 3	August 29
Group presentation	As per sign-up sheet for September 5 or 6
In-class activity	September 7

There is no final exam for this course.

How to submit assignments:

All written work should be done in double-spaced, 12 point, Times New Roman font. When necessary, include references using the APA format. Submit written assignments in Word.doc or Word.docx format via email to r.campbell@usask.ca

Reflective Writing Assignments #1, # 2 and # 3

The practice of reflective thought and reflective writing are learned skills. First, students will be instructed on and guided through the process of considering ideas and experiences as learners and future teachers through examination of theories on reflective practice.

Theory on the practice and efficacy of reflection we will examine in class are based on the work of J. Moon and her model of four levels of reflection; the author's work is referenced below. After examining the theory, we will view examples of reflection, then discuss, and practice in class prior to your first reflective writing assignment being due.

Students are asked to engage in reflection through a series of three written assignments during the course. Guiding questions and writing prompts are supplied by the instructor.

Moon, J. (2004). *A Handbook of Reflective and Experiential Learning*. London, UK: Routledge Falmer.

Group Presentations

Guidelines

1. Choose two other students with whom to present, choose a topic from the list below, and prepare to present for approximately 30 minutes on this topic. The 30 minutes should also include questions for the class or an activity to give your classmates a chance to participate in their learning about the topic.
2. Your presentation should include an explanation of the topic and why it is important to what you have learned about Canadian schools and leadership in schools. You may choose to compare and contrast Canadian and Chinese contexts.
3. The activity part of the presentation should encourage your fellow students to examine their thoughts and opinions about the topic. We will discuss possibilities for activities in class.
4. Groups of three students will present on Wednesday, September 5 or Thursday, September during class (5 groups each day).

Possible Topics for Group Presentations

Student leadership	Student mental health
New teacher mentorship	Diversity considerations
Growth mindset	Gender issues
Parental involvement in schools	School planning
Teacher evaluation	Inclusive classrooms (ability)
Professional ethics	Other topics as discussed with instructor for approval

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

For more information, see

Integrity and Student Conduct website at http://www.usask.ca/university_secretary/honesty/

For information on equity, academic and student affairs and university policies:

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