

University of Prince Edward Island
Master of Education Leadership in Learning (Nunavut)

ED 631N Leadership in Postcolonial Education

Instructors: Fiona Walton, Nunia Qanatsiaq and Elizabeth C. G. Fortes
September 13 – December 10, 2010

Decolonization, once viewed as the formal process of handing over the instruments of government, is now recognized as a long-term process involving the bureaucratic, cultural, linguistic and psychological divesting of colonial power.

Linda Tuhiwai Smith, 1999, p. 98.

Course Description

ED631 Leadership in Postcolonial Education

In this course, students consider postcolonial history and key texts as they critically examine a variety of theoretical frameworks within postcolonial education. The postcolonial context of education within particular Indigenous and colonized societies provides a major focus for the course. The role of educational leaders in negotiating complex change in specific contexts is considered.

Instructors' Contact Information

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Specific Focus

Welcome to your first course in the second iteration of the Nunavut Master of Education (MEd) program. You are starting a new adventure as a graduate student, one that should be exciting and challenging as well. This first course considers Inuit identity and subjectivity within the context of education in Nunavut and Nunavik as emerging postcolonial, Inuit societies in Canada. A premise of the course is that education has the potential to act as a force for positive change and can be shaped by the educators and educational leaders who carry a clear vision for the future of Inuit societies in Canada. That vision, and your role in creating the future, will remain a major focus in all the Nunavut MEd courses over the next three years, but in this course we will consider the postcolonial quest and what this means for Inuit education.

Your personal experiences as educational leaders with the ability to influence change will shape our discussions related to postcolonial education. The development of a critical and decolonizing personal framework, as it is applied within education in Nunavut and Nunavik, is an important outcome for the first course and will be an ongoing process in the remaining courses. The course offers a reading and writing intensive experience providing opportunities for you to consider how you have arrived at this point in your life and where you are going in your career as an Inuit leader. The course acts as a foundation for your future professional growth by providing an

opportunity to use a postcolonial lens as you reflect on the readings, write about what they mean for you and engage in dialogue and critical discourse with your colleagues and instructors. This course outline will evolve and change as we consider the topics, engage in the reading and dialogue and consider the Inuit educational context at this time.

Course Format

The course includes some reading and reflections during the months of September and October, as well as a full week of face-to-face engagement from Wednesday, November 10 at 1:00 p.m. until Wednesday, November 17 at 12:00 p.m. We are using e-mail for our communication until we meet at the Orientation. At the Orientation, you will be introduced to Knowledge Forum, the online database we will use for distance learning over the next three years.

The ability to work on-line using your own personal laptop computer will greatly facilitate your learning and easy access to the dialogue generated by your colleagues and instructors, both at home and while you are travelling and studying. Your laptop computer can store course materials, your writing, papers and your course files where they will be accessible and available as you complete this course and the other nine courses in the program. The Nunavut MED is designed to be an integrated program with continuity between the courses and follow-up from one course to the next.

The face-to-face component of the postcolonial course takes place immediately following the orientation to the MED, offered from Monday, November 8 at 6:00 p.m. until Wednesday, November 10 at 12:00 p.m. Final presentations from the participants will close the classroom-based section of the course on the evening of Tuesday, November 16. Individual debriefings with the instructional team, for approximately 15 minutes with each participant, will be scheduled following the closure of the course.

Purpose of the Course

- To critically reflect on, discuss and write about the formation of Inuit identity and subjectivity within education.
- To read about and critically analyse postcolonial theories and themes as they apply to the historical development of Inuit sociocultural, political and educational structures within government, society and schooling.
- To examine and write about themes and concepts in postcolonial education as they apply to present day processes of decolonization and globalization.
- To consider and engage in reading, critical dialogue and writing related to educational history and change in Nunavut and Nunavik through a postcolonial lens.
- To start developing and expanding a reflexive position on your life and career as an Inuit educational leader.
- To articulate, critique and express your vision for Inuit education in Nunavut and Nunavik.

Key Questions

- What is postcolonial theory and how does it apply to education in Nunavut and Nunavik?
- Why, how and when did this theory emerge and how is it impacting emerging and established Indigenous societies globally?

- How are Inuit educators, writers, artists, journalists, film makers, activists and politicians expressing their postcolonial consciousness, particularly with respect to education, and how does this compare with other Indigenous societies globally and contribute to an understanding of postcoloniality and decolonization in Nunavut and Nunavik?
- What are the implications of decolonizing and anti-colonial approaches in education for Inuit educational leaders in Nunavut and Nunavik?
- How are recent changes in educational legislation, policy and programs in Nunavut and Nunavik impacting the possibilities for an Inuit postcolonial society?
- How can the national strategy on Inuit education affect postcolonial identity and education in Nunavut and Nunavik?
- What is your role in creating a decolonized, Inuit postcolonial educational system in Nunavut and Nunavik?

Course Texts and Readings

1. Amagoalik, J. (2007). *Changing the face of Canada: The life story of John Amagoalik*. Iqaluit, Nunavut: Nunavut Arctic College Press.

This text is available from Nunavut Arctic College or the Community Learning Centres in Nunavut. http://www.arcticcollege.ca/news/News_eng.aspx?ID=43

It is also available at the Arctic Ventures bookstore in Iqaluit. It is sold at a very reasonable price. You may be able to borrow a copy of the text from your library. The text is also available to read on line, arranged by chapters with helpful comments.

<http://www.tradition-orale.ca/english/changing-the-face-canada-b33.html>

2. Smith, L. T. (1999). *Decolonizing methodologies: Research and Indigenous peoples*. London: Zed Books.

This text is available from Amazon. **Please order this book immediately because it will take time to reach you by mail. It is essential that you bring this book to the orientation and classes in Iqaluit in November.**

<http://www.amazon.com/books-used-books-textbooks/b?ie=UTF8&node=283155>

3. Additional Readings

A variety of additional readings drawn from a variety of sources will be provided during the face-to-face part of the course. Whenever possible, these readings will be available for electronic access on Knowledge Forum, the on-line data base we will use for our distance learning in the MEd.

Assignments

Please note that instructors will discuss the marking of assignments in some detail at the beginning of the face-to-face course.

1. Brief Autobiographical Sketch

Before **September 12, 2010**, write a brief autobiographical sketch right in the body of an e-mail and send it out to everyone who was sent the course outline and class list for this course. All you

need to do is hit **Reply All** and everyone will learn a little bit about you very quickly. The instructors will also write autobiographical sketches and send them out to the group.

The brief introductory sketch should be no more than 200 words to let the class know who you are. The following notes can guide your writing though you do not need to follow the suggestions if you want to write a different introduction. Please only write about aspects of yourself that you feel comfortable to share. You will have plenty of time to get to know each other when we meet face-to-face. If you do **not** feel comfortable writing the sketch, or you want to talk about the assignment before you start writing, please contact Fiona Walton at fwalton@upei.ca.

Tell the group a little about:

- Where were you born and lived as a child?
- Any other places you have lived.
- Something about your family and community.
- Your educational background.
- Your experience as an educational leader.
- Any other interesting things that you would your colleagues to know about you.

2. *Changing the Face of Canada* by John Amagoalik

John Amagoalik's book provides a gentle beginning to your studies in the MEd program with a focus on reading approximately seven short chapters in September and seven in October. The chapters are short and easy to read and you can make some notes on each chapter as you are reading.

John's book serves three purposes. The first involves reading and commenting on the autobiography of an Inuit leader who has shaped the history of Nunavut. The second is our ability to use this text as an example of autobiographical writing as you reflect on your personal life experiences and document and consider aspects of your own careers and experiences as educational leaders. The third provides our class with an opportunity to discuss John Amagoalik's life and experiences in light of the evolution of Inuit society and education in Nunavut, and to talk about the interesting themes and political events recounted in the text. Amagoalik, and the land claim process he helped to negotiate and implement, influenced the emergence of Nunavut as a postcolonial, Indigenous society and this has implications for Inuit education in Nunavut and elsewhere. We want you to enjoy reading John's book and to write down some of your ideas and reflections as you are reading, just as you will do with many other books over the next three years.

You are asked to read seven chapters from John's book in the month of September and send a short personal response to these chapters and John's story to Fiona Walton by September 30, 2010. Your response should be between 200 – 300 words (approximately one page of double-spaced text using 12 point Times New Roman font). The response can be typed into the body of the e-mail or attached as a Word document. A description of a personal response is included below.

You are also asked to read seven chapters of John's book in October and write a critical reflection based on your reading. Please send this critical reflection to Fiona Walton by October 31, 2010. Your critical reflection should be between 200 – 300 words (approximately one page of double-spaced text using 12 point Times New Roman font). The reflection can be typed into the body of

the e-mail or attached as a Word document. A description of a critical reflection is included below.

A suggested schedule for reading and posting responses and reflections is below as a guide, but if you want to send responses to Fiona before the dates on the chart, please just go ahead.

Date	Chapters	E-Mail Response to: fwalton@upei.ca
Sept. 6 – Sept. 30	1, 2, 3, 4, 5, 6, 7	Send a personal response to Fiona on or before Thursday, September 30.
October 4 – 24	8, 9, 10, 11, 12, 13 14	Send a critical reflection to Fiona on or before Sunday, October 31

3. Thinking About *Decolonizing Methodologies* by Linda Smith

This important text will be used in three courses in the program and will become your close companion over the years of the MEd. Take a close look at the Table of Contents and the chapter headings that lay out Linda Smith's arguments. Who is Linda Tuhiwai Smith and why do you think we are reading her book? Google **Linda Tuhiwai Smith Maori Scholar** and see what you can find out about her contributions to education. What does *Decolonizing Methodologies* mean to you at the start of this program? Just think a little bit about the concepts and ideas that Linda is proposing in this book and then it will be easier to start reading the book when we are together. Here is one site that tells you a little about Linda, but you will find others. <http://news.tangatawhenua.com/archives/4683>

A guided reading of the Introduction to *Decolonizing Methodologies*, and some other sections of the text, will take place during the first days of the course in November and you are **not expected to read any chapters in Linda Smith's book before the course starts**. Instead, just take some time to open the book, dip into the text and think about what it means. The language in the book may seem difficult, but after your first course you will begin to feel comfortable reading and enjoying Linda's book, and other books that are going to part of this graduate program.

4. Critical Reflections and Responses on the Classes and Readings (A more detailed description of this assignment will be provided on the first day of the course.)

This assignment will involve reading and writing each evening during the face-to-face course and it can become quite intense. By the end of a week you will have written far more than you expect and you will start to find your own voice as a graduate student who is engaging with some very interesting and challenging concepts and readings related to postcolonial education. Inuit writers or Elders will be the authors of several readings. Your instructors will be available in the evenings to support your work.

It will be very helpful to clear your evenings from 6:30 – 10:00 p.m. from Monday, November 8 – Wednesday, November 17 to enable you to complete the evening reading and the writing assignments.

5. Collaborative Groups

Throughout the course participants will work in a variety of collaborative groups as they get to know each other and work on activities and tasks together. In a graduate program that stresses the development of leadership skills, everyone will be involved in leading small groups, presenting information and expressing their opinions on the topics of the day.

6. Final Presentation or Performance

In groups of three, you will prepare a final presentation or performance related to your learning and insights during the course. Taking up issues of postcolonial identity, subjectivity and leadership in Inuit education, the presentations and performances provide space for creative interpretation of the themes we are considering in the course. Using decolonizing frameworks and methodologies, the evening of presentations and performance will be organized and facilitated by the graduate students participating in the course. The presentations may be in *Inuit Uqausingiit* or English, or a combination of both. Guests may be invited to the final presentations and performances, but this will be collectively negotiated with the class.

7. Personal and Professional Growth

The Nunavut MEd provides the opportunity for both personal and professional growth. Educational leaders are called upon to take responsibility for shaping the future of Inuit education and their personal health and well being are vitally important in managing the complex challenges involved in this process. Opportunities to reflect on your own strengths and needs are provided during this first face-to-face course and you will have time to think and write about your growth as a person and a leader. The instructors are available to respond to your writing and questions and facilitate your personal as well as professional growth. The community of emerging scholars and learners in the MEd program will also provide support, encouragement and critical feedback in your personal and professional growth over three years.

Description of a Personal Response

Writing a personal response often means that you will be drawing on your own life and career experiences as you consider the chapters in *Changing the Face of Canada*. You may know the communities Amagoalik is writing about or the people he refers to in a particular chapter. You may have relatives who were involved directly in the schools John attended or in the land claim process itself. You may also relate to the stories and experiences that John writes about and how they affected you personally, or some of the people you know. Reading a chapter may raise emotions that include surprise, anger, delight, happiness, outrage, wonder, resentment, to suggest just a few possibilities. Your writing may explore some of these emotions as you respond to the experiences and the ideas. How do you feel about the changes that Amagoalik, and other key Inuit leaders, were able to bring about for Inuit society? Why do you feel these changes are important? Is there anything that worries you about the chapters you are reading?

A personal response needs to be planned so it flows well and clearly carries your thoughts and feelings to the readers. Drafting the response in terms of the main ideas you want to write about will help you to create a response that presents your ideas more persuasively.

Re-read your response and make any changes that help it to flow and send it to Fiona Walton at fwalton@upei.ca on or before September 30, 2010.

Description of a Critical Reflection

A critical reflection tends to take up the ideas and larger questions raised in the chapters and write about them in a way that analyses, compares or contrasts them to reveal or expose issues and problems, or solutions and challenges. When you write critically you may be exposing the way Inuit were treated when they were removed from their homes and relocated, or commenting on the kind of colonial power that radically changed Inuit life. You may want to write about what it means to be a Ward of the State. You may consider the issues related to residential schools or regional high schools that required students to leave their families and communities to complete their education to the Grade Twelve level. In your writing you may want to write about the steps that took place over time as the struggle continued at the political level. Inuit leaders sometimes paid a high price as they struggled to create their own territory and fight for self-determination. You may also want to write about the impact of the land claims in Nunavut, or Nunavik, since the implementation process has taken place.

A critical reflection benefits from planned writing. Lay out your ideas in a simple plan that may present an argument or substantiate your writing. The plan will then guide the writing process. In a critical reflection you are sharing your ideas, more than you are writing about your experiences, memories or feelings.

Re-read the critical reflection carefully to ensure that it makes sense. Each sentence needs to flow logically from the one before it and your punctuation can be used to stress your points. Once you are satisfied with the critical reflection, send it to Fiona Walton at fwalton@upei.ca on or before October 31, 2010.

Online Sites Related to Postcoloniality and Topics Considered in the Course

<http://ipcs.org.au/index.html>

<http://postcolonial.net/about/>

<http://faculty.pittstate.edu/~knichols/colonial2.html>

<http://www.postcolonialweb.org/>

<http://www.usask.ca/education/postcolonial/battiste.htm>

<http://www.usask.ca/education/people/battistem.htm>

<http://www.itk.ca/blog/mary-simon>

<http://www.itk.ca/inuktitut-magazine>

http://en.wikipedia.org/wiki/Sheila_Watt-Cloutier

<http://communications.uvic.ca/edge/aboriginal-science.html>

http://www.pauktuutit.ca/home_e.html

Emerging Bibliography of Texts, Readings and Websites

Note: This bibliography will expand and grow as each course is completed. While the texts, journal articles and websites are mainly focussing on the postcolonial field, they will have relevance in your other courses. You will not be reading all these books, but you will be carefully considering selections or chapters drawn from many of the texts as well as the interesting ideas and concepts raised by the authors.

Publications from the Nunavut Department of Education, Nunavut Arctic College and the Kativik School Board will be used in all the courses offered in the Nunavut MEd.

- Ashcroft, B., Griffiths, G. & Tiffin, H. *The post-colonial studies reader*, 2nd Edition, Routledge.
- Arnaquq, N. (2008). *Uqaujjuusiat – Gifts of words of advice: Schooling, education and leadership in Baffin Island*. Unpublished Master of Education thesis. University of Prince Edward Island.
- Battiste, M. (December 11, 2008). [*Animating Indigenous Knowledge in Education: From Resilience to Renaissance*](#). World Indigenous People's Conference in Education (WICPE): Melbourne, Australia.
- Battiste, M. (2008). The Decolonization of Aboriginal Education: Dialogue, Reflection and Action in Canada in Pierre R. Dasen and Abdeljalil Akkari (Eds.). [*Educational Theories and Practices from the Majority World*](#). New Dehli, India: Sage Publications.
- Battiste, M. (Ed.), (2000). *Reclaiming Indigenous Voice and Vision Vancouver*: [University of British Columbia Press](#).
- Bhabha, H. (1994/2005). *The location of culture*. New York: Routledge.
- Fanon, F. (1967). *Black skin, white masks*. New York: Grove Press Inc.
- Fanon, F. (1963). *The wretched of the earth*. New York: Grove Press Inc.
- Hall, S. & duGay, P. (Eds.). (1996). *Questions of cultural identity*. London: Sage.
- Hooks, B. (1994). *Teaching to transgress: Education as a practice of freedom*. New York: Routledge.
- Hooks, B. (1988). *Talking back: Thinking feminist, thinking black*. Toronto, Ontario: Between the lines.
- Memmi, A. (1965). *The colonizer and the colonized*. Boston: Beacon Press.
- Minh-Ha, T. (1989). *Woman, native other: Writing postcoloniality and feminism*. Bloomington, IA: Indiana University Press.
<http://dithyramb.org/readings/Minhha-grandma's%20story.pdf>
- Mohanty, C. T. (2003). *Feminism without borders: decolonizing theory, practicing solidarity*. Durham, NC: Duke University Press.
- Qitsualik*, R. A. & Tinsley, S. A. (2007, October). Nunataaq: The new land: **Iira**. *Native journal*. Retrieved from:
http://www.nativejournal.ca/pages/2007%20sections/*2007.11.sections/2007.11.Rachel.html
- Rizvi, F., Lingard, B., & Lavia, J. (2006). Postcolonialism and education: negotiating a contested terrain. *Pedagogy, Culture and Society*, Vol.14, no. 3, pp 249-262.
- Said, E. W. (1993/1994). *Culture and imperialism*. New York: Vintage Books.
- Simon, M. (1996). *Inuit: One future one Arctic*. Peterborough, Ontario: The Cider Press.
- Smith, L. T. (1999). *Decolonizing methodologies: Research and Indigenous peoples*. London: Zed Books.
- Spivak, G. C. (1999). *A critique of postcolonial reason: Toward a history of the vanishing present*. Cambridge, MA: Harvard University Press.

- Spivak, G. C. (1990). *The post-colonial critic: Interviews, strategies, dialogues*. New York: Routledge.
- Tester, F. J. (2010, June). Can the sled dog sleep? Postcolonialism, cultural transformation and the consumption of Inuit culture. *New proposals: Journal of Marxism and interdisciplinary inquiry*, 3, 3, 7-19.
- Watt-Cloutier, S. (2007, May). *The strength to go forward*. Retrieved from http://www.cbc.ca/thisibelieve/essays/may23_Sheila_Watt-Cloutier.html
- Williams, P. & Chrisman, L. (Eds.). (1994). *Colonial discourse and postcolonial theory: A reader*. New York: Columbia University Press.

Ed 611N Introduction to Research Methods in Education

Course Syllabus

Instructors

Each of the three instructors has responsibility for specific communities. They will maintain “office hours” on Skype during stated times and be available by email at other times. In normal circumstances you can expect a response to a phone or email inquiry to an instructor within 24 hours.

Sandy McAuley

email: amcauley@upeu.ca

Jessie Lees

Nunia Anoece

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Office Hours

Each instructor will post office hours during which time he/she will be available to consult with students. Although each instructor will be primarily concerned with the students in his/her home group, all instructors are more than willing to talk to any student in the course. Email requests or postings to Knowledge Forum will receive replies in 24 hours or less.

Note that PEI time = Qikiqtani/Nunavik + 1 hour = Kivalliq + 2 hours = Kitikmeot + 3 hours

Calendar Description

In this course, students are introduced to a variety of methods that are appropriate for conducting research in educational settings. Students develop an understanding of qualitative and quantitative research methodologies. Students are introduced to the process of planning, conducting, and reporting research on learning and instruction, and to the critical analysis of current studies reported in educational literature.

Course Format

Ed 611N will be offered online over a 12-week period from January to March, 2011. Each instructor will have a primary responsibility for a group of 7-8 students. The course text will be supplemented with online readings and multimedia resources.

Course overview: Educational “Re-search”

Research in general and education research in particular may have various meanings to various

different people. To some it may seem a mysterious and arcane art beyond the understanding of mere mortals. Others may see it as providing insight and understanding that can guide the development of better schools. Still others, particularly those from an Indigenous perspective such as Linda Smith (1999), see research as “probably one of the dirtiest words in the indigenous world’s vocabulary” (p. 1) because of its inextricable links to such things as imperialism and colonization. Each of these perspectives emerges from particular ways of living in and making sense of the world.

The fundamental goal of Ed 611N is to explore conceptions of research in order to develop the capacity to interpret, conduct, and apply research appropriately in Nunavut contexts. On one fairly superficial level, this simply means “looking again” carefully and systematically at a problem or an issue and reporting the results clearly. Rigorously and thoughtfully done, this has the potential to extend and deepen our knowledge of education, inform good policy decisions, and improve educational practice. Poorly done or misused it can contribute to the opposite. A good understanding of how to interpret, apply, and conduct educational research is therefore essential for educational leaders.

At a deeper level, however, “looking again” also requires that we interrogate the extent to which our research practices reflect how we live in and make sense of the world. As the reference to Smith points out, one culture’s way of living in and making sense of the world may be a tool to dominate or oppress another. This is critical in a context such as Nunavut where rich bodies of Inuit knowledge have been ignored or dismissed as “superstition” or “unscientific”. At the same time, while there are undoubtedly similarities between Inuit and other Indigenous cultures, there may be differences as well. The second goal of Ed 611N, then, is to invite participants extend and critique mainstream and Indigenous research paradigms within the context of Inuit culture in Nunavut and/or Nunavik.

Ed 611N Introduction to Research Methods in Education is the first of three research courses in the Nunavut MEd. Drawing on the critical lenses and topics from across the program, it leads directly to Ed 616N Action Research and the final course in the program, Ed 618N Leadership and Reflective Practice. In Ed 611 students will begin to develop an understanding of and appreciation for research in education that speaks both to Inuit cultural values and the wider national and global educational research communities.

Course outcomes

In this course you will:

- discuss individual and collective beliefs about and attitudes towards research;
- explore principles for ethical research in different communities;
- develop skills for informed and critical reading of qualitative and quantitative research in published studies;
- gain familiarity with a variety of data-gathering methods;
- identify individual areas of research interest;
- examine the necessary steps in the research process, including:
 - 1) identifying a problem;

- 2) reviewing the literature;
 - 3) specifying a purpose;
 - 4) collecting data;
 - 5) analyzing and interpreting the data, and;
 - 6) reporting and evaluating research.
- explore the relationship between “indigenous” and “mainstream” methodologies.

Resources

Core Resources

Creswell, J. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. New Jersey: Pearson Education Inc.

Smith, Linda Tuhiwai. (1999). *Decolonizing methodologies*. New York, NY: Zed Books.

Supplemental Resources

Wilson, Shawn. (2008). *Research is ceremony*. Black Point, NS: Fernwood Publishing.

Other supplemental materials will be supplied in electronic form during the orientation session in Iqaluit in November, 2010 and/or online during the course itself.

Online Resources

Because this course will be conducted at a distance, online resources will be integral to your participation and success. These include:

Knowledge Forum <http://kforum.upei.ca>

The companion website for *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*: <http://www.prenhall.com/creswell>

Course requirements

Ongoing contributions to the course database through:

1. Readings. Assigned readings should be completed in advance of the class in which discussion begins. Readings will be supported by online multimedia prereading presentations. The course readings will form the basis of much of the online discussion throughout the course.
2. Weekly contributions to the online discussions in the course database. Record your questions, reflections, and responses to readings and coursework in the appropriate views of Knowledge Forum. In addition to your own entry, you will be responsible for reading contributions from your peers and making a substantial response to the work of at least one colleague each week.
3. Preliminary and final statement of a research question. In the November orientation session you put together some initial thoughts on an educational issue that you'd like to explore in more depth. You may wish to begin with this question, or you may have thought of something else since then. In either case you'll be thinking and writing about these questions--and perhaps changing them!--over this course and throughout the MED program.
4. Individual written critique of one published research study selected from those supplied, or an alternative approved by the instructors.
5. Selection and application of a research design appropriate to your question.
6. Hands-on data-gathering and data analysis experience. In co-operation with a colleague, you

will apply data-gathering techniques of interviewing, observation, questionnaire use and the identification of educational artifacts.

Details for weekly readings, assignments, and reflections will be posted in the appropriate view in Knowledge Forum Tuesday prior to that week's work. In addition, details for each major course assignment will be supplied in a separate document prior to the due date. These documents will outline the specific expectations for each assignment and assessment criteria.

Assessment

Marks for assignments will be assigned according to the following breakdown:

	Description	Due Date	Per cent
1.	Weekly readings and responses	Weekly, with suggested deadlines: Reading complete and initial posting: Sunday Initial response(s) to peers: Monday Follow-up responses: Tuesday	25
2.	Preliminary Question	January 12	5
3.	Article Summary and critique	January 26	10
4.	Participant Observation	February 2	5
5.	Thick Description	February 9	5
6.	Questionnaire	February 16	5
7.	Interview Transcript	March 2	10
8.	Draft Paper for feedback	March 9	15
9.	Final Paper	March 23	20
	Total		100

Note: A final mark of 70% or better is required to successfully complete a graduate course. Ten per cent of each assignment's grade is given for timeliness.

If extenuating circumstances (sickness, family responsibilities, etc.) interfere with your ability to keep up with the course, please inform your instructor as soon as possible.

Extensions will be given only for exceptional and serious circumstances.

Course schedule

	Week Begins	Research Process	Topic/Activities	Readings	Notes
			Begun at November orientation		
1	January 5	Identify a problem	Introduction to course Beliefs about and ethics of research IQ and research Identifying your areas of interest	Smith, Chapter 6	Weekly discussions begin
2	January 12	Specify a purpose	Defining and classifying educational research The research process Problem statements, research questions and hypotheses	Creswell, Chapters 1 & 2	Preliminary problem statement due
3	January 19		Identifying areas of interest. Problem statements, research questions, hypotheses and significance	Creswell, Ch. 3 & 5	Research questions and significance
4	January 26	Review literature	Theory and literature What is a literature review?	Creswell, Ch. 4	Article summary/ critique
5	February 2	Collect data	Overview of Qualitative research	Creswell, Ch. 8 & 9	Participant observation
6	February 9		Overview of Quantitative research	Creswell, Ch. 6 & 7	Questionnaire
7	February 16	Analyze and interpret	Critiquing published studies	Smith, Ch. 7 & 8	Thick description
8	February 23		Practicum week	Alternative readings (if applicable)	Interviewing
9	March 2	Report and evaluate research data	Reporting research	Creswell, Ch. 10	Data collection: reflections and sharing. What have you learned about your question?
10	March 9		Designing research. Select one of your questions and build on what you've learned about educational research to prepare a draft research proposal.		Draft paper
11	March 16				Revise paper

12	March 23		Summary and reflections		Final paper
	March 30		Course ends		Course reflection. All assignments submitted successfully for credit.

University of Prince Edward Island
Master of Education - Nunavut

Education 614N Theories of Research and Learning
May 16 – July 16, 2011

This course is delivered online and face-to-face by a team of instructors including Fiona Walton, Naullaq Arnaquq and Elizabeth Fortes. This outline primarily addresses the on-line and Western-European theoretical focus within the course.

Instructor Contact Information

This content has been removed for privacy reasons.

What is Theory?

Theory calls one to abandon or negate aspects of one's personal or professional identity. Theory is disruptive.

Roger Simon

Theories shape our contemporary educational world and graduate education provides an opportunity to interrogate, disrupt and question their impact and influence. In Nunavut, theories drawn from the Western-European and North American traditions bring with them what is referred to in the postcolonial literature as a colonization of the mind (Fanon, 1952/1986; Said, 1993; Freire, 1970; Spivak, 1990). We are challenged in this course to examine, integrate, understand and critique several Western-European theories, but also bring our critical gaze to Inuit theories of research and learning as we continue to develop research proposals that raise questions about education in Nunavut.

Roger Simon's quote highlights the mixed feelings we often have towards theory. It is common for teachers to find theories difficult or even irrelevant unless they are related to their lives and experiences. Theories can question cherished beliefs and resistance or frustration may result. This discomfort can lead to transformational moments of personal and professional growth as we start to understand the importance of theoretical frameworks in education and research.

We are entering a dialogue together in both Inuktitut and English as we develop a theoretical awareness that can open our eyes to some of the deepest questions and issues in education. Theory involves learning a new language and it can feel a bit like walking through the dark, but we are not alone. Our colleagues and instructors are available to offer support in our on-line dialogue and in the face-to-face section of the course.

Required Textbook

Dimitriadis, G. & Kamberelis, G. (2006). *Theory for education*. New York, NY: Routledge.

Please note: This text was to be ordered from Amazon some time ago. It costs approximately \$28.00.

Participants are encouraged to read all chapters in this small text though only seven chapters are assigned as pre-course reading.

The assigned chapters in this text are to be carefully read and commented on before the face-to-face classes begin on campus. Take notes as you read, including page numbers for quotes. It will not be possible to complete this course successfully without finishing the on-line readings and the assignments before you arrive on PEI. Starting this work now will enable you to fully enjoy your on-campus experience.

Course Description

This course primarily addresses postmodern, postcolonial and Inuit theories of research and learning. The aim is to familiarize participants with theoretical frameworks used by educational scholars and researchers to make sense of today's realities in education.

Course Design

The first interactions in this course take place by distance on Knowledge Forum as the pre-course assignments are completed each week between May 16 and June 30. Fiona Walton will act as the lead instructor for the on-line section of the course.

The class then meets together for the face-to-face component of the course on Sunday, July 10 at 6:00 at our assigned classroom on the UPEI campus. This classroom space has not yet been assigned.

Classes take place from Monday, July 11 until Saturday, July 16. Dialogue and writing will continue to be supplemented by interactions on the Knowledge Forum website.

Naullaq Arnaquq facilitates the Inuit theories section of this course during our face-to-face time together at UPEI. More details about this section will be provided by the end of June when the on-line part of the course is complete.

Elizabeth Fortes provides a workshop on Paulo Freire and Bell Hooks and reviews decolonizing, feminist and postcolonial theories. Elizabeth also facilitates discussions related to

the integration of theoretical perspectives in education and she provides student support throughout the course.

On-Line Section of the Course - Monday, May 16 – Friday, July 1

The on-line section of the course starts on Monday, May 16. After you read this course outline, please go to kforum.upei.ca and log in using your usual user name and password. You will find a new view dedicated to this course.

The first assignment involves reading seven chapters in the text and contributing notes and some comments on your colleagues' work on Knowledge Forum. This takes place over four weeks from May 16 – June 12 (there is just one chapter for the first week and then two chapters a week for the last two weeks). The description of this assignment is posted in Knowledge Forum. Individuals who may wish to move through the chapters at a faster pace are still responsible for commenting and responding to their colleagues' work until June 12. Everyone is expected to keep up with the readings and responses in order to maintain our learning community.

The second assignment involves preparing a five-page draft paper based on your own ideas and responses to the theories you have read and learned about in the seven chapters from the text as well as your readings in the Postcolonial and Research courses. The paper also integrates your perspectives about Inuit theories you are already familiar with in Nunavut and Nunavik. Drafting the paper as a personal quest to identify your own theoretical beliefs brings a deeper meaning to this assignment.

The draft of the five-page paper needs to be sent to Fiona Walton by e-mail on or before June 30. It is essential that the draft paper be submitted by this date in order to provide a focus for the first two days of the face-to-face course. Fiona will contribute detailed feedback and suggestions to your paper to enable you to continue writing; editing, refining and expanding the paper after you arrive on campus at UPEI.

Please do not fall behind in any of these pre-course assignments. You will lose marks and there will be no time available to catch up after you arrive at UPEI.

Face-to-Face Learning at UPEI (Subject to Change as the Course Evolves)

A routine for each day is designed to bring a sense of continuity and connection to our community during the face-to-face part of the course. Each day begins from 8:30 – 9:00 with a welcome and reflection led by Elizabeth Fortes and participants. This welcome provides an opportunity to start the day together with some special time to connect and focus. It brings Tunnunanarniq into each day.

Class starts at 9:00 and continues until 12:00 with a short nutrition break at 10:30. Drinks and snacks are available for purchase on campus and everyone is responsible for looking after their own needs.

Lunch is offered at the Wanda Wyatt Dining Hall from 12:00 – 12:45. Afternoon class resumes from 1:00 – 3:00. From 3:00 – 5:00 participants usually dedicate themselves to their reading, writing or small-group work. Supper at the Wanda Wyatt is served from 5:00 – 6:00 with evening activities scheduled from 6:15 – 8:00. Most participants are living in a residence called Andrew Hall, which is right on campus. The library is close by and when the weather is nice you can read or meet together outside.

Daily Course Schedule (Subject to Change)

Sunday, July 10

6:15 – 8:00: Qulliq lighting, welcome and discussion of student support

Monday, July 11

8:30 – 9:00 Opening activity organized by Elizabeth Fortes with the participants

9:00 – 12:00 Historical overview of theoretical positions and their impact on research and learning in education (Fiona Walton)

1:00 – 3:00 Review of critical, decolonizing, poststructural and feminist perspectives and lenses (Fiona Walton)

3:00 – 5:00 Time to work on the theories paper

5:00 – 6:00 Supper

6:15 – 8:00 Writing workshop

Tuesday, July 12

8:30 – 9:00 Opening the day (Elizabeth Fortes and participants)

9:00 – 12:00 Concluding activities for the Western-European theoretical section of the course (Fiona Walton)

1:00 – 3:00 Opening activities for the Inuit theories section of the course (Naullaq Arnaquq)

3:00 – 5:00 Time to work on the Inuit theories assignment

5:00 – 6:00 Supper

6:15 – 8:00 Library workshop

Wednesday, July 13

- 8:30 – 9:00 Opening the day (Elizabeth Fortes and participants)
- 9:00 – 12:00 Inuit epistemologies, ontologies, world views and perspectives in education (Naullaq Arnaquq)
- 1:00 – 3:00 Inuit theories continue (Naullaq Arnaquq)
- 3:00 – 5:00 Time to work on assignments related to Inuit theories
- 5:00 – 6:00 Supper
- 6:15 – 8:00 Writing workshop

Thursday, July 14

- 8:30 – 9:00 Opening the day (Elizabeth Fortes and participants)
- 9:00 – 12:00 Inuit Theories continue (Naullaq Arnaquq)
- 1:00 – 3:00 Bringing Inuit and Western-European Theories together (Naullaq Arnaquq, Fiona Walton and Elizabeth Fortes)
- 3:00 – 5:00 Discussion with Ian Mauro, Canada Research Chair in Human Dimensions of Environmental Change, Mount Allison University. Dr. Mauro is the co-director, with acclaimed filmmaker Zacharias Kunuk, of the documentary film, *Inuit Knowledge and Climate Change*. The documentary was viewed in the recent research course. It was hailed as “groundbreaking” by the *Globe and Mail*.
- 5:00 – 6:00 Supper
- 6:15 – 8:30 Time for assignments

Friday, July 15

- 8:30 – 12:00 Exploration of Freirian, feminist and postcolonial theoretical perspectives (Elizabeth Fortes)
- 1:00 - 4:00 Presentation of final papers. A respondent comments on each paper

Saturday, July 16

- 8:30 – 9:00 Opening the day.
- 9:00 – 12:00 Participants continue presenting final papers with a respondent commenting on each paper
- 1:00 1:15 Electronic submission of final papers to Fiona Walton
- 1:30 – 4:00 Participants present representations of Inuit theoretical frameworks

- 4:00 – 4:30 Closure of course and completion of course evaluations
- 4:30 – 6:45 Individual 15 minute meetings with participants and instructors start
- 7:00 Lobster Supper

Sunday, July 17

- 7:30 – 12:00 Individual meetings with participants and instructors continue
- 1:00 – 3:00 ED 615N Educational Leadership starts

Evaluation and Assignments – Fiona Walton

Please note that this section of the course carries 60% of the marks. The Inuit theories section will carry 40% of the marks. Elizabeth Fortes is not involved in the evaluation of assignments.

1. Readings, Responses and Critical Reflections

Participants are asked to read seven chapters from the text. There is one chapter to read the first week and two chapters to read for the remaining three weeks. The chapters are:

Theorist	Dates
1. Bell Hooks	May 16 - 22
2. Jerome Bruner	May 23 - 29
3. Edward W. Said	May 23 - 29
4. Michel Foucault	May 30 – June 5
5. Pierre Bourdieu	May 30 – June 5
6. Judith Butler	June 6 - 12
7. Gayatri Spivak	June 6 - 12

After reading a chapter, participants come to the Knowledge Forum website to post their short written personal response and/or critical reflection on the chapter. Responses and/or critical reflections need to be at least 150 words long. Please use key quotes from the text and your own insights and opinions to interpret the particular theories as they apply in Nunavut or Nunavik, or to frame your questions and comments. This process creates our on-line dialogical community and introduces us to the theories.

Reading, thinking, questioning, speculating, pondering and hypothesizing are central in this course as we create an intellectual dialogue about many different theories in education and

research. Participants take up the readings and ideas in the spirit of intellectual engagement and challenge, relating them to their own lives and socio-cultural context.

2. Drafting a Theories Paper

A first draft of a five-page paper considering the theories you have read and researched over the period of four weeks will be prepared before you come to UPEI. You may draw on any aspect of the theories you found interesting and provide reasons for your choices. You are encouraged to draw on theories from the postcolonial course, particularly Linda Smith's decolonizing frameworks and any of the concepts you found compelling in your first research course. The theories may be compared, contrasted and critiqued from your own educational perspective and Inuit literature or Inuit theories can be woven into the draft paper as desired. A more detailed description of this assignment with suggestions about how to design this paper will be posted on the Knowledge Forum site.

The aim of this assignment is to design and create a paper that uses the theories you have read about to interrogate your understanding of education, leadership, research, and learning in relation to education in Nunavut or Nunavik at this time and to describe your own theoretical position. You may draw on quotations from texts in the Theories course, or from any websites, texts or readings you have encountered in other courses. This draft paper offers you the opportunity to identify your beliefs and values about education in Nunavut and/or Nunavik and consider your own role as a leader in an educational process that takes place in an Inuit-majority educational context in Canada.

The five-page draft of this paper will be submitted by e-mail to Fiona Walton on or before by June 30. This leaves you three and a half weeks to work on this assignment. Feedback, suggestions and comments will be provided as soon as possible before you arrive at UPEI and time will be allocated while you are on campus to expand, edit and polish the paper. The paper will be read at the end of the course to your colleagues and possibly some guests invited by the participants.

We know that school closures create additional work for many participants in this course, but the workload is designed carefully so it is manageable as long as at least three to five hours are allocated to the course each week from May 16 – June 30.

3. Participation

All voices are encouraged to express ideas and respond to the opinions of colleagues, share insights, ask questions and animate the discussion on Knowledge Forum. Marks will be

assigned for each build-on contribution (up to a maximum of three, see below). We are all interested in understanding the theories and one interpretation does not reflect any fixed truth; rather, our discussions will represent many truths and opinions shared in the spirit of intellectual exchange as the group comes to terms with the ideas presented in the text.

4. Presentation of Final Paper

Each participant will present aspects of their papers at the end of the course. Your own emerging theoretical and personal position as well as your approaches to research and education need to be evident in what you present. This presentation incorporates your ideas about theories from your readings in the on-line section of the course with your own perspectives about education.

Please consult with Fiona, Naullaq, Elizabeth and your colleagues as you determine the focus and approach you are planning to use for this presentation. Presentations should take between five and seven minutes.

Overall Evaluation

Assignment	Due Date	Marks Allocated	Per cent of Final
Responses/Critical Reflections	Sundays of each week	10 for each theorist 70 marks to be converted to a mark out of 80	33%
Draft and Final Paper	Draft (June 30) Final Paper (July 16)	50 for the draft 50 for the final paper	21 % each
Participation	During on-line and face-to-face classes class	40	16%
Presentation of Paper	End of the course	20	9%

1. Readings, Responses/Critical Reflections: A personal response and a critical reflection are contributed each week for the two theorists, except in the first week when there is only one chapter to read and you may choose one or the other. For example, in the first week you may write either a personal response or a critical reflection about bell hooks. In the second week you would write both a critical reflection and a personal response. It is up to you to choose which one you will write for either Jerome Bruner or Edward Said. Seven marks are available for this

response/reflection and an additional three marks are allocated for your build-on comments to your colleagues. The three marks are available for the build-on notes you contribute. Annotations will not earn marks but they can be added at any time to encourage or support your colleagues. A total of 70 marks are available for this assignment and this will then be converted to a mark out of 80. Assignments submitted on time and addressing the criteria will be marked accordingly.

Readings, Responses/Critical Reflections – Marking

Date	Theorist	Mark	Comments	Theorist	Mark	Comments
May 16-22	Hooks	10		N/A	N/A	
May 23-29	Bruner	10		Said	10	
May 30- June 5	Foucault	10		Bourdieu	10	
June 6-12	Butler	10		Spivak	10	

2. Theories Paper: The theories paper is assigned 100 marks. 50 marks are available for the first draft and 50 for the finished paper. Criteria for the draft and finished paper are outlined below.

Criteria for Draft Paper

1. A plan for the paper and a logical argument is presented in clear writing.	10
2. The draft takes up theories and ideas from the required text.	10
3. The draft incorporates Inuit theoretical understandings and experiences.	10
4. References to decolonizing frameworks (Linda Smith) and approaches to research (Creswell) are included when appropriate.	10
5. Personal opinions, ideas and perspectives on theory, education, research and learning are expressed in the draft.	10

Criteria for Final Paper

1. The paper and argument are presented in clear writing that flows as it presents concepts and ideas. An accurate APA	10
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reference list is included.	
2. Theories and ideas from the required text are skillfully incorporated into the paper.	10
3. Inuit theoretical conceptions, understandings and experiences are integrated into the paper.	10
4. Decolonizing frameworks (Linda Smith) and approaches to research (Creswell) are included when appropriate.	10
5. Personal opinions and perspectives on theory, education, research; learning and life are central and well expressed in the paper.	10

3. Participation

Participation and engagement in any course makes a very big difference in the quality of learning and the creation of connections and relationships. In the Nunavut MEd, active participation signifies a high level of participant ownership within the course. The marks in this section of the evaluation are designated for more than the contribution of academically strong assignments, they acknowledge dynamic dialogue that involves all participants and helps to make everyone feel invited, included and part of an ongoing engagement with the ideas. The marks are therefore assigned for the promotion of lively and engaged participation that is evident both in Knowledge Forum and during classes on campus.

4. Presentation of Final Paper

The presentation of the final paper is allocated 20 marks. More information about the presentation will be available during the first days of the face-to-face course.

Description of a Personal Response

Writing a personal response often means that you will be drawing on your own life and career experiences as you consider the ideas and concepts raised in the chapters from the text. Our professional life reflects our personal beliefs and values. Parker Palmer suggests that we teach who we are (1998). So who are we? How are our beliefs and values reflected in our words and actions? Why is it important for each of us to develop a personal and a theoretical position that is somewhat congruent? What happens to us when our professional lives do not reflect our theories about learning? Reading a chapter in the text may raise emotions, opinions and questions that you can write about in the response.

The personal response needs to be planned so it flows well and clearly carries your thoughts and feelings to the readers. Drafting the response in terms of the main ideas you want to write about will help you to create a response that presents your ideas more persuasively.

Re-read and edit your personal response before posting it to Knowledge Forum.

Description of a Critical Reflection

A critical reflection tends to take up the ideas and larger questions raised in the chapters and write about them in a way that analyses, compares or contrasts them to reveal or expose issues and problems, or solutions and challenges. When you write critically you are raising questions, concerns or opinions about the chapter and backing them up with quotations or references from the text.

A critical reflection benefits from planned writing. Lay out your ideas in a simple plan that may present an argument or substantiate your writing. The plan will then guide the writing process. In a critical reflection you are sharing your ideas, more than you are writing about your experiences, memories or feelings.

Re-read the critical reflection carefully to ensure that it makes sense. Each sentence needs to flow logically from the one before. Check over the critical reflection before posting it to Knowledge Forum.

Education 615
Educational Leadership
Summer 2011

Lena Metuq
Elizabeth Fortez
Joanne Tompkins

*“There is great power in **knowing what is to be done**”*
(Graham Smith, 1999)

Course Description: What ‘*needs to be done*’ in schools in Nunavut? And what does leadership look like from an Inuit perspective that can help ‘*get things done*’ for students in Nunavut? In this course we explore Inuit educational leadership for Inuit schools and consider the knowledge, skills and attitudes that are necessary for effective leadership within Nunavut.

Course Intentions: Three key ideas guide this course. Each learner will

- 1) (re) explore and articulate the vision for Nunavut education.
- 2) practice knowledge, skills and attitudes needed to enhance leadership.
- 3) develop working definition of educational leadership and an assessment of current practices with a view to identifying strengths and articulating needs.

Course Readings:

McComber, L. & Partridge, S. (2010). *Arnait Nipingit. Voices of Inuit Women in Leadership and Governance*. Iqaluit, NU: Nunavut Arctic College.

Glanz, J. (2006). *What every principal should know about cultural leadership*. Thousand Oaks, CA: Corwin Press.

Course Assignments:

1) Journals – Due July 18, 19, 20, 2011. 30%

A central premise of this course is that as critical educators we learn from in-class readings, discussion and dialogue coupled with self-reflection and introspection. To best capture the on-going and continuous work in this course a journal format will be used as one major assignment.

Each day you will respond to one or two key ideas presented from the class and/or the readings. This journal is highly autobiographical and a place in which you can write to learn, write to uncover your thinking. The central question you will keep writing around is how all or any of what we are doing is helping to unlearn, learn and relearn ideas about educational leadership.

The journal will serve four main functions.

- a) Firstly it will be a tool for self-reflection in the course and allow you to write autobiographically and pedagogically about the main questions that frame each day's course theme.
- b) Secondly it will create an opportunity for dialogue and feedback between you and the instructors about your emerging understanding of these themes and questions.
- c) Thirdly it provides a place where you can think and assess your intrapersonal, interpersonal and communication skills which play a central role in our effectiveness as educators.
- d) And lastly, the journal will provide the basis for the final entry which will be a synthesis of key learnings in the course related to the five key questions in the course.

The key qualities we will be looking for in the daily journals will be:

- Your ability to write autobiographically about the main questions that frame each day's course theme
- Your ability to make links between who you are as educator, the leadership practices you use and the larger context of schooling
- Your ability to 'push your thinking' and challenge 'taken for granted assumptions' about schooling (evidence of critical thinking)
- Your ability to write in a flowing, conversational style that is easy for the reader to follow

Assessment of student work continues to be one of the most important and challenging aspect of our work as educators. We continue to journey towards what we hope are more thoughtful, respectful, and educative forms of assessment in our practice. Below are the *qualities* of graduate work that we hope to help you achieve in this course.

	<p>Consistently makes autobiographical insights and links to the main questions that frame each day's course theme. You write in a flowing conversational style. Your work demonstrates you have pushed your thinking' and challenged 'taken for granted assumptions' about who you are as an educator and leader, your practices, and the larger context of schooling. Writing is</p>	<p>Displays at least two of these qualities and often demonstrates the others -makes autobiographical insights and links to the main questions that frame each day's course theme. flowing conversational style; pushed your thinking' and challenged 'taken for granted assumptions' about who you are as an educator and leader, your practices, and the larger context of schooling.</p>	<p>Displays at least one of these qualities and often demonstrates the others; makes autobiographical insights and links to the main questions that frame each day's course theme.; flowing conversational style; pushed your thinking' and challenged 'taken for granted assumptions' about who you are as an educator and leader, your practices, and the larger context of schooling.</p>	<p>Beginning attempts at demonstrating awareness of the relationship between one's own personal experiences and issues raised by classmates and readings. Has some examples of evidence of these qualities makes autobiographical insights and links to the main questions that frame each day's course theme.; flowing conversational style; pushed your thinking' and</p>	<p>Is moving towards evidence of these qualities; ie makes autobiographical insights and links to the main questions that frame each day's course theme. flowing conversational style; pushed your thinking' and challenged 'taken for granted assumptions' about who you are as an educator and leader, your practices and the larger context of schooling. Writing is</p>
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	outstanding. 99-85	Writing is excellent. 84-80	Writing is very good. 79-75	challenged ‘taken for granted assumptions’ about who you are as an educator and leader, your practices, the nature of knowledge and the larger context of schooling. Writing is good 74-70	minimally acceptable.
Journal 1 July 18					
Journal 2 July 19					
Journal 3 July 20					

Journals are due on Monday, Tuesday, Wednesday and are worth 10% each for a total of 30% of the course mark.

2) **Reading reflections - 20% Daily.** Each day you will be asked to read pieces of text and reflect on them using a Save The Last Word For Me (STLW4M) strategy, Post It notes or other literacy strategies. These will be collected on a daily basis and will allow you to show how these texts resonate with your ideas of, and experience with leadership.

3) **Final Synthesis Paper – 50%. Due July 22, 2011**

During the course you will be synthesizing ideas and theorizing about leadership practices for Inuit in positions of educational leadership. As a final assignment you will synthesize your learning into a paper between 5-8 pages that address the three course intentions. You will use your on-going reflections, notes, conversations and journals

throughout the course to build your final synthesis paper. On the final day you will be invited to share your key ideas with people in a small group setting.

615 Educational Leadership Name _____

Ability to write autobiographically answering the questions “Who am I as an educator/leader”? Able to name the experiences that have shaped your understanding of leadership. Able to show awareness of one’s own personal experience and issues raised in class.

Outstanding	Excellent	Very Good	Good	Acceptable
9.9.....8.5	8.4.....8	7.9.....7.5	7.4.....7	6.9.....6.0

Able to critical reflect upon and weave insights about leadership from an Inuit perspective from course readings, experiences and class discussions.

Outstanding	Excellent	Very Good	Good	Acceptable
9.9.....8.5	8.4.....8	7.9.....7.5	7.4.....7	6.9.....6.0

Able to reflect on the knowledge and particularly the skills and attitudes necessary for effective leadership (self-awareness, communication skills, awareness of power and privilege, team building and relationship skills)

Outstanding	Excellent	Very Good	Good	Acceptable
9.9.....8.5	8.4.....8	7.9.....7.5	7.4.....7	6.9.....6.0

Able to critically reflect upon the context of schooling in Nunavut and the articulate the vision of education for Nunavut.

Outstanding	Excellent	Very Good	Good	Acceptable
9.9.....8.5	8.4.....8	7.9.....7.5	7.4.....7	6.9.....6.0

Able to articulate a working definition of what educational leadership for Nunavut schools

Outstanding	Excellent	Very Good	Good	Acceptable
9.9.....8.5	8.4.....8	7.9.....7.5	7.4.....7	6.9.....6.0

Ability to write in a flowing, conversational style that is easy for the reader to follow.

Outstanding	Excellent	Very Good	Good	Acceptable
9.9.....8.5	8.4.....8	7.9.....7.5	7.4.....7	6.9.....6.0

Sunday July 17, 2011

How do we get ready to learn together?

- Community circle – introductions
- Charades – ice breakers, relationship building

- Base groups –
- Community agreement
- Brainstorm about leadership
- Problem-solving activity
- course outline

Homework

- Sharing Pioneering Change (Sheila Watt-Cloutier) STLW4M
- timeline of leadership

Monday July 18 – Day 2.

What is the vision for Nunavut schools

- Qulliq lighting
- Elizabeth check-in
- Community circle
- Sharing timelines – pulling themes, sharing commonalities with others. (small group – large group)
- Sharing Pioneering Change (Sheila Watt-Cloutier) – Quick Write
- Vision for Nunavut schools – Jigsaw Background/IQ Philosophy, IQ Principles and Language Protection Act
- Education Act
- In-class reading and Circles Activity – Life stories of Inuit Leaders: Inuit Voices in the Making of Nunavut and article by Zebedee Nungak (from Nunavik: Inuit-Controlled Education in Arctic Quebec)
- Video clip from Arnait Nipingit
- Experiential Activity #2 and debriefing and *leadership log entry*
- Reflection and individual Quick Write

Homework

- Reading Balancing Traditional and Modern Values (Donna Adams p. 19) and do 1 STLW4M
- Jigsaw activity- Pick an article to read from Arnait Nipingit and write a STLW4M.
- Journal #1

Tuesday July 19- Day 3

What are the knowledge, skills and attitudes that create effective leadership – communication and self-awareness

- Qulliq
- Elizabeth check-in
- Community circle
- sharing Balancing Traditional and Modern Values (Donna Adams p. 19)
- Communication skills – Partner, small group, role playing
- Self –knowledge and awareness (Leadership and Self-Deception)– some tools (MI,

Myers Briggs)

- Experiential activity #3 and debriefing and *leadership log entry*
- Sharing Jigsaw reading from Arnait Nipingit

Homework

- Reading Chapter 1 & 2 from What Every Principal Should Know About Cultural Leadership (3 Posts It)
- Journal #2.

Wednesday July 20 – Day 4

What are the knowledge, skills and attitudes that create effective leadership – awareness of power, cultural capital and team-building

- Qulliq
- Elizabeth check-in
- Community circle
- Sharing chapter readings
- Flower of power and cultural capital
- Team-building activities
- Experiential activity #4 and debriefing and *leadership log entry*
- revisit autobiographical timeline with deeper self-knowledge

Homework

- Read Chapter 3, 4, 5 in What Every Principal Should Know About Cultural Leadership (3 Posts It)
- Journal #3

Thursday July 21 – Day 5

What are the knowledge, skills and attitudes that create effective leadership – self-care and support systems.

What is my evolving working definition of leadership for Nunavut schools?

- Qulliq
- Elizabeth check-in
- Community circle
- Chapter sharing from What Every Principal Should Know About Cultural Leadership in class
- Reading The Art of Connecting People (Elisapee Sheutiapik) and sharing.
- Quote from A Single Shard

- Wellness – why it is important given colonialism, and why it is particularly important in leadership.
- What are stressors, how do we deal with them? Why is self-care important in leadership. What has been helpful in terms of dealing with stress.
- Support systems – sharing strategies

- Shared leadership and sustainability (managing energy, recognizing gifts)
- Looking ahead – planning course celebration
- Review and brainstorming for final synthesis paper –
- In class Writing Workshop

Looi

- 4:00 IQ and High Schools video

Homework

- Working on final synthesis paper – open evening session with instructors if necessary

Friday July 22 – Day 6

What is my evolving working definition of leadership for Nunavut schools

- Qulliq
- Elizabeth check-in
- Community circle?
- Unpacking IQ and High Schools video
- Linda Smith – 25 Decolonizing projects
- Sharing of synthesis papers in affinity groups
- large group sharing
- course evaluation
- celebration

Individual Check –ins and feedback

3:30 -5:30 on Friday

9-12 on Saturday morning



Nunavut M.Ed. 2013

ED 619: Critical Pedagogy

Dates: October 31-November 6, 2011

Instructor: M. Lynn Aylward; lynn.aylward@acadiau.ca

Class Times: Monday October 31st: 6:30 p.m. (Opening and Welcome)

Tuesday – Saturday: 8:30 a.m. – 3:30 p.m.

Sunday November 6: 8:30- 11:30 a.m. (individual student appointments as needed)

Place: Nunavut Research Institute

"The loving classroom is one in which students are taught both by the presence and practice of the teacher [and all] that critical exchange can take place without diminishing anyone's spirit, that conflict can be resolved constructively. This will not necessarily be a simple process."

[bell hooks, 2003 Teaching Community: a pedagogy of hope p.135]

Course Overview:

"We know that it is not education which shapes society, but on the contrary it is society which shapes education according to the interests of those who have power." (Freire, 1987, p.35). Critical Pedagogy is an epistemology (theory of knowledge or knowing) that examines education as the democratic practice of freedom. Critical Pedagogy takes into account the structural inequities of schooling today (based on race/culture, class, gender/sexual diversity, and ability) and the necessary actions that must be taken by educators in order to work against or disrupt these inequities. Critical Pedagogy connects with the theories and practices of Critical Theory, Feminist Theory, Multicultural Education, Anti-racist Education, Post/Anti –colonial Education, Inclusive Education and more generally with all elements of the teaching/learning process that engage in social justice work. Brazilian Paulo Freire (1921-1997) is considered the founding scholar of critical pedagogy, stemming from his lifetime of work examining literacy, poverty and liberation.

Required Course Readings:

Teaching Critical Thinking: Practical Wisdom; bell hooks (2010)

<http://www.psu.edu/dept/jrre/articles/22-7.pdf> Discourses of Cultural Relevance in Nunavut Schooling by M. Lynn Aylward

Other course readings will be provided in class.

Course Topics:

- The interplay of the key concepts within critical theory, critical pedagogy and critical thinking
- The role of power and agency within curriculum development and the teaching/learning process
- The role of community, language and culture in schooling from sociocultural and sociostructural perspectives
- The possible connections between Critical Pedagogy and the educational practices of Inuit Qaujimagatuqangit
- Critical Autobiography as a practice of educational freedom

Key Questions:

1. How have my own schooling experiences shaped my worldview and more specifically my educational practice and my beliefs about teaching and learning?
2. What knowledge counts and what counts as knowledge?
3. In looking at selected educational/research texts, situations, or lived experiences who is speaking, from what place and with what power and to what effect?
4. What are the possible ways in which I can work more equitably as an educator, leader, and community member?

Assignments and Assessment:

Where appropriate, students will be assessed using the M.Ed. rubric (see attached). Each assignment will be assessed using the criteria listed. A letter grade plus comments will be provided.

A passing grade for ED 619N requires:

- successful completion of all assignments listed below
- preparation for and active participation in all pre-course work and face-to-face classes

A. Pre-Course Work

1. Reader Notebooks (based on the course text: *Teaching Critical Thinking: Practical Wisdom* by bell hooks.)

DUE: October 31st

Choose a small bound notebook for this assignment. The main part of the notebook is for book chapter reflections and the back of the book is for keywords/concepts that you need clarified.

- Please read the following Teachings (chapters) from the bell hooks text: *Introduction, Teaching 1-5, Teaching 7-11, Teaching 14-18, Teaching 32.*
- Mark up your bell hooks text as you read in whatever way works for you to remember the good bits for writing in your notebook and discussion later. (I am a bit of a highlighter queen but perhaps you like margin notes?)
- After reading a chapter write a short 1/2 page reflection or response to bell hooks in your reader notebook. Write back to the author. What questions do you have? What memories do her stories stir up for you? What connections, personal or professional can you make between her life and yours?
- At the back of the notebook, write down any key words/concepts (and the page number beside them) that you would like clarified.
- A complete assignment has **17** Reader notebooks entries (corresponding to the chapters listed above)

Assessment Criteria: Quality and quantity of notebook entries based on questions noted above in assignment description.

2. Reading and Knowledge Forum Participation

Please read <http://www.psu.edu/dept/jrre/articles/22-7.pdf> *Discourses of Cultural Relevance in Nunavut Schooling* by M. Lynn Aylward and respond on Knowledge Forum. In addition to your own contributions, be sure to make attempts to further the learning of your classmates.

The following questions are meant to guide your thinking/reading/responding processes.

- What does culturally relevant schooling mean to you in your practice?
- What might “place-based” education efforts offer Nunavut education?
- What does it mean to truly engage in community-based education?

Assessment Criteria: Quality and quantity of active contributions to the online forum based on a comprehensive consideration of the reading.

B. Critical Pedagogue Chat: Discussion Group Facilitation

DUE: Sign Up for dates will be completed at our first meeting. Small group discussions will occur daily

In your small group, lead a discussion based on your chosen quotation from an optional bell hooks “Teaching” chapter (Teaching 6, 12,13,19-31), Paulo Freire excerpt (choices will be available in class), or other relevant critical pedagogue excerpts (references will be provided).

The assignment consists of your preparation and facilitation of the group discussion.

- Choose a text from the above-mentioned resources, read it and select a key quotation that you think might ignite conversation.
- Copy your quote on chart paper for display
- Write up some key questions to begin the discussion (also include these on your chart)

- Initiate and facilitate discussion amongst your group members

Assessment Criteria: choice of appropriate text, preparation of key questions and active facilitation of the small group.

C. Critical Autobiography

DUE: Final draft due: November 6, 2011

As educators we know the power of stories and oral history has played a significant role in the establishment of Indigenous knowledges worldwide. As bell hooks states in your text,

Stories help us to connect to a world beyond the self.... what becomes evident is that in the global community life is sustained by stories. A powerful way we connect with a diverse world is by listening to the different stories we are told. These stories are a way of knowing. Therefore they contain both power and the art of possibility. We need more stories [p. 53]

Throughout our week together, we will share stories from our life experience that help ask and answer some of the key questions listed earlier in this outline that are at the foundation of critical pedagogy. Informed by your previous learning (both formal and informal), you will be encouraged to critically reflect on your stories and write up to final edited draft, one particular autobiographical narrative through a process of daily writing, editing and conferencing.

Assessment Criteria: coherence of storyline, connections to critical pedagogy and key questions of the course, quality of the writing/drafting process.

Related Reading (FYI, for your own exploration at another time)

Pedagogy of the Oppressed (2000 -20th anniversary edition), Paulo Freire

Pedagogy of Hope (1992), Paulo Freire

Pedagogy of the Heart (2000), Paulo Freire

Teaching Community: A Pedagogy of Hope, bell hooks (2003)

Teaching to Transgress: Education as the Practice of Freedom, bell hooks (1994)

Ideology, Culture and the Process of Schooling, (1981), Henri Giroux

UPEI M.Ed. Grade Guide

The following Generic Holistic Rubric is provided to guide instructors and students in their assessment of performance at the Masters level. This rubric has been researched using examples from other high education institutions and demonstrates coherency to those institutions that also seek to ensure students are capable of high levels of achievement.

A+ (91-100%) - Exceptional work for a Masters student

Creativity and originality: exceptionally creative and original, student very clearly and convincingly articulates how his or her work makes a contribution to knowledge, practice or theory at some level, uses primary sources and does not overuse quotations

Argument: exceptionally thorough, very well-reasoned, very well-argued, insightful, clear.

Writing: very well-written (uses proper English grammar and always adheres to APA style guidelines), writing is exceptionally clear, fluid and cohesive, there is outstanding sophistication in writing style.

Methodology and analysis: methodologically sound (if appropriate) and shows a highly incisive understanding and exceptional evaluation and analysis of salient issues; an exceptional ability to draw relevant comparisons / examples.

Knowledge: exceptional mastery/understanding of relevant content/concepts/issues.

A (85-90%) – Excellent work for a Masters student

Creativity and originality: creative and original, uses mostly primary sources and does not overuse quotations, student articulates how his or her work makes a contribution to knowledge, practice or theory at some level

Argument: thorough, well-reasoned, well-argued, insightful, clear.

Writing: well-written (almost always uses proper English grammar and generally adheres to APA style guidelines), writing is generally fluid and cohesive, there is good sophistication in writing style.

Methodology and analysis: methodologically sound (if appropriate) and shows a highly incisive understanding and excellent evaluation and analysis of salient issues; an excellent ability to draw relevant comparisons / examples.

Knowledge: solid mastery/understanding of relevant content/concepts/issues.

A- (80-84%) Strong work for a Masters student (work is very good but could be improved)

Creativity and originality: mostly creative and original, uses many primary sources but includes some secondary sources and generally uses quotations appropriately, student articulates how his or her work makes a contribution to knowledge, practice or theory at some level but this articulation could be stronger and more convincing

Argument: thorough, well-reasoned, well-argued, insightful, clear.

Writing: well-written (generally uses proper English grammar and generally adheres to APA style guidelines, with a few inconsistencies), writing is generally fluid and cohesive, there is generally good sophistication in writing style.

Methodology and analysis: methodologically sound (if appropriate) and shows a good understanding and evaluation and analysis of salient issues; a strong and consistent ability to draw relevant comparisons / examples.

Knowledge: mastery/understanding of relevant content/concepts/issues.

B+ (77-79%) - Competent work for a Masters student

Work at this level is competent, but neither exceptionally strong nor exceptionally weak. A few errors, inconsistencies, or other problems may be present.

Creativity and originality: often creative and original, uses some primary sources but includes some secondary sources and generally uses quotations appropriately, student articulates how his or her work makes a contribution to knowledge, practice or theory at some level but this articulation could be a lot stronger and much more convincing

Argument: thorough, well-reasoned, well-argued, insightful, clear.

Writing: well-written (generally uses proper English grammar, but there are a few errors; generally adheres to APA style guidelines, with a few errors and inconsistencies), writing is more or less fluid and cohesive, writing style is good.

Methodology and analysis: methodologically sound (if appropriate) and shows mostly adequate understanding and evaluation and analysis of salient issues; adequate ability to draw relevant comparisons / examples.

Knowledge: competence with relevant content/concepts/issues.



Ed 616N Action Research in Education Winter 2012



Calendar Description

In this course, students explore ways in which teachers can systematically examine their own classroom practices using action research strategies. Emphasis is placed on issues such as topic selection, methodology, data collection and analysis, and interpretation of results. This process of inquiry is directed towards reflective practice.

Prerequisite: Education 611 or permission of instructor. Hours of Credit: 3

Instructors

Sandy McAuley Email: amcauley@upei.ca	Shelley Tulloch Contact information has been removed for privacy.	Marg Joyce
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Office Hours

Each instructor has responsibility for a home group of students from specific communities. Each will maintain “office hours” during which s/he will be available by phone/Skype for immediate contact. In normal circumstances outside of “office hours”, you can expect a response to a phone/email/Knowledge Forum inquiry to an instructor within 24 hours. Although each instructor will be primarily concerned with the students in his/her home group, all instructors are more than willing to talk to any student in the course.

Note that PEI time = Qikiqtani/Nunavik + 1 hour = Kivalliq + 2 hours = Kitikmeot + 3 hours

Course Format

Ed 616N will be offered online over a 12-week period from January 3 to March 26, 2012. Each instructor will have a primary responsibility for a group of about 6-7 students. The course text will be supplemented with online readings and multimedia resources.

Course Overview

Ed 611N, Introduction to Research Methods in Education explored a wide range of educational research methods, designs, and techniques. It also critiqued them for the extent to which they

did—or did not—reflect the indigenous values outlined by those such as Linda Smith and the Inuit values put forth in *Inuit Qaujimajatuqangit*. You completed the course by putting your learning together in the form of a draft research proposal.

Ed 616N, Action Research in Education, goes one step further. As Mertler points out in the preface to the course text, “action research is not simply a means of conducting applied research. It is also a mechanism for engaging educators in reflective practice and customizing professional development opportunities in order to capitalize on the unique interests of individual educators or teams of educators” (p. xiii). In other words, while consistent with the principles of quality research that we explored in Ed 611N, action research is especially suitable for educators looking to make informed decisions to improve their own practice. It will also encourage you to reflect critically on your own research options and choices.

Ed 616N explores how action research differs from other research methods and considers its appropriateness for educational contexts in Nunavut/Nunavik. Based on the work completed in Ed 611N, you will refine your research proposals for submission to the Faculty of Education Ethics Committee at UPEI and the Nunavut Research Institute (NRI) for ethical approval. You will also develop a timeline for gathering and analyzing data prior to writing up the final course project in Ed 618N, Leadership and Reflective Practice, in the winter of 2013.

This is the first course in the program for which your work will be prepared for external audiences, the research ethics boards of the Faculty of Education of UPEI and NRI. Submissions to agencies such as these require the highest standards of writing and the clearest presentation of ideas. As a result, you should be prepared for several rounds of writing, reviewing, and revising as an integral part of this course.

As with other courses in the Nunavut MEd, Ed 616N is consistent with principles of decolonization, *Inuit Qaujimajatuqangit*, and knowledge building. All of us—instructors and MEd candidates alike—are members of a community in which we take responsibility for contributing to our individual and collective understanding of the ideas and issues we explore, improving, extending and refining them wherever possible. Contributions in Inuktitut and English are equally acceptable, but the final research proposal must be submitted in English.

Course Outcomes

By the end of Ed 616N, you will know and understand:

- similarities and differences between action research and other research methodologies;
- components of an acceptable research proposal;
- the role of ethics in conducting education research;
- processes of ethical review for research conducted in Nunavut/Nunavik;
- role and processes of peer review in conducting research;
- the relationship between action research, indigenous methodologies, and *Inuit Qaujimajatuqangit*.

You will also enhance your skills in:

- locating and critiquing relevant research literature;

- critically responding to peers' writing;
- incorporating feedback into revising your writing;
- rewriting, revising, and editing to achieve high writing standards using APA guidelines.

Course requirements

To demonstrate your mastery of the learning outcomes for Ed 616N, you will:

1. Complete weekly readings and participate in online discussions and assignments;
2. Prepare a draft action research proposal. The draft proposal may deal with the same research question you proposed in Ed 611N, or it may be something new. If you wish to investigate a topic different from the one you explored in Ed 611N, be prepared to finalize your choice before Week 2 of the course begins on January 10. You are strongly encouraged to discuss a change of research topic with your instructor. As with Ed 611N, the research proposal will be prepared in MS-Word according to APA style and consist of the following sections:
 - Statement of the Problem
 - Significance of the Problem
 - Purpose of the Study
 - Procedure
 - Research Location
 - Participants
 - Data Collection
 - Researcher's Role and Ethics
 - Data Collection Instrument
3. Conduct a review of a peer's action research proposal;
4. Respond to reviews from instructors and peers and use the reviews to revise and finalize your proposal;
5. Submit applications to the Nunavut Research Institute and the Research Ethics Board of the UPEI Faculty of Education, and satisfy all requirements for ethical approval;
6. Develop an action plan and timeline for gathering and analyzing data.

Assessment

Marks for assignments will be assigned according to the following breakdown:

	Description	Due Date	Per cent
1.	Weekly research journal	Each week. Marks are assigned for : <ul style="list-style-type: none">• 1 initial contribution (3 marks),• reading peers' contributions (3 marks),• 2 follow-up contributions (3 marks), and• timeliness (1 mark). Timeliness consists of an initial posting by Saturday of each week and 2 follow-up contributions by the Monday at the end of each week.	20
2.	Literature Review	January 23	10
3.	Draft Research Proposal for blind peer review	February 13	10
4.	Peer review of proposals	February 20	5
5.	Revised proposal	February 27	25
6.	UPEI Ethics submission	March 5	10
7.	NRI Ethics submission	March 12	10
8.	Action Plan Timeline	March 19	10
	Total		100

Notes

- All assessment criteria are mandatory and each must be completed to a satisfactory level to pass the course.
- A final mark of 70% or better is required to successfully complete a graduate course. Ten per cent of each assignment's grade is assigned for timeliness.
- Successful completion of a graduate level online course requires a minimum commitment of 6 to 8 hours work per week.

It is your responsibility to inform the instructor as soon as possible if extenuating circumstances (sickness, family responsibilities, etc.) interfere with your ability to keep up with the course. Failure to do so may result in a loss of marks. Extensions will be given only for exceptional and serious circumstances.

Resources

Core Resources

Mertler, C.A. (2012). *Action research: Improving schools and empowering educators*, 3rd ed. Thousand Oaks, CA: Sage Publications.

Supplemental Resources

Online Resources

Because this course will be conducted at a distance, online resources will be integral to your participation and success. These include:

Knowledge Forum <http://kforum.upei.ca>

Course Text Supplementary Material <http://www.sagepub.com/mertler3study/default.htm>

UPEI Research Ethics Form http://research.upei.ca/files/research/REB_app_2009.pdf

NRI Research Ethics Form

<http://www.nri.nu.ca/apps/forms/displayFormDetails2.aspx?ofd=social2>

Additional resources will be identified and posted in the Knowledge Forum database as necessary.

Course Schedule

Theme	Week/Date	Topics	Reading
Theme 1: Revisiting and Refining Proposals	1 Jan 3-9	Confirm research topic	Mertler, Chapter 1
	2 Jan 10-16	Statement & Significance of Problem Begin Literature Search	Mertler, Chapter 2
	3 Jan 17-23	Purpose of Study	Mertler, Chapter 3
	4 Jan 24-30	Procedure	Mertler, Chapter 4
	5 Jan 31-Feb 6	Researcher's Role & Ethics	Mertler, Chapter 5
	6 Feb 7-13	Draft Proposal Complete	Mertler, Chapter 6
	7 Feb 14-20	Peer Reviews Complete	Peer's draft proposal
	8 Feb 21-27	Begin preparing ethics and revising proposal	
Theme 2: Ethical Concerns	9 Feb 28-Mar 5	Proposal Complete	
	10 Mar 6-12	Ethics to UPEI and NRI	
Theme 3: Looking Ahead	11 Mar 13-19	Action Plan & Timeline	Mertler, Chapter 7
	12 Mar 20-26	Course reflection	Mertler, Chapter 8
Closure	April 5		

Master of Education Leadership in Learning (Nunavut)

ED 617N *Issues in Leadership*

Instructors: Jukeepa Hainnu, Elizabeth C. G. Fortes & Cathy Lee
(Joanne Tompkins - course advisor)

July 8-13, 2012

(An educational leader for Nunavut) is a person who is willing to learn, relearn, unlearn . . . and be open to all learning. Be an instructional leader. Be able to listen. Be able to empower other people. Be able to build relationships . . . Be open-minded. Be human. Be a role model. Have a vision and when you have a vision convey it to others so that your vision is shared by all. Not only you have a vision but your vision needs to go to everyone to be agreed upon. . . Know your limits and take care of yourself.

Lena Metuq, 2010, p. 1 Nunavut Educational Leadership Reflective Survey

Course Description

ED617N *Issues in Leadership*

In this course, students will continue to focus on and re-examine the themes explored in the Educational Leadership course taken last summer with a view to further delving into current issues in leadership. Emphasis will be placed on "what needs to be done" in Nunavut/Nunavik schools and what does leadership look like from Inuit perspective in order to "get things done" for Nunavut/Nunavik students. We will explore current issues in educational leadership through the lens of Inuit educational leadership (Inuit ways of knowing, being and doing) for Inuit schools and consider the knowledge, skills and attitudes necessary for effective leadership in Nunavut/Nunavik.

Instructors' Contact Information

Jukeepa Hainnu:

Cathy Lee: Contact information has been removed for privacy.

Elizabeth Fortes:

Joanne Tompkins (course advisor)

Purpose of the Course

- to critically reflect on, re-explore, discuss and write about the vision for education in Nunavut
- to practice knowledge, skills and share attitudes required to enhance leadership for Nunavut/Nunavik schools
- to develop a working definition of educational leadership and an assessment of current practices with a view to identifying strengths and articulating needs
- to examine and reflect on current issues in educational leadership for Inuit schools
- to develop a "sewing kit" of strategies and to explore best practices in leadership for Nunavut/Nunavik schools
- to continue to expand on the concept of "voice" and to explore strategies and to practise skills around strengthening and facilitating voice

Key Questions

- What are Inuit ways of knowing, being and doing in relationship to leadership, in particular educational leadership?
- What are Inuit women's ways of knowing, being and doing in relationship to educational leadership?

- What are the current issues in educational leadership for Nunavut/Nunavik schools?
- How as Inuit educators and educational leaders for Nunavut schools will we collectively meet the mandate of the Nunavut Department of Education to support the development of "able human beings"?
- What is your role in creating an Inuit educational system based on Inuit Qaujimaqatunqangiit?
- How will you work to create a decolonized, Inuit postcolonial educational system in Nunavut and Nunavik and what is your role in this process?
- In what ways will I collectively and personally ensure "voice"?
- How will I develop and sustain a personal and professional support system for self and others?
- How will I put my learning into my practice?

Course Texts and Readings

1. McComber, L. & Partridge, S. (2010). *Arnait Nipingit. Voices of Inuit Women in Educational Leadership and Governance*. Iqaluit, NU: Nunavut Arctic College Press.

(text used in last summer course)

2. Grogan, M & Shakeshaft, C. (2010). *Women in Educational Leadership*. Boston, MA: University Press.

This text is available from Amazon.com as an ebook (in download form) for \$14.30 or in paperback form from Chapters.ca for \$29.00.

I would recommend getting the ebook. You will need to create an account on Amazon.com and to download a program called Kindle for PC/MAC.

Please order this book immediately and bring it with you to our classes in Iqaluit in July.

Please also bring a copy of your final synthesis paper from you course last summer with Joanne and Lena as we will be revisiting the paper and reviewing it for further reflection.

Course Format

Additional Readings

A variety of additional readings from a variety of sources will be provided during this course. If possible, additional readings will be made available on-line through Knowledge Forum as well.

Assignments

We will share and discuss evaluation of assignments during our first afternoon session.

1. Pre-Course Assignment - Due June 29/12

10% of course mark

Reflection on the your final synthesis paper from last summer's course with Lena and Joanne to be posted on Knowledge Forum

2. Daily Reflections/Learning Journal - Handed in twice over the course -dates to be determined

20% of course mark

A key component of this course is to develop our critical & reflective thinking as educators. This will be done through our readings, discussions, dialogue, special guest presentations, case studies, role playing activities and presentations as well as through self reflection and introspection.

Each day you will respond to one or two key ideas/reflection questions from the class and/or readings. The journal is highly autobiographical and a place in which you will write to learn and write to reflect on our own thinking. The central question you will be writing about is in what ways is our learning helping us to unlearn, learn and relearn ideas about educational leadership.

3. Reading Reflections - Due Daily

10% of course mark

Each day participants will read parts of texts and reflect upon them using a variety of literary strategies such as 1,2,3 summary, Leave the Last Word For Me, Post Its, etc. These will be collected on a daily basis and will allow participants to show how the texts resonate with their ideas of and experience with leadership

4. Case Studies/Collaborative Groups

10% of final mark

During the course, we will explore a number of current issues in educational leadership. Through the use of case studies, participants will have opportunities and hands on experiences using various strategies used by school teams in Nunavut schools such as solution circles, solution seeking, appreciative inquiry and school team meetings to develop knowledge, skills and attitudes around critical issues. Participants will work in a variety of collaborative groups as they continue to build relationships, get to know each other and work on activities and tasks together. In a graduate program that stresses the development of leadership skills, everyone will be involved in leading small groups, presenting information, demonstrating critical thinking and reflection and expressing their opinions on the topics of the day.

5. Role Playing Activities

10%

As with the case studies, participants will have a number of opportunities to take part in role playing activities using the model of a school team and the strategies of solution circles, solution seeking and appreciative inquiry to examine current issues in educational leadership for Nunavut/Nunavik.

6. ELP Phase 2 Presentations Review

10% of final mark

Participants have been invited to learn with and from the students involved in the Nunavut Educational Leadership Program. Phase Two ELP participants have best practices in NU leadership presentation as one of their assignments. You will attend one presentation either on Tuesday June 10/12 or Wednesday June 11/12 and write a review of the presentation to be shared on Knowledge Forum. The presentation chosen to review is to be a topic in relation to your thesis.

7. Position Paper & Sewing Kit Presentation

30% of final mark

Position Paper

Over the course of the week, you will continue to reflect on your views of educational leadership through the lens of the themes and topics presented during the MEd courses and will bring together your learning in a final position paper related to your learning and insights during this course. The position paper will focus on your view of the ideal educational leader for NU/Nunavik schools for Inuit students and how you would see yourself as an educational leader.

Sewing Kit

A central part of learning at the Masters of Education level is critical thinking and the ability to take information, interpret, analyze, synthesize and critically reflect on that information with a view to incorporating that knowledge into one's own practice. The sewing kit has been chosen as an analogy for the

journey as an educational leader and as the "tool kit" of strategies required by educational leaders for Nunavut/Nunavik schools for Inuit students. You will create a sewing kit containing items that will be required for your role as an educational leader and will share the significance of the sewing kit and the items you have chosen to put into it. You will prepare a 15 minute presentation to share your sewing kit along with your position paper at the end of the course. Guests may be invited to the final presentations and this will be negotiated with the class. In keeping with our community agreements of use of language of choice, presentations may be in Inuktitut, Inuinnaqtun, English or French or a combination of languages.

M.Ed. Program for Nunavut. Leadership in Learning.

Course Outline

Education 632N Leadership in Languages and Literacies Iqaluit July 2012

Course Instructors: Naullaq Arnaquq
Jim Cummins
Elizabeth Fortes

“Language is not an object to be preserved, it is a psychological tool, a way of capturing and organizing the world and one’s experience of it...it is always “language-in-use”.

- Jaypeetee Arnakak

Course Description and Objectives

- This course is intended to support you in developing your leadership practice, both individual and collective, in the field of language and literacy.
- We will examine and discuss what kinds of interactions both in-school and out-of-school are effective in promoting language and literacy abilities in both Inuktitut and English.
- The course will draw on the concrete experiences of “languages-in-use” that you have had and want to share.
- The course will also focus on research and theory that has been developed internationally and in the specific context of Nunavut.
- We will look at these issues from the perspectives of parents, educators, and policy-makers in Nunavut.

Course Instructional Approach using both English and Inuktitut

We would like to model the fact that both Inuktitut and English are legitimate languages within Nunavut by ensuring that they are also legitimate within the course. So we *encourage you to use Inuktitut both in your written responses and in oral communication within small groups and the course as a whole.* There is no shortage of fully bilingual participants who will be able to paraphrase what you have said for Jim and/or Elizabeth who, unfortunately, don’t speak the language.

The Importance of Seeing Ourselves as Knowledge-Generators

One of the “messages” that Naullaq and Jim will bring to the course is that teachers need to create spaces in their classrooms to encourage and enable their students to become generators of knowledge rather than just passively internalizing pre-existing knowledge. The knowledge that exists within our communities and in our own experience is just as important as the research and theory that has been developed elsewhere. True learning happens when we put the two sources of knowledge together to generate new insights and understandings. So in talking about *leadership in language and literacy*, we will

emphasize the importance of connecting literacy to students' lives and creating spaces where students' identities can be affirmed.

Using Knowledge Forum Before and During the Course

So, again, we would like to try and model this approach within the course. We will use Knowledge Forum (KF) to create a space for interaction before the face-to-face course gets underway. Sometime before June 28th, we would like you to write and post in KF your own *Language and Literacy Autobiography*. In other words, you would reflect on issues such as:

- how you learned Inuktitut in your home and/or in school,
- how you learned English,
- what your feelings were towards the two languages as you grew up,
- what helped you acquire literacy in both,
- who were the most important influences in helping you become bilingual and biliterate
- what functions do each of the languages serve in your life today, etc.

We will give you some guidelines and examples of language biographies, and both Naullaq and Jim will post their own language and literacy autobiographies in KF by June 24th. Again, you should feel free to use whichever language (or both of them) you are most comfortable in as you write your language and literacy autobiography. It is your experience and your narrative, so use as much or as little space as you want in writing it up.

Before the start of the course, we would like you to read through the autobiographies in KF and respond to one of them. This could be just a paragraph, or longer if you prefer, to connect your own experience with the experiences of one of the other participants in the course.

In creating your language and literacy autobiographies, you are engaging in legitimate research. You are articulating the knowledge that is embedded in your own experience and making it explicit for yourself and others.

It is important to connect this autobiographical research with more formal research, and the theory that comes from this research. Both forms of research are legitimate and we deepen our understanding of how language and literacy develop and can be promoted in homes and schools by connecting our own experience with the more formal research.

So the other major activity that we are asking you to do before the course itself gets formally underway is to read a number of articles and chapters that we will post in KF. We will post two sets of resources in KF. One set (listed in bold at the end of this course outline) we would like everybody to read and reflect on (it's a really good idea to take some notes as you read and write up a very short reflection on the article). The second set are background resources (reports, web pages, articles, books, etc.) which we would encourage you to scan and read in more depth anything that is of interest to you.

If you read and reflect on the major articles for the course before we actually meet, then we can use the short amount of time we have together for serious knowledge building. All of the materials in KF will be available during the course so we can go back to them and perhaps read them more deeply in light of the course discussions.

Assignments

As outlined in the previous section, the five assignments are as follows:

1. Write up your own **language and literacy autobiography** and post it in KF by June 28;
2. **Comment on** someone else's **autobiography** by July 2;
3. **Read the core set of articles** posted in KF and browse through the other materials and resources that are in KF. We will set up views in KF to reflect the issues discussed in the core set of articles and we encourage you to post your reflections on these articles in KF both before and during the course.
4. **BOOK SCAN:** For the first 3 days of the course, take home one of the books that we will make available, scan through it and bring back to class some thoughts or reflections related to the book. We don't expect you to read the whole book— just take about 30-45 minutes to get a sense of what the book is all about and make some notes that you can talk about in small groups in the following day's class.
5. **CONFERENCE PRESENTATION:** Working in pairs, prepare a “conference presentation” for the final day of class. We will provide some time on Days 3 and 4 to enable you to get this conference presentation together. It should be about 15 minutes long and you can present it either as an oral presentation alone, or using PowerPoint or posters to get across your message. We have generated a number of topics that you could choose from, or you could suggest an alternative topic to Naullaq and Jim that you would like to present on. Your presentation should reflect some of the knowledge that you have gained as a result of your own reflections, your reading of course material, and your discussions with other participants and Naullaq, Jim, and Elizabeth. Here are some suggested topics:
 - Create a school improvement plan for your school incorporating an evidence-based bilingualism and biliteracy policy;
 - Narratives of our collective experience: What have you learned about language and literacy development and teaching from your own experience and that of your classmates?
 - Create a bilingual story for elementary school children that incorporates themes relating to bilingualism and biliteracy.
 - Which model or models of bilingual education do you think are most appropriate to develop strong bilingual and biliterate abilities from Kindergarten through high school? Based on the specific conditions in

Nunavut and the broader research literature, articulate a plan and its rationale and discuss how it might be implemented.

Publication/Sharing Option

An important aspect of knowledge building is knowledge sharing. We will be doing this within our course community both through KF and face-to-face discussion in class. However, we may also want to share our experiences and insights with others beyond our class. We can do this easily through electronic publication. The goal of all publication is to share experiences and insights with others in order to help them gain their own insights through reflection and “dialogue” with ours.

There are two forms of publication that we would like you to consider:

1. Web-publication of your language and literacy autobiographical narrative; this can be published on OISE’s Language-as-Resource (LAR) website which has a special section dedicated to language learning narratives or on some other site of your choosing.
2. Video-taping of your final “conference presentation” that can be archived in KF and made available as a resource for future cohorts of Inuit educators taking the M.Ed. or used as part of a professional development resource package for Inuit educators developing school-based language policies.

Publication through these means is totally optional. But it is very much in the spirit of the course to value our own knowledge and insights and to share them with others.

Evaluation

Evaluation is based on a pass/fail criterion. Passing is based on carrying out the five assignments in a way that develops your own knowledge and shares it with others.

Day 1. Focus—What do we know from our own experience?

- Introductions
- Naullaq and Jim: What we are bringing to the course in terms of our own personal experience, involvement in educational planning, and academic knowledge;
- Small group and whole class discussion of language/literacy autobiographies;
- What we see as the major challenges facing young people in Nunavut today in developing strong bilingualism and biliteracy.

Day 2. Focus—How language and literacy policies have evolved in Nunavut over the past 30 years

Naullaq will take the lead in discussing the major initiatives and programs in the development of language and literacy policies in Nunavut. This will include a review of

Inuktitut book creation efforts, the development of curriculum frameworks, external reports, and current developments.

Day 3. Focus—What does the research say about optimal approaches to developing strong bilingual and biliteracy abilities in contexts such as Nunavut?

Jim will take the lead in outlining the major findings of research on topics including bilingual education, language shift, language maintenance and reclamation, literacy teaching, and the role of identity affirmation in school achievement.

Day 4. Focus—What can we as language and literacy leaders do to create effective and inspirational instructional environments that will promote student success?

In both small group and whole class discussion, we will analyze where we are currently with respect to the development of students' bilingual and biliteracy abilities, where we would like to get to, and how do we move in that direction. We can analyze these issues both with respect to:

- the *content* of the curriculum,
- the kinds of *cognition/thinking skills* we want students to develop,
- the potential ways in which new technological tools might help,
- assessment of students' progress in both languages,
- the messages communicated to students about the value of their language and culture, and
- the ways in which parents are encouraged to participate in their parents' education.

Day 5. Conference presentations and course wrap-up.

Key articles and documents that everyone should read:

Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society*. 2nd Edition. Los Angeles: California Association for Bilingual Education. (Chapters 1 and 3).

Cummins, J. (2009). Bilingual and immersion programs. In M. Long and C. J. Doughty (Eds.). *The handbook of second language teaching* (pp. 161-181). Oxford: Blackwell Publishing.

Cummins, J. (2011). Literacy engagement—Fueling academic growth for English language learners. *The Reading Teacher*, 65(2), 142-146.

Department of Education. (no date). *Bilingual Education Strategy for Nunavut: 2004-2008*. Iqaluit: Government of Nunavut.

Lau, S.M.L. (2012). Re-conceptualizing critical literacy teaching in ESL classrooms. *The Reading Teacher*, (in press).

Martin, I. (2000). *AAJIQATIGIINGNIQ: Language of Instruction Research Paper. A report to the Government of Nunavut*. Iqaluit: Government of Nunavut.

Optional resources (for scanning and thinking about)

Brisk, M. E. & Proctor, C. P. (2012). Challenges and supports for English language learners in bilingual programs. Available at: <http://ell.stanford.edu/papers>.

Hughes, J. & Robertson, L. (2011). Investigating pre-service teachers' understandings of critical media literacy. *Language and Literacy*, 13(2), 37-53.

Hull, G. & Moje, E. B. (2012). What is the development of literacy the development of? Available at: <http://ell.stanford.edu/papers>.

Quinn, H., Lee, O., Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know. Available at: <http://ell.stanford.edu/papers>.

University of Prince Edward Island
Faculty of Education
Ed 625 Curriculum: Leadership in Learning
September 8 – October 15, 2012

Instructors: Fiona Walton and Nunia Qanatsiaq-Anoe
Counsellor: Elizabeth Fortes:
Facilitators: Cathy McGregor and Darlene Nuqingaq

Course Location: Rankin Inlet

Time Allocations and Specific Focus: This course includes four weeks of on-line learning using Knowledge Forum, from September 8 – October 8, as well as an intensive, face-to-face, six-day learning experience from October 8 – 14 with six hours of class time scheduled for each day. Classes take place from 8:30-12:00 and from 1:00–4:00 at the Teaching and Learning Centre in Rankin Inlet. Fiona Walton will facilitate the four weeks of on-line learning as well as the first full day of the face-to-face course. During the face-to-face learning experience, Nunia Qanatsiaq-Anoe will facilitate a day and a half of intensive discussion with Elders related to curriculum foundations and priorities in Nunavut. Cathy McGregor and Darlene Nuqingaq will facilitate a day and a half of learning related to curriculum history, development and implementation in Nunavut. They will also focus on some of the most recent directions in curriculum that impact teaching and learning in Nunavut schools.

Elizabeth Fortes will open each afternoon with approximately 30 minutes of reflective time. One hour is scheduled for lunch and 15 minute breaks take place in the morning and afternoon. Evening study halls are planned to include time for reading and working on assignments as well as meetings with instructors.

The group will gather on Monday, October 8 at 7:00 at a location to be identified later in September.

Description

This specialized graduate course in education challenges participants to critically examine curriculum development, implementation, and change from a variety of theoretical perspectives and in light of their past, present, and potential future experiences as educators and educational leaders. The development of a personally and theoretically grounded curriculum position provides a major focus for the course.

Specific Focus

Graduate participants completing *Curriculum: Leadership in Learning* will:

- Compare, contrast, and analyse differing curriculum perspectives and orientations.
- Clarify their beliefs and values about curriculum.
- Relate curriculum to their autobiographies and in particular to their teaching and educational leadership practices.
- Critically examine, analyse and share a curriculum or curriculum initiative.
- Articulate a theoretically critical and personally grounded position regarding curriculum in the context of Nunavut or Nunavik.

Central Questions

1. What is curriculum and how does it impact and shape teaching and learning?
2. Whose perspectives, beliefs and values shape curriculum in Nunavut and Nunavik?
3. Which forces impact the way curriculum and programs are enacted and delivered in Nunavut and Nunavik?
4. What are some of the challenges involved in developing and delivering curriculum based on both Inuit and Qallunaat ways of knowing, being and doing?
5. How can teachers and other educational leaders in Nunavut and Nunavik act as agents of curriculum change in ways that foster and positively influence learners' motivation, engagement, critical capacity, creativity, achievement and well-being?

Required Readings

The following readings will be posted on Knowledge Forum for the first four weeks of this course. A variety of additional readings will be provided during the face-to-face course.

Week One (September 7 - 13):

Eisner, E. (2009). What does it mean to say a school is doing well? In David J. Flinders & Stephen J. Thornton (Eds.), *The curriculum studies reader*. New York: Routledge.

Week Two (September 14 - 20):

Lewthwaite, B. & McMillan, B. (2010). "She can bother me, and that's because she cares": What Inuit students say about teaching and their learning. *Canadian Journal of Education*, Vol. 33 (1), 140-175.

Week Three (September 21 - 27):

Battiste, M. (2000/2002). Maintaining aboriginal identity, language and culture in modern society. In M. Battiste (Ed.), *Reclaiming indigenous voice and vision* (pp. 192 – 208). Vancouver, Canada: UBC Press.

Week Four (September 28 – October 4):

Bishop, R. (2011). Freeing schools and education systems from neo-colonial dominance. In R. Bishop, *Freeing ourselves* (pp. 75 – 120). Rotterdam, Netherlands: Sense Publishing.

Assignments

1. Curriculum Critique
 2. Development of a Curriculum Position –Four Letters
 3. Interaction and Involvement – Reflective Log
 4. Statement of Intent as a Curriculum Leader
-
1. **Curriculum Critique:** The curriculum critique offers an opportunity to consider the theoretical framework, development, and implementation of one specific curriculum, program, unit or initiative as well as its potential to meet the needs of the learners it is designed to serve. The critique should be between four and five pages in length (1000 – 1250 words, double spaced, 12 point Times New Roman, APA format). A brief, five-minute summary of the Critique will be presented to colleagues during a presentation on the first day of the face-to-face portion of the course. The Critique is due on Wednesday, October 10 at 8:30am. No extensions will be granted for this assignment that is worth 40% of the marks. A detailed guideline for preparing the critique is provided in Knowledge Forum as well as in the first e-mail about the course. **Allocation of marks: 40**

- 2. Curriculum Position – Four Letters:** Four one-page letters (250 words) are completed during the course. These letters provide an opportunity for personal reflection, expression and communication with the instructors and facilitators related to the content of the course. One letter, to be completed after the first day of the course, reflects on the theoretical positions introduced to participants. The second letter reflects on curriculum developed to meet the specific needs of Inuit learners in either Nunavut or Nunavik. The third letter responds to the discussion that will take place with Elders during an intensive, one and a half-day experience during the face-to-face section of the course. Instructors will respond briefly to each of the reflections. The final letter addresses participants’ hopes for curriculum in the future and forms a starting position for the Statement of Intent as a Curriculum Leader (see below). Letters may be written to specific individuals, including learners, parents, Elders, school principals, the Minister of Education, to yourself as an educational leader or to your children or relatives. **Allocation of marks:** 20 (5 marks are available for each letter)
- 3. Interaction and Involvement:** Active participation and engagement in small and large group discussions and discourse are considered vitally important elements in this course as the ability to express opinions clearly is a critical element in educational leadership. Each participant will lead and facilitate a small group discussion and contribute verbally within the large group discussions. Participants will maintain a half-page (125 word), daily reflective log for the first five days of the course related to their own participation, interaction and involvement. This log documents engagement and involvement in the course as well as verbal contributions and interactions and reflects on presence and voice during five days of the course. The logs will be submitted to course instructors on day three and day five of the course. The log will be discussed with the lead instructor during the debriefing held with each participant at the end of the course. **Allocation of marks:** 20 (4 marks are available for each daily log)
- 4. Statement of Intent as a Curriculum Leader:** This final assignment is presented to the group at the end of the course. It summarizes each participant’s intentions in terms of their curriculum leadership in the future by describing the priorities and central focus for their work as an educational leader in the area of curriculum, program, teaching and learning. The statement of intent provides an opportunity for each participant to describe their hopes for the future of curriculum in Nunavut or Nunavik as well as an opportunity to reflect on the role they intend to play in the development and delivery of curriculum in the future. Each participant will have up to five minutes to deliver their Statement of Intent verbally at the end of the course using a presentation format of their own choice. Creative approaches to delivering the Statement of Intent are encouraged. A two-page Statement of Intent will be submitted to instructors but marks are divided equally between the presentation and the written Statement. **Allocation of marks:** 20 (10 marks for presentation, 10 marks for the paper)

Tentative Schedule for Face-to-Face Course (Please note that this schedule is subject to change)

Monday, October 8: Participants arrive in Rankin Inlet and meet in the evening for a welcome and check-in. The time and location for this welcome will be determined in early September.

Tuesday, October 9 - (Fiona Walton): A discussion related to the questions raised in the course outline will take place and an outline of theoretical orientations to curriculum will be presented. Each participant will share a summary of the Curriculum Critique.

Wednesday, October 10 - (Cathy McGregor and Darlene Nuqingaq): A history of curriculum development in Nunavut will be presented. Issues related to curriculum and implementation of curriculum and programs in Nunavut will be discussed.

Please note that an evening session will take place on Wednesday to discuss the final course in the MEd, ED618 Leadership and Reflective Practice.

Thursday, October 11 – 8:30 – 12:00: Discussions related to curriculum in Nunavut will continue.

Thursday, October 11 (1:30 – 4:00) and Friday, October 12 (Nunia Qanatsiaq-Anoe with Elders): An intensive day and a half discussion related to the foundations of curriculum in Nunavut will take place.

Saturday, October 13 (Instructional Team): A summary of learning related to curriculum will take place in the morning. Each participant will present a Statement of Intent in the afternoon.

Saturday and Sunday, October 14 (Fiona Walton): Debriefings with the lead instructor, Fiona Walton, will take place on Saturday after classes end and on Sunday at times convenient to participants and instructors. **Thirty minutes will be scheduled with each participant to allow time to discuss the Curriculum course as well as the planned research and final MEd papers.**

Monday, October 15: Travel Day

University of Prince Edward Island
Faculty of Education
ED618N Leadership and Reflective Practice
January 7 –March 31, 2013

Courage is related to voice; it takes courage for some to express their voice. Voice is the use of language to paint a picture of one's reality, one's experiences, one's world....The voice of those who have not been heard is usually embedded with varying degrees of resistance, rage, and a hint of resolve.

(Wink, 2005, p. 59)

Instructors: Fiona Walton, Sandy McAuley and Shelley Tulloch

Contact information has been removed for privacy.

Course Description: In this course, participants examine processes of reflective practice such as analytic problem solving and self-assessment. Students research reflective practices that have made positive contributions to learning and leadership.

Organization: This research and writing intensive course is offered by distance using Knowledge Forum. Participants are required to participate in on-line discussions each week and submit portions of their final papers to their instructor on a weekly basis. The final paper for this course is the major assignment and is described in some detail below. This is the last course in the MED (Nunavut) and marks must be submitted by April. No extensions are possible and all requirements must be met by March 31, 2013. Passing this final course requires submitting and revising both the required writing on Knowledge Forum as well as a section of the final paper each week.

Text: Participants will read Chapter 9 in:

Mertler, C.A. (2012). *Action research: Improving schools and empowering educators*, 3rd ed.
Thousand Oaks, CA: Sage Publications.

Additional short readings related to the course will also be posted on Knowledge Forum.

Resources Related to Writing: <http://owl.english.purdue.edu/owl/section/1/2/>

Specific Course Requirements

To complete *Leadership and Reflective Practice* you will:

- Develop a draft work plan/progress sheet for your final paper identifying the sections you are planning to write in each week of the course (see the attached template which can be revised to suit each participant).
- Submit your work plan/progress sheet to your personal page on Knowledge Forum by midnight on Sunday, January 13.

- In Knowledge Forum, submit on a weekly basis starting on the week of January 14 - 20, a 150 word critical reflection describing your specific progress with your research and writing (the deadline for critical reflections is midnight on Sunday of each week).
- In Knowledge Form, respond on a weekly basis to two of the critical reflections submitted by your colleagues (the deadline for responses is midnight on Sunday of each week and once a reflection has been commented on twice, you will need to respond to a different critical reflection so that everyone gets some feedback).
- Gather and organize all the information, literature, personal or family experiences, history, background or research data necessary to start writing the final paper based on your research project or chosen topic (final papers are between 20 – 25 pages in length).
- Analyse the data, information, literature, history or experience and prepare clearly substantiated findings, descriptions or narratives that are supported by quotations and opinions.
- Write and submit to your instructor, by e-mail, a section of your final paper each week by midnight on Sunday.
- Edit and revise the writing based on the feedback and re-submit it to your instructor.
- Once your writing is approved by your instructor it can be posted to your personal page in Knowledge Forum where it may be read and commented on by your colleagues.
- Provide constructive feedback, encouragement and support to colleagues who are submitting sections of their papers on Knowledge Forum.
- Towards the end of the course, and in close consultation with your instructor, revise and polish your final paper until it is error-free, clear, logically presented and can be read, understood and enjoyed by readers.
- Present the paper to a carefully selected and trusted colleague or group of colleagues in your community to seek feedback and suggestions for any additional changes.
- Complete final revisions to the paper and submit it by e-mail to your instructor by midnight on March 31, 2013 for final marking.
- Present the paper at the Research Symposium scheduled to take place at Nakasuk School Library in Iqaluit on Sunday, June 2, 2013.

Evaluation and Marks: Evaluation and marks are based on the items described below.

- Submit a work plan by midnight on Sunday, January 13 (this is required and no marks are allocated);
- Submit a critical reflection on your weekly progress by midnight on the Sunday of each week of the course (20 marks: Up to 2 marks per week for 10 weeks);
- Respond to two of the critical reflections submitted by your colleagues (20 marks: Up to 1 mark per reflection for 10 weeks);
- Submit a section of your final paper to your instructor by e-mail by midnight on Sunday of each week (APA format is required and no marks are allocated until the final edited paper is submitted);
- Edit and revise the submitted section based on the feedback from your instructor and return it for checking. Once your instructor returns the section of the paper, submit it to your personal page on knowledge Forum. Date all sections and give them a title.
- Submit your final 20 – 25 page paper to your instructor by midnight on Sunday, March 31, 2013 (160 marks).

Publication of Papers: Satisfactory papers will be published on line at UPEI and may also be submitted to scholarly and professional journals or shared at conferences in the future.

Individual Plans and Instructor Support:

In this final course each participant is writing about a different topic and work plans will need to be carefully developed with the guidance of your instructor. These plans will differ for each participant. Instructors will provide direction and support but it is the responsibility of each participant to submit their own work plan for this course by the deadline as well as write, submit and revise sections of their own papers until they reach a standard acceptable for on-line publication.

Guideline for Final Paper: Each paper submitted for credit in this final course will be unique and the content will be different; however, all the papers will share the following common characteristics that will guide instructors in their marking. Please note that the characteristics are based on the rubric you have already seen that is used in the MEd program at UPEI. This rubric is attached to the e-mail about the course and is also posted on Knowledge Forum.

- 1. Knowledge:** The paper provides clear evidence that the student is knowledgeable about the topic. The references are up-to-date and relevant and reveal the student's efforts to research the field in order to support the findings in the paper. The concepts and content are based on careful research or reading and knowledge that are drawn from Elders or participants or from personal experience related to the topic.
- 2. Theory, Method and Analysis:** The paper clearly describes the purpose, theoretical foundation and methodological approaches chosen for the research and writing. The ethical basis for the research is outlined and the permissions granted for research are mentioned. The methods are carefully described with a rationale for their choice as well as a description of how they were utilized in the research. References substantiate the theories, methodologies and methods that are referred to in the paper.
- 3. Argument and Structure of the Paper:** The paper presents an argument that is clearly substantiated by the research findings or the narrative. The paper flows logically so that any reader can understand the introduction, the argument or narrative and the conclusions. Headings and sections in the paper guide the reader throughout the paper. The insights in the paper enable the reader to feel they have learned something when they come to the conclusion. A narrative paper is compelling and flows like a story.
- 4. Writing:** The paper is clearly written using correct English grammar, coherent paragraphs and follows APA guidelines. The voice of the writer is heard and has a unique tone that is consistent throughout the paper. There is a flow and style to the writing so the reader is engaged and interested in the content or story and enjoys reading the paper. The passion and interest of the writer in the topic is evident in the writing.

To Complete this Course Successfully:

1. Understand that writing requires focused time and a clear plan for your paper.
2. Clear space and time for writing by setting aside two three-hour periods each week. Members of the NTA may be able to allocate PD time for writing
3. Prepare for your literature review by asking Kerri to gather pdf versions of sources and e-mail them to you ASAP. **Please contact Kerri immediately.** ker.wheatley@gmail.com
4. Prepare all references in correct **APA format** right from the start.
5. Ask your instructor for help when it is needed. No questions are too small and no concerns should be set aside when working towards such an important final goal.

6. Write towards the future of Nunavut with the intention of contributing knowledge that is going to be shared with the public.

Groups Established for the Leadership and Reflective Practice Course:

Shelley – Louise, Eva, Susan and Adriana

Sandy – Mary, Lizzie, Rhoda and Bertha

Fiona – Saimanaaq, Vera, Becky, Maggie and Mary Joanne