Course Outline

1042: Educational Leadership And Cultural Diversity
(On-Line)

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#2438

Course Objectives

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with diverse student populations. Students will have the opportunity to critically analyze and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, the education of diverse student populations generally, and the organization, administration and leadership of schools specifically, in ways that will assist them with their own administrative and pedagogical practices.

Course Description

The course will focus on selected aspects of diversity and education as well as the issues and practices that schools, administrators, and teachers adopt to meet the diverse needs of various student populations. Subjects to be explored include, among others, views of multiethnic and anti-racism education, understanding different perspectives, “race” and racism, leadership, and the roles and practices of principals of diverse schools.

Course Format

The interactive part of this course will be conducted on-line. Students will be expected to read the required readings, post a response to them on-line, read the reactions of others to the readings, and then post at least three second, but shorter responses to others’ reactions. Because time lines are important to the running of the course, students will be expected to post their responses by the expected date. Failure to do this will result in a penalty (1 mark per day). I would prefer not to do this, but I believe it is necessary to keep the course running on its tight timelines. Besides these on-line responses, students will also have a major assignment, which they will be required to send in.

Course Evaluation
Students will be evaluated on the basis of their on-line responses and a "major" assignment.

1. On-line Responses 45%

Students will be evaluated on the basis of their on-line responses to the readings. As mentioned above, everyone will be expected to react to the readings, and post at least four responses in the appropriate folder. The first response will be an initial reaction to the readings. This response can run anywhere from 150 to 500 words. You can post these responses up to a week before the due date. As mentioned previously students will be penalized 1 mark per day for late responses. The final hour for responses will be midnight of the designated day. The maximum penalty for a given late response will be 3 marks. The three secondary responses to others’ responses should be shorter in length. You may post more than three secondary responses, if you wish. Like the initial responses, penalties will apply if they are late.

Students will also be expected to read all of their fellow students' responses.

Students will be evaluated on:

1. Initial contribution (originality, thoughtfulness, insight, contribution to the learning of the entire group)
2. Interaction (ability to be appropriately critical, to build on others’ insights, and to be reflective and constructive)
3. Inquiry (questioning techniques)
4. Connecting theory with personal resources and/or personal experiences
5. Understanding core course concepts and content
6. Social Skills (support, collaboration, encouragement, sensitivity towards classmates)
7. Effort and language
8. Support and contribution to the collective

2. Major Assignment 55%

Students will be evaluated on a major assignment that they will be required to send in to me in hard copy (Dept. of TPS, OISE/UT, 252 Bloor St. West, Toronto, ON, M5S 1V6). Because of the nature of this course I want to build as much flexibility into this assignment as possible. I do not want to penalize or place any student at a disadvantage. Also I would like this assignment to be useful to those who write them. As a consequence, I simply want students to write something original (e.g. something you have not written for another course or for another purpose) on an aspect of leadership, administration or organization in a diverse school or organization. You might, for example, want to write a paper about the kinds of things that your school or organization might do to provide equal educational opportunities for diverse students, or the role principals might take in diverse schools.
You also have the option of shaping your final written assignment from the on-line dialogue, both your own and others. Pick out three or four themes that emerge in the dialogue, integrate these themes into an overall purpose, (make a connection between these themes and the purpose), shape what was said in each of your chosen themes to suit your purposes, and provide some sort of summary. You can use outside references if you wish.

Whatever topic you eventually choose you should clear it with me first. In doing this assignment you can use the course readings, our various on-line reactions and discussions, and any other sources you believe would be appropriate. This paper should follow an accepted academic format that includes referencing ideas that you have borrowed from other sources (e.g. APA, Chicago Manual of Style) and run somewhere between 3500 and 5000 words. Students are expected to hand in their major assignments by August 25, 2007. Those students who feel that they may need more time to complete their assignments are asked to discuss this matter with me. Students who do not hand in their assignments on the agreed–upon date without notifying me will be assigned an Incomplete.

When I evaluate your assignment I will be looking for the following attributes.

1. A clear statement of purpose.
2. A rationale or reason for choosing the topic. Usually reasons revolve around a problem. For example, a problem may be that administrators may feel that they do not understand their diverse community, or the relationship between schools and communities are not always what they should be.
3. An argument that makes sense.
4. A conclusion that effectively sums up your case.
5. Effective use of evidence or sources to support your rationale and argument.
6. Effective use of style. This includes the organization of your paper, the writing style and other features like continuity or flow.

CLASS SCHEDULE

Pre-Course Assignment – Due June 27, 2007

Assignment #1 Multiethnic Educational Issues/ Approaches/ Theories

Earliest possible response: June 25
Initial Response due: July 2
Secondary Responses due: July 5
Required Readings:

(1) Ryan, J. Chapter 1: Diversity, Educational Leadership and Inclusion – Monday Morning 6:10 am Leading Diverse Schools


(3) Ryan, J. Chapter 2: Educational Approaches to Diversity and Inclusion. Leading Diverse Schools

Assignment #2 – Understanding Other Perspectives, Privilege and “Race”

Earliest Possible Response: July 2
Initial Response due: July 9
Secondary Responses due: July 12

Required Reading:


Assignment # 3 – Leadership and the Politics of Education

Earliest Possible Response: July 9
Initial Response due: July 16
Secondary Responses due: July 19
Required Readings:


Assignment #4 – The Role of the Principal in Culturally Diverse Schools

Earliest Possible Response: July 16
Initial Responses due: July 23
Secondary Responses due: July 26

Required Readings:


Assignment #5 – Organization and Administration in Diverse Contexts

Earliest Possible Response: July 23
Initial Response due: July 30
Secondary Responses due: August 2

Required Reading:

(1) Ryan, J. Chapter 4: Administrator Perceptions of “Race” and Racism. *Leading Diverse Schools*.

Assignment #6 – Difference and Inclusion

Earliest Possible Response: July 30
Initial Responses due: August 6
Secondary Responses due: August 9

Required Reading:


Supplementary Readings

Assignment 1


Selections from Ontario Ministry Documents.


Assignment 2


**Assignment 3**


Assignment 4


Assignment 5


**Assignment 6**


Ryan, J. Chapter 10: Barriers to Inclusion. *Leading Diverse Schools*.

**Additional Readings**


Additional Readings (Part 2)


Additional Readings (3)


