

## **Leadership Revitalization Meeting – February 19, 2019**

Present: Gretchyn V, Lantana U, Ed H, Deb K, Christine H-Y, Catherine W  
Regrets: Andrew K (contributed comments in the form of notes for agenda items)

### **Intent of MDL:**

Ed

- to align with the BEd program - make sense of what is being practiced in classroom
- have to be competitive - experiential as well
- reasonable in terms of time - cognizant of the time people are putting into program - but at the same time not seeing much change in teaching practices - people coming out raising questions about what is happening in classrooms, schools and community - research does not stop when they reach a degree
- theory and practice are the same - no difference between theory and practice
- mid-career professionals beyond the scope of BEd
- align to people, place, land

Lantana

- MED meant to allow BEd to continue with the program - for Lantana with experiences Lantana can count the number of graduate students that came from BEd
- accommodating to the lifestyle of MEd students in time frame, not any longer than five years - should be two years, flexibility, program should be tidy, should not linger...need to be cognizant of time line - current program is too long, not sustainable-we are not seeing BEd moving into MEd - lots of outside people from our students
- reachable, flexible - capturing the north in some way

Christine

- definitely like the idea of cohort/clear expectations - canned program - moving together as a program - taking electives at the same time
- MEd - students identity - context will be education - leadership program - have to be transferrable not isolated to Eduspeak//
- online/blending the learning - moving out into community - modelling the mantra of people, place, land - moving 'place' - equity - immersing self into community - people and the land
- invite more people into the program//make it more attractive

Deb

- Elder present or co-teaching courses
- community initiatives - one course - i.e. Nechako - Koh Learning - agencies involved
- inter- agency piece...i.e. Interdisciplinary learning - what is happening in communities and how we learn - learner is embedded
- Northern Outreach - Hazelton experience - within communities not many wanted to go to teach??
- suggested to go on line - cost - put it into consider who is willing to go there

### Catherine

- people getting out of their boxes - we have opportunities to get out of the learning
- in education things cycle around - not just for the sake of coming back - how viable do we want leadership program to be...what are we willing to do to make it happen at UNBC
- we have sessional people on campus - re-imagine what could leadership at UNBC look like in the school of education
- Who is our audience - not just UNBC - what is our draw? How viable do we want to - same phenomenon as well
- How marketable will this be - the program will be for the north and what are the north's objectives
- How many people in other communities would attach the program to themselves?
- Flexibility is required

### Lantana

- international students? Will going to rural areas attract them as a viable audience?
- Online offerings - attract students like the MEd Special Ed program.

### Gretchen

- we can definitely expand PPL - by honoring the diversity of PPL - qualitative analysis - wove indigenous methodology into // - experiencing co-creation between the instructor and self - students developing own curriculum
- can't take everybody to land - room for both distance cohort -
- VIU - International - - on campus - online - focus on First Peoples Learning
- application of understanding - holistic belonging
- How do you lead?
- Impression of MDL - handful of students
- mentor readings//readings of choice readings - courses - inquiry process - context is profession
- Values of land - PPL - professions
- face to face - we can make it happen

### Ed

- courses have to reflect global dimension
- OECD objective - process is neo-liberal - ideological of reflexivity within global perspective
- international perspective -parallel // - honoring the place onto which we stand - generosity and inclusion from global community - collegiality needs to focus on international focus
- Global perspective of Leadership

## **Leadership Program Philosophical Goals:**

- leading as change
- global perspectives
- Indigenous worldviews/Aboriginal perspective/pedagogy
- perspectives of knowledge being embedded in program
  - leadership
  - understanding in curriculum
  - leadership in positioning
  - understanding pedagogy
  - leadership in relation to organization
  - visionary of leadership
- BC curriculum - Principles of learning - not content per se
- different roles as educator - not just teachers - a broad perspective
- theory - practice - how taught & learned - fluid and flexible - student - bring interest and agency through owning the learning
- Andrew - Venn Diagram –People, Place, Land with Community at the center - Voice in all three areas
- We create a sense of belonging within MEd through an experiential understanding and practice of People, Place and Land
  - People - person, self, identity, community
  - Place - community, thing (physical or virtual, emotional/spiritual/land/geography, ecology)

## **List of Existing MDL:**

### Core Courses

- 601 - General Methodology (3CH)
- 606 – Leading for Change (3 CH)
- 609 – Ab/Indigenous Ways of Knowing (3CH)
- 656 - Instructional Leadership (3CH)
- 655 - Collaboration, Communication(3)

### Electives

- 610 - Qualitative (4 CH)
- 602 - Quantitative (4 CH)
- 615 - School Principalship (3 CH)
- 616-Policy and Politics in Public Education (3 CH)
- 617- Leading for Learning - Teacher Leadership and Principal Preparations (3CH)
- 626 - Inclusive Education - Learning for All (3CH)

### Exit Courses

- 797 - Comp Exam (3 CH)
- 798 - Project (6 CH)
- 799 - Theses (9 CH)
- Need 31 CH for program completion

## Sustainable and Do-able Exit Route

- How do we do the substantial and do-able exit route?
- Do we have a project or portfolio?
- What will be the full intention of doing MA?
- Do we want to get rid of comp exam?
- L - majority of students go for Com exam and strongly advises not to get rid of the Exam
- C's majority of grad student experience is project/thesis exit
- Ed - most people want the projects
- G - Is there a reason for developing different exit route
- C - agrees with Ed - going back to the project, but mentioned the MDL Exam design this past December was changed to bring about more comprehensive and critical reflection on student learning while providing choice embedded in the exam questions (theory, practice and research focus)
- L- in past, student would register for the Comprehensive Exam then choose in second year if have want to choose project, thesis, or comprehensive exam - new program to get rid of thesis route in the MEd redesign but still give a choice for project
- -if project is the exit route then we are constantly working to achieve/contribute to the ongoing project applicability to demonstrate learning - flexibility to choose what kind of project to run -
- C - only one exit - if a comprehensive exam - it will influence the exit route - because we have choices students do not have a good understanding that they don't know what to do - program is incoherent - we need to have an endpoint - rather than choices to endpoint
- had comp exams for a while - the comp exam is a model -
- Ed – students suggested the program was incomprehensible - couldn't make sense of the program - how do they make sense out of the courses
- students need to have voice and need to know how to get to the end - a comprehensive story that they will share/contribute to community
- C - doesn't see the function of a comprehensive exam anymore - what is the end goal?
- C- thinks it is about community when you share with the community it gives a more comprehensive effort
- under the umbrella of project - looking at comp exam may be the only way - can we give a guided comprehensive display of learning - possible to keep it under the umbrella of project
- take home comprehensive exam - a synthesis of what has been learned – those who cannot complete project route can take a leave of absences when life gets in the way...the clock stops.
- LOA - return back to conclude project with next cohort - a story that we are helping them to tell - personalize the learning to make the experience important and essential to the learner...
- A - model for allowing students choice, freedom to think and support needed to do that along with awareness that it is public - experiential - conference/Mini-conference - presentation at workshop - present it in a way that makes it available to everyone - a sense of accomplishment coming out of them - keeping it flexible - core synthesis idea of being flexible

- C - heading towards project - options - moving together as a cohort - project - research posters - leadership change - workshop - project based exit - defined per cohort – predetermined near the beginning - cohort choice - similar with outcomes or products with similar outcomes
- presentation delivery modes may vary
- D - work together - partnerships - fluid in and out of groups - socialization, presentation to community
- G - personalized/cohort - supported - inquiry/learning intention
- Ed - one of important things student has consistent ability to bounce thinking off someone/some group that has the vision of where they are going - needs to be a way of threading support for them - administrative support - designed within cohort/faculty - someone with experience - greater umbrella of support
- L - we should put in mind the diversity of the learner and ways of learning and knowing - some students will prefer - comp exam is one of the choices - projects don't work for them - give them choices - variety to choose
- Andrew - mini-conference, research, practice based research
- C - likes everything she hears that allows people to take it to community - wants people to come in, be on a stream - only certain people will get tapped on the shoulder for the thesis choice - those three courses at the start would work and then learning on scaffolding the course work leading to electives and choice of topic for
- Continuity of instructor/learner focus – important and essential to personalize learning that can be showcased in various ways
- Program design must reflect the program purpose – the exit route should drive course offerings with a beginning to end topic structure fir continuity and consistency
- Learning to be purposeful and meaningful – what is the end goal and design program to meet that goal
- Applicability of the exit route demonstrates student learning

### **Three Common Courses Discussion:**

- To be discussed at follow up meeting (TBD - Week of Feb 26 – March 2, 2019)

### **Several Elective Course Offerings**

- To be discussed at follow up meeting (TBD - Week of Feb 26 – March 2, 2019)