

Master of Education Leadership Restructuring Meeting
March 20, 2019 (1:00 – 3:00 PM)
Attendance: Ed H., Christine H.Y., Gretchen V., and Catherine W.
Regrets: Andrew K., Deb K., and Lantana U.

Items Discussed

- All in attendance agreed on the following program names to be brought to the larger committee for discussion:
 - Leadership: People, Place, Land
 - Leadership Across Systems
 - Leadership for Northern Professionals
- The notion of three core courses be offered in an intensive summer session to start off the 6 semester program with students graduating in May can be discussed:
 - Interweave all three courses rather than stand- alone courses
 - Connect learning throughout the courses
 - Where and when offered
 - Instructor views of interweaving the courses
 - The instructor team make up
 - Best method to draw on local northern community expertise
 - What does it mean to be rural and/or remote
 - Program structure has intent with continuity from the B. Ed re-design, but still need Senate compliance
- Students enrolling into the MEd Leadership and Special Education programs are required to complete EDUC 6xx, EDUC 6yy, and EDUC 6zz at the beginning of the program as combined cohorts situated on campus during a summer institute. The learning experience will be *in situ* and experiential to deepen understandings of self, ways of being and knowing, Indigenous Education, and educational research and design. Interconnections between these three introductory courses will be realized during the summer institute with co-teaching and co-construction.
 - EDUC 6xx - People, Place, and Land: First Peoples Principles of Learning
This course is intended for students enrolled in the MEd Leadership and Special Education programs. This course explores First Peoples history, pedagogy, epistemology, and culture within schools, local community, and the broader community. Students will investigate ways of knowing and being in relationship to People, Place, and Land, Truth and Reconciliation Commission (TRC), and Calls to Action. Students will examine the colonial views of knowing in Western institutions with respect to First Peoples and First Peoples ways of knowing and being with respect to current research methodologies, leadership, pedagogy, and policies. This course will invite and connect with local Indigenous Peoples and communities to deepen our understanding of our people, place, and land and how this understanding influences a sense of identity. Themes developed in this course will be interwoven throughout both MEd programs.
 - EDUC 6yy - Interpretive Inquiry

This course is intended for students enrolled in the MEd Leadership and Special Education programs. It provides a broad overview of research methodologies (i.e. quantitative, qualitative, mixed, and Indigenous) and design in the field of education. Students will examine research practices and how they are designed to meet the needs of the research inquiry question and the individuals and groups they intend to serve. Research informs practice and practice informs research. This course also explores ways in which knowledge is ethically created within an educational context. Students will develop a sense of wonder and curiosity for their area of study and interest in relation to their professional practice and/or institution. The course will interweave theory and practice in research within the context of institutional practices and the interests they are designed to serve. Students will develop an inquiry question to guide their thinking throughout the program.

- EDUC 6zz - Ecology of Learning
This course is intended for students enrolled in the MEd Leadership and Special Education programs. This course engages in a critical analysis of ways in which the student learns and how they are interconnected with the world around them, politically, socially and emotionally. Students will investigate the nature of knowledge, knowledge acquisition, and ways of knowing. The question *What is learning* is the underpinning to this course and students will explore a what impacts and influences student learning, assess the relative importance and effectiveness of different pedagogies, and identify what factors or criteria would encourage a morally, ethically, and socio-emotionally rich learning environment for students and themselves. Different ways of knowing, doing, and being with respect to learning and learning environments will be explored, developed, and co-constructed throughout this course.
- Additional Course Offerings: The group felt it would be best to move as a cohort through the following courses with some flexibility by offering EDUC 699 course as an elective option if students choose to study beyond what is in the course offerings. If a student chooses the Special Topic as an elective option then that student will not enroll in the Leaders as Community Builders: Part Two or taken in addition to the Part Two. The descriptions will be created at a later date.
 - EDUC 6XX Leadership Foundation (3 CH)
 - EDUC 6XX Leaders As Coaching Mentors (3 CH)
 - EDUC 6XX Ethics and Leadership (3CH)
 - EDUC 6XX Leaders As Community Builders: Part One (3CH)
 - EDUC 6XX Leaders As Community Builders: Part Two (3CH)
 - EDUC 699 Special Topics (3CH)
- There was discussion about other suggested courses that this group felt could be embedded in the Leaders as Community Builders Part One and Part Two courses. The following course suggestions were provided: Leadership Theory, Organizational Theory and Leadership, Organization Budgeting, Leading for Change, Policy and Practice and Leadership, Policy and Governance, Systems Thinking and Theory, Leadership Values and Ethics, Instructional Leadership, Leadership and Technology

- Exit Route
 - Project based exit route with a common framework to the project while leaving room for individual creativity for the end product which would be relevant and meaningful to student learning and practice to leverage and inform as leaders.
 - There is still an interest among the group to look at the offering of a thesis based Master of Arts: Leadership program down the road...sooner rather than later, but that would have to go through DQAB. The course listed above will overlap possibly as electives with a more intensive research course focus than what is offered in the newly structured M. Ed. Leadership program.
 - We will need set design a description with criteria for the project expectations at a later date