

Master's Degree in Educational Leadership

MEDL 650 (5) Leading Learning

This course explores the responsibility of school leaders for the supervision of learning within a school environment. The course has a major focus on building learning communities and on coaching and mentoring.

MEDL 680 (5) — Field Inquiry

MEDL 690 (5) — Major Project

About Vancouver Island University

Vancouver Island University is a comprehensive post-secondary institution located on beautiful Vancouver Island in British Columbia. Our main campus is located in Nanaimo and we have regional campuses in Duncan and Powell River, and a campus centre in Parksville. More than 14,000 full-time and part-time students are enrolled in academic, applied, career/technical, vocational, trades and developmental programs leading to certificates, diplomas and degrees.

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The information contained in this guide is accurate at the time of printing. Vancouver Island University reserves the right to make such changes as necessary, including cancellation and adjustment of courses.

Program Outline

COURSE	CREDITS
YEAR 1	
Fall Semester	
MEDL 500 Foundations of Educational Leadership	5
Spring Semester	
MEDL 550 Research in Education	5
Intersession	
MEDL 590 Leadership Values	5
MEDL 600 Educational Change	5
YEAR 2	
Fall Semester	
MEDL 580 Leadership in the BC Context	5
Spring Semester	
MEDL 650 Leading Learning	5
Intersession	
MEDL 680 Field Inquiry	5
MEDL 690 Major Project	5
TOTAL	40





Program Overview

The purpose of the M.Ed in Educational Leadership is to provide a program of professional preparation for aspiring and practising school leaders. Grounded in the rich educational leadership literature, the program will provide a balance of research, policy and practice. Graduates of the program will have demonstrated the knowledge, skills and attitudes of successful leaders as outlined in the *Standards for BC Principals and Vice-Principals*. These competencies are central to formal and informal leadership in schools.

The program consists of eight courses (5 credits each) and will be delivered as a part-time, cohort-based model to practicing educators. Classes will meet Friday night, Saturday and during summer session. There will be online work and collaboration between classes. The program will begin in a retreat session where students will learn the skills of, and participate in, visioning and appreciative inquiry. The cohort will develop personal and group visions for the program.

Admission Requirements

- A resume outlining teaching experience (minimum two years required).
- A letter of intent explaining why the applicant wishes to pursue graduate work in this area.
- Official transcripts indicating completion of a bachelor's degree with a cumulative grade point average of "B" in the final two years.
- Two current, confidential assessment reports.

Start Date and Application Deadline

The program starts in September and applications are accepted between November 15 and May 31.

Program Objectives

The M.Ed program will develop leaders who can:

- Guide the development and implementation of shared values, vision, mission and goals to support learning for all students;
- Foster quality learning opportunities to support student learning;
- Lead teams in becoming assessment literate;
- Create systems and structures for the effective supervision of learning;
- Provide strong leadership in the area of Aboriginal Education;
- Provide knowledgeable guidance regarding current curricula, instructional and assessment practices and their impact on student learning;
- Sustain a collaborative learning culture and climate linked to student learning based on distributed leadership;
- Build positive and effective interdependencies amongst partner groups;
- Incorporate systemic thinking and strategic planning for school improvement;
- Demonstrate self-knowledge and the personal qualities that support positive relationships and build cultures of integrity;
- Build and support relational trust within the school and community;
- Address issues of diversity and social justice;
- Lead teams in reflective inquiry and action research.



Course Information

MEDL 500 (5) Foundations of Educational Leadership

This course will provide students with the range of foundational understandings which underpin current theories regarding educational leadership. Current and future issues in educational policy and practice will be examined from multiple leadership perspectives.

MEDL 550 (5) Research in Education

This course is an introduction to the paradigms of educational inquiry, the framing of research questions and research processes and methods. Students will examine the inherent assumptions, major concepts and central procedures of the major educational research methods. In addition to acquiring an understanding of these fundamentals, students will be expected to apply their understanding to the critical interpretation of reports of educational research and to the development of their own research proposal.

MEDL 580 (5) Leadership in the BC Context

This course will focus on leadership in education with a specific emphasis on the four domains outlined in the BC Principal and Vice Principals' Association Leadership Standards for Principals and Vice-Principals in British Columbia: Moral Stewardship, Instructional Leadership, Organizational Capacity, and Relationships.

MEDL 590 (5) Leadership Values and Ethical Decision-Making

This course will explore the critical role of personal and professional values in defining leadership in education. Students will engage in a process of clarifying and critically evaluating their own values, through both a peer review and a study of theories on ethical decision-making.

The course will examine current research on ethics and ethical decision-making with a particular emphasis on its essential role in educational leadership. Students will apply their learning to their own and the broader BC education context.

MEDL 600 (5) Educational Change

This course will focus on the shift from Educational Change as an event to Educational Change as a systemic process that is ongoing. The course will examine the use of structural change, professional learning communities, collaborative teams and consensus building at the school level, and a systems approach to change at the district and provincial level.