

# **LEADERSHIP: VISION AND MISSION**

**ICSD120301/220302 W15/CSTC 1560**

**Winter 2015**

*Syllabus*

**Institute for Christian Studies  
229 College Street  
Toronto ON M5T 1R4**

## **ED 1560 Leadership: Vision and Mission**

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### **COURSE DESCRIPTION**

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#### **AIM**

To enable students to understand, develop and encourage faithful leadership in the setting of schools committed to Christ-centred education.

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#### **RATIONALE**

School leaders are a vital link in the translation of parents' hopes, dreams and priorities into the life of classrooms. The vision of Christian schooling they support and sustain is not to be simply their own, but rather the vision of the supporting school community. This is at the same time both exciting and problematic. Where does a vision come from? What are the components of an educational vision? How is a vision articulated? How does a vision inform the educational agenda? How does a vision grow and flourish through generations of parents, teachers and students?

Christian schools have developed a variety of management structures that might support a vision for Christ-centred education. This course gives the opportunity for students to examine critically these management structures in the light of:

- the central educational focus of the school
  - the need to nurture Christian community
  - the need to sustain a dynamic vision for Christian schooling
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## **CONTENT**

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1. Educational Visions. Self-reflection will enable students to articulate their own vision of education in terms of aims, the image of the learner, the value of the curriculum, the image of the teacher, and the preferred kinds of pedagogy, teacher-student-relationship, school climate, and parental involvement. Through a careful analysis of educational values and aims, students will endeavour to develop a framework for understanding and analyzing different educational visions.
  2. Differing Visions. A consideration of a variety of positions Christians might take in relation to schooling, and a further process of self-reflection will undergird a consideration of a critical incident that has had implications for the student's own school community. Processes will be discussed that assist in the clarification and understanding of tension between people within a Christian school. Properly understood and harnessed, these tensions can still serve to promote and develop a communal vision.
  3. Biblical Leadership. An examination of the distinctives of biblical leadership with application to the context of schools. Themes include: servant leadership, accountability, nurture, supervision, example and vision-setting.
  4. Models of Management. An exploration of various models of management and the application of a biblical analysis.
  5. Decision-making. A development of a school's vision and mission anticipates the translation of that vision into the everyday life of the school. How should this happen? What is the role of school leaders in this process? Are there structures that sustain rather than frustrate the development of a dynamic vision and its effective implementation within a Christian school? A range of models will be introduced and then applied to a specific critical incident. The respective strengths and weaknesses of the models will be explored.
  6. Mission Accomplished? Profound goals are at the heart of each Christian school community. How can we determine whether these goals are being achieved and the mission of the school is being fulfilled? How might such an evaluation inform the practice of Christian schooling?
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## TEXTS

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**FROM THE COURSE INSTRUCTOR, CLINTON E. STOCKWELL, PhD**

I am very much looking forward to teaching this course. Leadership for me is the process of naming and unlocking the gifts that reside in each of us, while finding ways to mobilize these gifts to further the mission and goals of the organizations that we serve.

For the last four decades, I have been involved in administering faith-based organizations with an urban focus, including the Urban Training Institute (New Orleans); the Seminary Consortium for Urban Pastoral Education (SCUPE); the Institute for the Church in Urban Industrial Society; the Chicago Center for Public Ministry; and Chicago Semester (of which I was director from 1999-2014). Chicago Semester is an undergraduate internship program sponsored by six colleges in the Reformed tradition. I have taught in urban-related courses at Trinity International University, North Park University, Loyola University of Chicago, National Louis University, Chicago Semester and with SCUPE.

I have had many opportunities to develop my skills and understanding. After a BA in Sociology, I have completed MA, MUPP and PhD degrees from the University of Illinois at Chicago in history and urban planning; the Master of Liberal Arts Degree from the University of Chicago; the Doctor of Ministry from Chicago Theological Seminary in Church and Society; and, most recently, the Master of Worldview Studies at ICS. I have edited or written chapters in ten books, and written almost one hundred articles, encyclopaedia entries, bibliographies, or self-published research projects on themes of urban ministry and the city. In my next phase of life, I hope to do more in the way of reading, reflection and writing. Some of my writing interests include the cities of John Calvin; cities in the Bible, and the history and impact of faith-based urban social movements in cities like Chicago.

I am currently involved in a project is to assist my church (the Wellington Avenue United Church of Christ) and denomination to develop a program called “Young Adult Service Committees” to employ and empower young adults to participate in service work in our urban communities that flows out of the work and mission of a local church. As a former colleague once said, we need a “new generation of leaders for a world that is increasingly more urban, more global and more culturally diverse.”

I look forward to exploring the theme of leadership for a changing world with those of you who will be in the class, “Leadership: Vision and Mission,” this semester.

## **HOW TO STUDY THIS COURSE**

Study habits are individual and it is a strength of distance education that you can adapt the course to suit your own favoured approaches. The following suggestions may be helpful but are not prescriptive:

Set aside some time to skim the course materials at one sitting, preferably soon after you receive them. This will provide you with an overview of the course and a starting point for developing your study strategy. You should pay particular attention to the assignments so that you are sure of what is being asked of you. The Suggested Study Schedule gives an idea of how to pace yourself, but your own work and home situation should be taken into account in interpreting this guidance. Work out a study program that incorporates all the tasks that are required of you.

Be selective in your reading of the materials supplied. As a general guideline, you should expect to spend about ten hours a week on the course, and you may find on occasion that there is more to read than you can accommodate. This is intentional, and allows you freedom to choose your own focus. You will find that the readings will vary in their helpfulness to you in your particular situation: the purpose is not mastery of all the content, but application of what is relevant to your own development as a school leader.

Above all, contact Clinton if anything is unclear to you, both at the start of the unit and on the way through.

## **ABOUT THE COURSE DESIGNER**

**Doug Blomberg** is President, Academic Dean and Professor of Philosophy of Education at ICS. After completing a dissertation focusing on the implications of a Christian theory of knowledge for school curriculum, Doug was called to Mount Evelyn Christian School in 1977. There he was a teacher, Senior High School Coordinator and later Vice Principal (Curriculum). He was also Principal of the (now National) Institute for Christian Education from its inception in 1978. In 1990 he was elected a Fellow of the Australian College of Education for his contribution to the theory and practice of Christian education. In the following year he was part of a team researching Christian schooling at the Calvin Center for Christian Scholarship.

Doug has published numerous articles on Christian schools and other topics, and co-authored and edited *A vision with a task*, *Humans Being* and *ReMINDing: Renewing the mind in learning*. *Wisdom and curriculum: Christian schooling after postmodernity* was published by Dordt Press in 2007.

## SUGGESTED STUDY SCHEDULE

WEEK	DATE	READING	GUIDE	TASKS
1	12 Jan	1: Peck & Strohmer	Introduction	Read Course Description.
2	19 Jan	2: Brandt 3: Bradley 4: Mulder	Segment One	Read Assignment 1 outline. Post to discussion forum.
3	26 Jan	5: Bottery 6: West Sergiovanni, 1 and 2	Segment Two	Post to discussion forum.
4	2 Feb	7: Holmes & Wynne Stronks & Blomberg: 1, 2 Sergiovanni: 3	Segment Three	Post to discussion forum.
<b>Skype Conference: TBA</b>				
5	9 Feb	8: Fullan Sergiovanni: 5, 6	Segment Four	Post to discussion forum.
6	16 Feb	9: West 10: Andersen 11: Fowler 12: Hollaar Sergiovanni: 4	Segment Five	Post to discussion forum.
7	23 Feb	13: Cunningham & Cordeiro 14: Ball 15: Leonard	Segment Six	Post to discussion forum. Begin Assignment 2
8	2 Mar	16: Sacken 17: Lambert Sergiovanni: 7	Segment Seven	Post to discussion forum. Part 1 of Assignment 2
9	9 Mar	18: DuFour Stronks & Blomberg: 4-6	Segment Eight	Arrange to implement Part 3 of Assignment 2.
10	16 Mar	19: Mant 20: Fullan 21: Fullan & Ballew Stronks & Blomberg: 7	Segment Nine	Post to discussion forum. Complete questionnaire yourself (Part 2, Assignment 2).
<b>Skype Conference: TBA</b>				
11	23 Mar	22: Bolman & Deal 23: Grace 24: Gronn	Segment Ten	Post to discussion forum. Conduct survey with colleagues.
12	30 Mar	25: MacBeath Stronks & Blomberg: 8	Segment Eleven	Post to discussion forum. Continue Assignment 2.
13	6 April	26: Murphy 27: Noddings Sergiovanni: 9 Stronks & Blomberg: 3	Segment Twelve	Continue Assignment 2.

**Assignment 2 due 11 May 2015**

## ASSESSMENT

The assignments are integral to the completion of this course. They are not merely assessment of work done elsewhere in the course but are themselves a major part of the learning experience. Your final grade for the unit will be determined by your performance on these tasks.

### General Assessment Criteria

In addition to criteria specific to each assessable task, the following criteria will be used in the assessment of assignments:

- 1     **critical thinking**
  - uncovering and critically evaluating basic religious assumptions from a biblically-informed perspective, with special reference to the impact on educational practice
  - giving appropriate reasons in support of statements, especially those involving value judgments, and justifying the relationships between them as appropriate
  - demonstrating that the standpoints taken are the result of a personal thinking through of the issues so that the conclusions are owned by the student
  
- 2     **adequate coverage**
  - adequately addressing all aspects of the topic
  - demonstrating engagement with the areas covered in the unit relevant to the assignment
  
- 3     **relevance**
  - providing firm links with the school context
  - locating the educational issues within the broader social context
  
- 4     **creativity**
  - demonstrating a creativity in solving educational problems with a clear understanding of the issues that is informed by experience and/or research and with the aim of greater effectiveness in achieving learning goals
  
- 5     **presentation**
  - presenting material clearly with logical development appropriate to the topic
  - providing appropriate references to relevant books and articles, with adequate citations using a consistent style, and including a bibliography employing a recognised standard

**ASSIGNMENT 1**

**Length:** Minimum 5,000 words (weekly postings of approximately 400 words)

**Weighting:** 30%

***On-line discussion forum***

This assignment asks you to reflect critically on your own thinking and development as you work through the Study Guide. The Study Guide contains many places where you are asked to write responses to questions, to comment on readings, to evaluate your own understanding and behaviour, etc.

Each week, you are required to post your reflections on these reflections—your “meta-reflections”—to the course blog. (You will be notified how to access this once enrolments in the course have closed.)

You may briefly summarise and then reflect critically on your own ideas and uncertainties related to the topic of leadership, as these grow out of and extend the ideas you have already formulated and recorded in the Study Guide. You should raise specific questions and issues related to the topic of school leadership that you feel are worthy of further investigation.

As an alternative (or in addition) to posting your own reflections, you are invited to comment on the postings of other students; in this way, a lively discussion may emerge.

***Assessment criteria***

In addition to the general criteria, the following criteria will apply in the assessment of this assignment:

- 1 Evidence of a comprehensive personal engagement with the material contained in the Study Guide, texts and readings.
- 2 Demonstrated awareness of the complexities surrounding the determination and application of educational values, and leadership as this is practised in concrete contexts.
- 3 Indicators of metacognitive processing and synthesising of initial reflections recorded in the Study Guide.
- 4 Identification of a range of questions and issues for further investigation.

**ASSIGNMENT 2**

**Length:** 4,000-5,000 words

**Weighting:** 70%

**Due:** 11 May 2015

*An investigation of educational values*

**Introduction**

Peter Senior states that, “To be effective leaders, principals must articulate the key goals and values for their schools. The way in which teachers interpret the principal’s behaviours determines their perceptions of what these goals and values are” (1993, 106).

Bearing this in mind, the assignment provides an opportunity for you both to articulate your educational values and to consider the degree of consonance between your espoused values and your colleagues’ perceptions of your operational values, to assist in your critical evaluation of both kinds of values.

**Setting the scene**

The school board has recently confirmed your appointment as principal of your current school, to begin in one month’s time. (The principal you are replacing is leaving unexpectedly, due to serious health problems.) You were interviewed along with six other applicants from both outside and inside the school, and you were supported unanimously for the position.

Your first task will be to fill four vacancies on staff. In making these appointments you will naturally be seeking to realise the kind of vision and values that you believe should be operative in the school.

**Outline of the research**

- 1 Write a description of your school.
- 2 Complete a series of tasks designed to help you to articulate your educational values.
- 3a) Design a questionnaire and use this to solicit colleagues’ perceptions of the values you would emphasise in the appointment of new teachers. Your questionnaire should yield data concerning:
  - The extent to which your colleagues hold a common perception of the educational purposes and teacher characteristics that you value;
  - The relative importance that teachers perceive that you give to these characteristics and values.
- 3b) Evaluate your leadership behaviour.

## Research Report

### *Part 1 (approximately 500 words)*

Write a description of your school, in which you include details of the:

- geographical and socio-economic setting
- theological foundation and emphasis
- major changes and developments, e.g., growth in numbers, number of principals, changes in student/parent body
- broad educational goals
- types of teachers it has attracted and retention rates
- types of special programs
- relationship with the wider community

This will help you (and your instructor) understand the history and development of your school and the way in which your involvement in it is shaping your educational values.

### *Part 2 (approximately 500 words)*

- a) Drawing upon the work that you have completed in the first part of the course, articulate your key educational values in the form of a list (between five and ten items).
- b) Write approximately 250 words about the current vision of the school, and the degree to which this vision is compatible with your own understanding of what the vision should be.
- c) Indicate the qualities you think teachers will need to demonstrate if they are going to be instrumental in enabling the school community to realise the vision and values you have articulated.

### *Part 3 (approximately 2000 words)*

What do your colleagues perceive your vision and values to be?

- a) Using the questionnaire you have developed (for which guidance is provided below), survey **ten** teachers in your school and write a summary of your findings (approximately 500 words).
- b) In approximately 1500 words, evaluate your leadership behaviour. You may draw on whatever sources are helpful to you in this evaluation. One of these sources, however, must be the findings of your survey, which you will employ to:
  - evaluate and explain any inconsistencies between your perception of your educational vision and values and other teachers' perceptions of these;
  - help you to identify behaviours that need to be consolidated and those that need to be revised to ensure that your leadership behaviour is consistent with your vision and values.

Appendix: Include the questionnaire you have designed as an appendix to the Report.

### **Questionnaire Design**

A Specimen Questionnaire, focusing on categories of teacher characteristics that represent alternative values, is included below. In designing your own questionnaire, however, you should draw on other sources both within the unit and, where appropriate, beyond it.

You should devise an instrument that clearly embodies the educational values to which you hold strongly, as well as a range of values that may be very significant to others but which are of lesser

or little importance to you. The more articulated and comprehensive these values are, the more discriminating will be your questionnaire. It is thus important to complete Parts 1 and 2 of the Research Report before—or in conjunction with—developing the questionnaire.

### *Specimen Questionnaire*

*Which of the teacher characteristics listed below do you believe \_\_\_\_\_ values most highly? Please rate on a scale of one to ten (ten being of the highest value).*

#### *Student Centred*

*The teacher focuses on student achievement of curriculum objectives. Has an analytical approach to monitoring and evaluating school and classroom performance. Students perform well on the curriculum. Main interest is in ideas and activities which 'work' for student learning.*

#### *People Centred*

*Is sensitive to the feelings of staff and students. A good team member who is able to make compromises and adapt ideas to recognise group sensitivities. Makes class work enjoyable and encourages participation and involvement in class and school activities. Students are happy and involved.*

#### *Extra-Curricular Centred*

*Has particular skills or interests outside or beyond those normally required in the classroom. May have achieved a high degree of recognition within the wider community for these. Keen to involve students in these areas and devotes considerable time and effort to doing this.*

#### *Work Centred*

*Is willing to take on a range of extra duties outside the classroom. A good organiser and always prepared to help out with special activities, organising resources and routine administrative tasks. Does many of the tasks around the school which other classroom teachers claim that they are too busy to do.*

#### *Student Welfare Centred*

*Has great awareness of the needs and situations of individual children. Will personally take up the cause of those seen to be disadvantaged, or treated unfairly, even where it may strain relationships with parents, principal, or other staff. Someone with whom students will share their personal problems.*

#### *Diligence Centred*

*Always completes tasks on time. Never fails to turn up for assigned duties, or to attend thoroughly to details. Will always establish clearly what has to be done and does it. Is aware of all the rules and procedures and ensures that they are adhered to. Students know where they stand.*

## *1560 Leadership: Vision and Mission*

### *Assessment criteria*

In addition to the general criteria, the following criteria will be employed in the assessment of this assignment:

- 1 A succinct yet comprehensive description of the school, addressing each of the areas outlined.
- 2 A clear articulation of your educational values, the vision of the school and desirable teacher characteristics.
- 3 Design of a questionnaire that is capable of eliciting colleagues' perceptions of your educational values.
- 4 Critical evaluation of your own leadership behaviour, with adequate explanation of discrepancies between your and others' perceptions of your educational values, and identification of behaviours that need to be consolidated or revised.