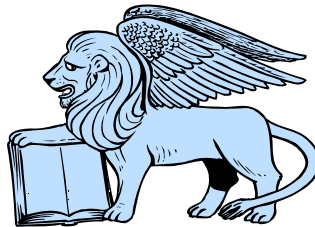


THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION

EDUL 6014 – SHARED GOVERNANCE IN SCHOOLS

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The people's capacity to achieve is determined by their leader's ability to empower. (John Maxwell)

Managers who focus on themselves and are insensitive to others fail. They fail because there is a limit to what they can do by themselves. Leaders succeed when they realize that the limits to what can be accomplished are minimal if people feel strong and capable. In fact, what leaders do, paradoxical as it may seem, is make followers into leaders. They do this by using their own power in service of others rather than in service of self. (Kouzes & Pozner)

Leaders aren't born they are made. And they are made just like anything else, through hard work. (Vince Lombardi)

The leaders who work most effectively, it seems to me, never say "I." They don't think "I." They think "we"; they think "team." They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but "we" gets the credit....This is what creates trust, what enables you to get the task done. (Peter Drucker)

I start with the premise that the function of leadership is to produce more leaders, not more followers. (Ralph Nader)

Required Book/Materials

Blase, J., & Blase, J.R. (2000). Empowering teachers: What successful principals do (2nd ed.). Thousand Oaks, CA: Corwin Press.

EDUL 6014 (Blase) – Course pack for EDUL 6014 is available on WebCT.

Course Description

This course focuses on shared leadership in schools, that is, transformational, empowering, democratic, collaborative leadership. Specifically, this course provides an opportunity to examine cutting-edge models of school leadership in a reflective manner. The student will study and reflect on the school leadership strategies used by effective principals for school improvement. The course is designed for aspiring and practicing building administrators, department chairpersons, instructional lead teachers, staff development specialists, curriculum leaders, and central office supervisors and administrators.

Mission Statement

The Program of Educational Leadership is committed to preparing scholars and practitioners through a comprehensive program of study addressing the ever-changing conditions and emerging issues within the context of education. Dedicated to the University's mission of providing excellence in teaching, research, and service, the Program promotes a broad array of values, knowledge, and skills essential to renew and improve education in the 21st century.

Educational leadership requires knowledge of curricular, instructional, supervisory, and administrative processes as well as an awareness of the ever-changing social, philosophical, historical, political, cultural, legal, moral, and economic context of the school, a practical problem-solving perspective, and an action orientation. Development of interpersonal competence and integrity, as well as professional expertise, are fundamental objectives. The Program also seeks to develop and maintain open dialogue for school improvement through its association with various federal, state, and local educational agencies and professional organizations.

Course Purpose and Overview

The purpose of this course is to understand school based leadership and its impacts on individuals and school organizations. School based leadership is examined in the light of school improvement efforts and the knowledge and skills leaders need to effectively move the organization toward continuous growth and development.

Relationship to the Program of Educational Leadership's Mission

All aspects of the course, EDUL 6014, Shared Governance in Schools, reflect the primary purposes of the Program of Educational Leadership to bridge theory, research, and practice. Course instruction and experiences lead students through the Program's belief that schools are complex organizations that need leaders who understand: 1) theoretical and conceptual aspects of schools, their people, and programs for both children and adults who are constantly learning from the context of the organization; 2) the technical knowledge of the content areas and areas of specialization found within the study of educational leadership; and 3) the integration of a balance of theory, research, and practice in the field and practice of organizational development and change.

Course Requirement Term Paper

Based on the formal knowledge base (i.e., concepts, theories, research) and personal experiences related to school leadership and organizational behavior, you will develop a "reflective" paper. This paper will be 8 pages in length plus 1 page for references. You will reflect on selected topics from the course readings that have particular significance for your evolving "Perspective on School Leadership." Reflection is a rigorous process; it will require you to react to the readings in terms of the

guidelines set forth in “How to Think Like a Leader.” This guide sheet provides a set of questions that define the process of reflective practice. References and citations must comply with the APA publication style manual.

Grading Policy

Term Paper (100%)

Note

Per the UGA Honor Code and Academic Honesty Policy, all academic work must meet the standards contained in “A Culture of Honesty” All students are responsible for informing themselves about those standards before performing any academic work.

BE SURE TO CHECK YOUR WEB-CT MAIL EVERY WEEK!

TOPICS/READINGS

- 1 “How To Think Like a Leader”
(Use as a guide to write your “reflective” term paper)**

- 2 A Concept of Leadership
Owens, “Adaptive leadership...”
Pellicer, “What is a leader?”
Sergiovanni, “Becoming a community...”
Lambert et al., “Toward a theory of...”**

- 3 Leadership for Shared Governance
Empowering teachers: What successful principals do (book)
Self-Monitoring Guides: The League of Professional Schools**

- 4 Poem about leadership**