SCHOOL LEADERSHIP
Suitable for GCSL, MES, Open Studies and Graduate Students (consult with your program advisor)

EDU 520 Foundations of School Leadership ★3
Explore the foundational dimensions of school leadership including instructional leadership, fostering effective relationships, supporting the application of foundational knowledge about Indigenous Peoples, visionary leadership, leading learning communities, modelling continuous professional learning, developing leadership capacity, understanding the social context influencing schooling, and managing school operations and resources. This is a core course in the Graduate Certificate in School Leadership. Note: This course is a partial fulfillment of the academic requirements for school leader certification through Alberta’s Leadership Quality Standard.

EDU 521 School Leadership: Theory into Practice ★3
Hone leadership practices grounded in research to demonstrate mastery of Alberta’s Leadership Quality Standard (LQS). Includes a job-embedded learning component in which participants visit, observe, and collaborate with one other school leader or leadership team in a school setting of their choice, in which the Alberta Program of Studies is offered. This is a core course in the Graduate Certificate in School Leadership. Note: Completion of this course fulfills the academic requirements for school leader certification through Alberta’s Leadership Quality Standard. Prerequisite: EDU 520 Foundations of School Leadership

EDU 523 System Leadership: Theory and Practice ★3
This course explores the challenges and opportunities afforded by professional practice that is aligned with the Superintendent Leadership Quality Standard (SLQS). Completion of this course fulfills the academic requirements for superintendent certification in Alberta. Prerequisite: EDU 521 or Alberta Principal Certification

EDU 530 First Nation, Métis, and Inuit Issues in School Leadership ★3
Explore the history of policy and legislation in relation to First Nation, Metis, and Inuit peoples in Canada, the current state of First Nation, Metis and Inuit education, and opportunities to conceptualize informed school leadership practice.

EDU 596 Career-long Professional Education: Theory, Models and Frameworks for Educational Leaders ★3
This course introduces students to a critical interpretation and evaluation of theory, models and frameworks for career-long professional education. These areas will be explored through seminal and current research on continuing, professional, and career-long learning aimed at enabling opportunities for effective educational leadership.

EDU 596 Curriculum Change in Alberta Schools: Leadership Beyond Slogans ★3
Since 2010 Alberta has been on the promised path of educational transformation. While there have been many policy pronouncements and initiatives at the provincial government level, little has changed on the curriculum and assessment fronts. This course will examine some of the global influences that have contributed to the inertia and unhelpful polarization that is our current predicament. In response, with a focus on social justice and sustainability, practical strategies will be explored for reaffirming the role of the teaching profession and local communities in shaping curriculum renewal. Recognizing the truly global nature of our educational challenges, case studies from Alberta schools will be augmented by examples of school leadership in curriculum renewal from around the world. School leaders will be invited to contribute their final projects to a growing network of futures studies research-practitioners committed to UNESCO’s Education 2050 initiative.

EDU 596 Gender and Educational Leadership ★3
Explore the ways in which concepts of gender, leadership and organizations intersect in the practices of administrators in educational settings. Consider how gender acts as a powerful but often invisible influence on how schools organize learning experiences, how decisions are made about who does what, how children and young people socialize, and how opportunities are shaped by gender.
EDU 596 Leadership in a Time of Disruption - Renewing the Futures of Public Education in Alberta ★3
While the global pandemic has disrupted the lives of Alberta students, their families and school operations, longer-term challenges related to the future of public education need to be recognized and engaged. This course will explore four key disruptions in the context of the pandemic and explore the implications they have for the future of schools, the future of the professions and, in particular, the work of school leaders. The course will include hands-on cases studies that profile possibilities for school-communities to lead change across several fronts including curriculum renewal in the context of decolonization and reconciliation.

EDU 596 Leadership in Catholic Education ★3
This research-based course enables Catholic school leaders to hone leadership practices grounded in research that demonstrate mastery of Alberta’s Leadership Quality Standard (LQS) and the supplemental document from Catholic school systems’ Leadership Quality Standard of Catholic Education. Students will explore dimensions of leadership within Catholic education in light of research literature and practice-based understandings. This course includes a job-embedded learning component in which participants work with another school leader or leadership team in a Catholic school setting of their choice, in which the Alberta Program of Studies is offered. The course integrates leadership research from Catholic education for the academic, professional, and individual growth of students.

EDU 596 Leading School Operations ★3
This course provides a foundation for school management. Leading school operations requires the ability to effectively manage the school’s financial, material and, most importantly, human resources. The course considers practical tools and best practices to address the opportunities and challenges of leading and managing schools.

EDU 596 Métis Foundational Knowledge for School Leaders and Teachers ★3
This course is designed for teachers and school leaders. The course supports the development of foundational knowledge and understandings about Métis languages, culture, history, identity, and governance. Further, the course assists teachers and school leaders to make this foundational knowledge accessible to all learners and educators in K-12 education.

EDU 596 Parents and Education: Theory, Policy and Practice ★3
This course provides opportunities to reflect on scholarship, policy and practice, and to participate in discussion regarding parents’ engagement with K-12 schools. Students will develop a deeper understanding of educational practice and policy, as well as the trends and issues that shape the school-home dynamic. Students will be encouraged to examine the theoretical underpinnings and philosophical assumptions of their own understanding and practices.

EDU 596 Strategic Foresight in School Leadership ★3
This course is designed to examine prevailing leadership theories and practices. Students will engage with emerging approaches to strategic planning and futures thinking that offer alternatives to current models of educational leadership, policy-making and governance. Students will be invited to rethink their role as leaders.

EDU 596 Teaching and Leading for Psycho-Social-Emotional Health ★3
This course is designed specifically for teachers, leaders, and school staff to build the foundational knowledge and skills required to meet the psycho-social-emotional needs of youth and adults through strategies, methods and intercultural pathways in school contexts. Theory and practice focus on the following teacher and leader competencies including Fostering Effective Relationships to support student learning (TQS 1 & LQS 1), Establishing Inclusive Learning Environments focused on student well-being (TQS 4), Embodying Visionary Leadership to implement a shared vision for student success and well-being (LQS 3), and Leading a Learning Community where diversity is embraced (LQS 4). Trauma-sensitive pedagogy and practice will be a secondary aim woven throughout the course content and objectives.

EDU 596 The Futures of Assessment and Accountability in School Systems ★3
Despite the decades-long promises of governments and teacher organizations to build confidence in public education, assessment continues to be dominated by policy actors and technology vendors, far removed from the classroom. These include the OECD and the Council of Ministers of Education, working alongside teacher organizations which have been largely marginal actors in shaping the answers to the big questions: who is counting what and for whom? This course will bring together research-practitioners from around the world to engage not what is but what could be.
EDU 596 The Futures of the Professions: Global Forces Reshaping the Integrity of Teaching and School Leadership ★3
A number of global forces are reshaping the work of teachers and school leaders as morally culpable actors. This has led to increasing uncertainty on three fronts: growing ambiguity related to scope of practice, responsibility and accountability for implementing contested policies and the role of the teacher and school leader as a citizen in the community. Informed by the backdrop of research tied to futures studies and the UNESCO 2050 initiative, Learning to Become, the course will explore possible futures for the professions, including teaching and school leadership in the context of its historical core commitments of care and solidarity.

EDU 596 The Promises of Disruption: School Leadership in a Time of Change ★3
In recent decades Iceland has been no stranger to disruption. Yet from the economic meltdown of 2008 to the major curricular and policy reforms of 2011, school leaders have adapted and maintained their commitment to the development of young people. The ongoing global crisis brought on by the COVID-19 pandemic has had an enormous impact on Icelandic schools – an experience shared globally. School leaders and their communities are now pivoting from restrictions and lockdowns and supporting the changes needed by schools, parents and communities. From their current unprecedented in-between space, school leaders have a unique opportunity to use this moment to consider their theories of change and anticipations for the future.

This three-day institute, that includes a graduate course option, is an opportunity to share experiences and imagine future possibilities for school leadership with colleagues and researchers from Iceland, Alberta and Ireland. As well as offering a timely unique professional learning opportunity, the seminar will lead to the development of an international survey that will help school leaders from Iceland and elsewhere to continue to learn from each other as school-life continues to be reshaped by future forces at the local and global level.
EARLY CHILDHOOD EDUCATION
These courses are part of the Graduate Certificate in Educational Studies – Early Childhood Education. They are also suitable electives for MES, Open Studies and Graduate Students (consult with your program advisor).

**EDU 540 Facilitating Young Children’s Mathematical Understanding ★3**
This course examines current research, practices, policies, and curricula related to the learning and teaching of mathematics with young children. The course also emphasizes pedagogy relevant to young children’s learning of mathematics, including the role of playful pedagogies, and connection to other curriculum areas.

**EDU 541 Play and the Use of Playful Pedagogies in Early Childhood Education ★3**
This course examines the concept of play as a pedagogical approach in early childhood education settings in relation to cultural, philosophical, and historical traditions, current practices and recent research. The course examines the concept of play as a pedagogical approach in early childhood education settings in relation to cultural, philosophical, and historical traditions, current practices and recent research.

**EDU 542 Schools as Welcoming and Inclusive Environments for All Students ★3**
This course explores the complex issues of diversity and ideologies of difference as they relate to multiculturalism, inclusion, and Indigenous issues in early childhood education, through a variety of theoretical perspectives. It also investigates markers of difference, the right to be different, and agentive possibilities for creating teaching and learning contexts that position concerns of social justice, care and equity as central to early childhood education.

**EDU 543 Supporting Languages and Literacies in Early Childhood for All Students ★3**
This course focuses on oral language development, and teaching and learning of language literacy in Early Childhood settings. The course explores instructional strategies, and resources for creating language and literacy rich learning environments, and the complex ways that young children develop oral language and early literacy skills.
INDIGENOUS EDUCATION

These courses are part of the Graduate Certificate in Educational Studies – Indigenous Education. They are also suitable electives for MES, Open Studies and Graduate Students (consult with your program advisor).

EDU 560 Bringing Life to Literacy Experiences ★3
This course is designed to transform understandings of Indigenous ways of nurturing literacy learning. Students will have the opportunity to participate in diverse experiences designed to deepen understanding of the potential of Indigenous knowledges, relational pedagogies, and autobiographical narrative inquiry for transforming understandings of Literacy and how we can inspire and nurture literacy alongside our next generations of children and youth.

EDU 561 Curriculum, Pedagogy, and Foundational Indigenous Knowledge and Knowing ★3
This course provides opportunities for students (as Individuals and as part of a collective learning community) to dwell with the key concepts and frameworks that inform current understandings of Indigenous curriculum and pedagogy. Particular attentiveness will be given to the idea of foundational Indigenous knowledge and knowing what those might be and how we might express our understandings of those in contemporary educational contexts. Sections may be offered at an increased rate of fee assessment, refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.

EDU 562 Indigenous Land Teachings: Transitioning Towards Common Ground in Education ★3
This course will bring educators together on the Land to grow knowledge of traditional Anishinaabe laws and precepts. Anishinaabe ecological relational knowledge is based on interdependent relationships and ‘Land as teacher’. An experiential process of reconciliation with Land is realized through respectful and relational ways of being. Educators will explore opportunities for children and youth to learn from the Land alongside Indigenous families and communities in schools.

EDU 563 Supporting the Health and Wellbeing of Indigenous Students ★3 (On-Campus)
This course is directed towards teachers who expect to work with Indigenous children and youth. It is designed to provide learners with a broad introduction to child and adolescent development from Indigenous perspectives, as well as promising practices for helping Indigenous students to reach their full potential.

EDU 595 Teaching and Leading in Indigenous Contexts ★3 (On-Campus)
This course provides an opportunity for educators to explore teaching and learning in Indigenous contexts. Grounded in an Indigenous paradigm, topics will include Indigenous pedagogy; educational leadership in Indigenous contexts and working with Indigenous communities. Students will draw upon their own knowledge and experiences as they engage with scholarly work in the field of Indigenous education to develop an informed approach in working within Indigenous educational contexts.
TECHNOLOGY IN EDUCATION

These courses are part of the Graduate Certificate in Educational Studies – Technology in Education. They are also suitable electives for MES, Open Studies and Graduate Students (consult with your program advisor).

EDU 595 Technology in Schools I ★3
This course is taught in collaboration with an accredited school jurisdiction and/or a regional learning consortium. Students, who are identified by the school jurisdiction or regional learning consortium, must complete a required set of technology Professional Learning activities that has been mutually agreed upon between the participating school jurisdiction/regional learning consortium and the Faculty of Education and additional academic requirements that are set by the Faculty of Education. The students in the course must be currently teaching.

EDU 570 Technology, Ethics, and Social Justice in Education ★3
The course explores ethical and social justice issues involving technology in education such as digital equity and access, digital participation and citizenship, algorithmic bias, artificial intelligence, extended cognition, privacy, security and surveillance, etc. Students will examine digital technology integration from various philosophical, theoretical and social science perspectives, and will consider some of the ethical and social justice implications for teacher practice and educational policy, including addressing the TRC calls to action.

EDU 572 Teaching Online – Theory and Practice ★3
This course addresses the theory and practice of teaching and learning in blended and fully online learning environments in both synchronous and asynchronous formats. This course explores topics such as pedagogical frameworks, instructional design, virtual learning communities, technologies to support online teaching, and approaches to online assessment. Students will investigate how to deal with changing technological environments that mediate the delivery of instruction.

EDU 573 Computational Thinking in Teaching and Learning ★3
This course explores the role of Computational Thinking (CT) to support and enhance teaching, learning and problem-solving. Students will examine the historical development of the role CT in education; the core elements of CT (e.g., abstraction, pattern recognition, decomposition, algorithms); the rationale for including CT as part of the curriculum; understanding of the research-based best practices for the integration of CT within and between the curriculum across various subject areas; access a wide variety of resources designed to enable teachers to integrate CT into their pedagogical practice; investigate the multidimensional relationship between CT, computing science, coding, problem-solving approaches in the sciences and social sciences; and, the implications for educational policy, including addressing the TRC calls to action.
TEACHING AND LEARNING
Suitable for MES, Open Studies and Graduate Students (consult with your program advisor).

EDU 597 Differentiated Instruction ★3
Explore the rationale and philosophy of differentiated instruction and create lesson plans that can be used in a K-12 classroom or an adult learning context.

EDU 597 Reconstructing Teaching and Learning: Bridging Theory into Practice ★3
Explore ways in which educational theories influence teaching and learning in your educational setting. Consider the work of influential theorists such as Lev Vygotsky and Paulo Freire as you deconstruct and reconstruct your philosophy of education. Discover how emerging theories of education forwarding reconciliation might reshape and influence your philosophy as you create learning opportunities where diverse students can thrive.