



Master of Education in Leadership with a concentration in Outdoor Education

July 2021 – July 2023

The StFX Faculty of Education is proposing to offer a provincial-wide Master of Education in Leadership & Administration with a focus in Outdoor Education, for qualified in-service teachers and administrators beginning in the summer of 2019. This cohort is meant to enable educators to develop their curricular planning and instructional leadership abilities and capacities within their respective school communities in relation to outdoor and experiential education. Moreover, this cohort is also meant to support educators in developing research competencies and literacy within these same content areas.

Graduate students may be required to attend a campus-based program or attend classes on-line during the month of July 2021 to complete the first two courses. All subsequent courses will be offered with an introductory session online (OL) via a synchronous learning platform (Collaborate), a mix of online lessons, and in-field experiential unit to augment each course if possible. The 593 is a capping experience to develop an outdoor education program intended to be delivered to students in Nova Scotia.

The tentative schedule of courses is included below:

Location	Summer 2021	Fall 2021	Winter 2022	Spring 2022	Summer 2022	Fall 2022	Winter 2023	Spring 2023	Summer 2023
F2F (StFX)	534 505								
Blended (Collaborate In-Field)		520J ¹							593 Capping Day
Online Collaborate			561	573	536 ²	567	508 ³	526 593	533
In Field					521J				

OE: 534/505 520J 561 573 536/521J 567 508 526/593 593/533

Information and Admission Procedures

Applications for this program will be accepted until January 30, 2021.

The application form can be found here: <https://www2.mystfx.ca/masters-of-education/applications-and-forms>

For additional StFX admission inquiries please contact med@stfx.ca

For additional inquiries specific to this cohort, please contact Andrew Foran at aforan@stfx.ca

Please note on the application that you are applying to the Master of Education in Leadership and Administration – OUTDOOR EDUCATION COHORT. You must provide the following information:

1. An outdoor education based CV outlining your prior involvement **leading youth** outdoors
2. A current list of active **certifications** that are relevant in outdoor practices
3. Two references that can verify your **outdoor engagement** with youth, and in comparable outdoor-based programs. Please indicate specific involvement with school populations.
4. As part of the application process, a *letter of intent* is required. Please take this opportunity to highlight your experiences leading outdoor curricular experiences for youth.

¹ To be discussed in EDUC 520J: Students considering a thesis or project will need to have a conversation with the MEd Chair. Students who are writing a **thesis or project** will take 507 as their second research course.

² Students who are writing a **thesis or project** will take 507, the second research course, instead of 536.

³ 508 is the second research course required for students who are completing a **course based route**.

Course	Title
EDUC 534	Introduction to Foundations of Education (core course): Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. Educators will (re)think their pivotal role as teachers in outdoor education, alongside larger issues of equity and social justice.
EDUC 505	Introduction to Educational Research (core course): This course introduces approaches to educational research, particularly as it relates to outdoor education. It also includes a basic introduction to graduate student writing and literature review methodology.
EDUC 520J	Current Research in Curriculum: Outdoor Education (elective course): This course critically examines key strands in outdoor education: environmental education, adventure education, outdoors and risk, outdoors and health, free-range kids, and programs for special populations. Students will explore in detail the theoretical underpinnings of experiential education and practical implications of how this informs current educational practices.
EDUC 567	School Law (elective course): This course provides an examination of legal issues in the field of outdoor education, experiential practices, including field trips and specialized activities, as they relate to school boards, administrators, teachers, and curricular expectations. Consideration will be given to recent legislation and court decisions related to the organization, policy and administration of school districts in Nova Scotia.
EDUC 561	Leadership and Administrative Theories (core course): This course is an introduction to theory, research, and practice of leadership and administrative theories in educational administration. Emphasis is placed on the evolutionary nature of leadership, administrative theory and their role in the operation of public education systems. This course will prepare educators to advance outdoor education in public schools.
EDUC 536	Program Development (elective course): This course investigates educational programs from the practitioner's perspective using narrative inquiry to explore relationships among the four curriculum commonplaces of students, teacher, curriculum, and milieu. The second aim for this course is to draw on curricular positions to design and implement experiential-based programs.
EDUC 521J	Current Research in Instruction: Philosophical Issues and Challenges in Outdoor Education (elective course): This course will examine the field of outdoor education through critical exploration of contemporary practices and the evolution of programs P-12. Learning theories will be aligned to current practices in experiential instruction with major concepts that challenge successful implementation and creation of outdoor-based programs in schools. Various philosophical issues will be explored to inform best practices in outdoor education.
EDUC 573	Professional Development and Supervision (core course): This course addresses the role of supervision in an instructional program, focusing on human resources, instructional initiatives, and the professional development process for teachers and support staff.
EDUC 508	Critical Research Literacy in Education (core course): This course examines how to critically read, interpret, and evaluate educational research. Graduate students will have the opportunity to explore and understand research literature in relation to outdoor education. The questions raised in this course will form the basis of the final capping experience in the program.
EDUC 507*	Qualitative Research Methods in Education* (core course for students completing a thesis or project ONLY). This course explores current qualitative methodologies used in educational contexts. Students will explore the components of a research proposal and develop and understanding of methodologies such as phenomenology, ethnography, critical theory, narrative, and action research. Students will begin working on their research proposal as part of this course.
EDUC 526	Selected Topics in Education—Pedagogy and Practice (elective course): Teaching requires an ethical everyday acting in sensitive-relational situations, and pedagogy is a lens that can allow educators to challenge taken for granted dictum of schooling. Students will explore the role the outdoors has as a medium for meaningful encounters with youth and how natural settings can inform the practice of pedagogy.
EDUC 533	Dynamics of Change (core course): This course examines major concepts in the successful implementation of change. Students will learn to recognize and understand the ways in which change can have an impact on education.
EDUC 593	Directed Study: Capping Experience (elective course). All students enrolled in EDUC 593 are expected to complete a capping experience and to share their work with their peer group, as part of a designated celebration day. Students will learn to recognize and understand the process of program collaboration required to develop an experiential based program, supported with research and identified needs for P-12. In addition, students will examine and evaluate how change can have an impact on outdoor education practices. Students may also engage in action research as a way to develop a deepened understanding of an area of professional interest.