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SYMPOSIUM HAR06457: Developing Leaders: A Middle Eastern perspective

Paper1: Leadership development in UAE undergraduate programs

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ABSTRACT

Zayed University was founded to prepare leaders who will envision the possibilities and create the opportunities for the future of the United Arab Emirates. Students take increasing responsibility for their own learning, become active participants and leaders in the learning community and master the art of learning with others and from self reflection. The specific leadership learning outcome states that ZU graduates will be able to assume leadership roles and responsibilities in a variety of life situations and accept accountability for the results. To this end students have a range of opportunities to develop leadership capabilities. This paper will identify and discuss formal and informal leadership learning experiences, and the development of the program and programs concerning leadership in the College of Education.

Overview: Background and Context

The development of leadership programs at Zayed University, a western-style university established in 1998, is intended to prepare female leaders for the United Arab Emirates. The University has two campuses in Dubai and in Abu Dhabi. Enrollment in each of the campuses is about 1700 students. Thus it is small by international standards, yet large enough to offer a range of degree courses. There are striking features about the University, which to some degree set it apart from other western-style institutions of higher education.

- Tuition for students is absorbed by the federal government of the UAE, a federation of seven emirates of which Abu Dhabi is the largest. Students must meet admission requirements, including a score of 500 on the TOEFL examination. Students who do not qualify on the TOEFL are admitted to the Academic Bridge Program, which focuses on proficiency in English and modern standard Arabic as well as study skills.
- Once students meet admission requirements, they are admitted to the University. During their first three semesters in the Baccalaureate program, all Zayed University students enroll in the Colloquy on Integrated Learning, the University's core curriculum. The Colloquy is made up of fifteen courses that equip students to be successful at the University, in their professions, and in their personal lives through an integrated, skill-rich, interdisciplinary exploration of the sciences and the humanities. Within this interdisciplinary framework, the Colloquy builds students' abilities to think critically about their relationship to the world--its histories, its problems, and its successes. At the same time, students are prepared to work in their major field of study and in their professions through systematic development of their abilities in critical thinking, mathematics,

- computer applications, information literacy, and in the Arabic and English language.
- A required internship provides practical experience for students in the last semester of their academic study at the university, followed by a capstone project that requires students to interweave the knowledge and experiences of their undergraduate study—to synthesize the knowledge developed during their academic program and to translate that knowledge into practical skills while expanding their problem-solving and team-building skills.

As noted above, the preparation of leaders who can serve the national, regional, and personal interests of the United Arab Emirates...is at the heart of Zayed University's mission. At the 2003 Convocation, His Excellency Sheikh Nahayan, [the President of Zayed University and the Minister of Higher Education,] urged Zayed University to graduate students who are 'prepared to become leaders...' as the university community is obligated to 'encourage them [students] to provide leadership within the larger U.A.E. community.' This imperative to 'graduate students who will help shape the future of the U.A.E.' (Mission Statement, Zayed University) is evident not only in official university documents but also within curricular initiatives (Major Learning Outcomes -MALOs), extra-curricular activities, career education, student clubs, the Women as Global Leaders international student leadership conference, and the recent establishment of the Sheikhha Fatima bint Mubarak Center for Leadership. (Zayed University, 2006, p. 2).

Many universities, especially those in the United States and Europe, encourage student leadership development. James MacGregor Burns' (1978) classic work on leadership "focused attention on the moral and transformative qualities of leadership, encouraging scholars and practitioners to rethink not only what constitutes leadership but its place in society; consequently, the university itself has emerged as a site for leadership development and education of students" (Zayed University, 2006, p. 2) As Zayed University's Committee on Leadership points out, during the two decades following Burns' work, leadership education has resulted both from a perceived need for future leadership as well as social change (Zayed University, 2006).

Much of the overseas research and literature is relevant to Zayed University's goals. "A review of institutions engaged in leadership development shows that outcomes can be expected on student, societal, and institutional levels with the understanding that transformation is both progressive and referential. ... it is clear that universities adopt leadership education for different reasons and assess on different levels (institution-wide v programmatic assessment). ... Recent research indicates that universities with leadership programs experience peripheral effects across campus with students becoming more engaged and classroom pedagogies undergoing change to emphasize problem solving and experiential opportunities. Moreover, all leadership review and assessment documents note the importance of having clear resonance between a university's mission statement and that of the leadership program for leadership development to be successful" (Zayed University, 2006, p. 3

Whether or not women's leadership differs from men's leadership and if so, what pedagogical and programmatic strategies address women students is an on-going debate, an issue identified by the Zayed University Committee on Leadership learning outcomes (2006). Because Zayed University is an all-female institution, they concluded that this debate is "pertinent to questions about how best to develop student leadership capacity as well as how to assess outcomes, especially if we expect to open our doors to male students in the future" (p. 3, 2006) and determined that "both gendered and cultural influences must be considered in addition to institutional goals and activities" (p. 3, 2006).

In its recommendations, the Committee was emphatic that Zayed University embraces similar expectations for the leadership development capacities of its students [as other Western institutions] as evident by outcomes emphasizing problem solving, communication, and critical thinking. However, they stated, "there are key differences between leadership education at Zayed University and Western colleges and universities—limited and discipline-specific leadership theory courses, limited mentoring experiences, no outdoor programs, no student recognition programs, no co-curricular transcripts, and a lack of service learning and community outreach activities. Finally, the cultural and linguistic contexts differ; this requires further exploration to address how this affects leadership education in terms of expectations, roles, behaviors, and pedagogies" (p. 3, 2006)

We felt that the Committee report captured both the context and the significance of leadership development at the University in addition to the particular goals of the College of Education as we work to develop female leaders for learning in the United Arab Emirates schools.

II. Leadership in College of Education Programs

Program Redesign

The College of Education is dedicated to the preparation of graduates who will become education leaders in the UAE. To accomplish that goal, the faculty have redesigned the graduate and undergraduate programs, guided by principles for high quality programs (Blackwell & Diez, 1998) that can apply to undergraduate and graduate and to all disciplines. This section briefly describes the major principles.

Commitment to Quality

The College's Conceptual Framework conveys professional commitments to high quality teaching and leadership grounded in the knowledge and skills that are assessed for each candidate. The seven undergraduate and three graduate knowledge domains define the College's understanding of professional competence and are evidence that the College's responsibility is to the preparation of excellent candidates who are committed to helping their students learn. A quality academic program must be linked clearly to standards that can be evaluated. Intellectual challenge to students should be woven throughout the fabric of the program.

Ownership

Faculty involvement and commitment are key aspects of a quality program. One component of faculty commitment is an active interest in the students in the program and a willingness to devote time to student issues. A critical mass of committed faculty, with at least one faculty member who is willing to serve as leader and advocate, is essential for the health of a program that will maintain the other criteria.

Diversity among the faculty creates a definite strength for the program not only in race and ethnicity, but in background and experience. Participation of some faculty who have “firsthand knowledge of how theories and practices ‘work’” in the field is a necessary component of a professional degree program.

A committed, engaged, and diverse student body also is an indispensable component of a quality program. Such a student body lends strength and credibility to the program, helping to nurture its development and evolution. Interestingly, Conrad et al. (1993) found that quality master’s programs defined “good” students, not through attributes such as GRE scores and GPA, but by commitment, diversity, and experience, which represents both culture and work background.

Learning and Teaching

Learning must be an active process. As Conrad et al. (1993) state, students need to learn in their courses about the “messy” problems they face in the work of professional practice (p. 300). Shulman (1998) explains it as the work that allows the professional to transform solid theoretical knowledge into professional knowledge through enacting it “in the crucible of the field.”

Critical dialogue is a distinctive feature of quality degree programs (Haworth & Conrad, 1997), whereby faculty and students together question core assumptions and extant knowledge. Through such interactive teaching and learning, both students and faculty come to a richer understanding of both theory and professional practice and students “[have] far richer learning experiences that noticeably enhance[d] their growth and development” (p. 83).

Coherence

The concept of coherence emerges throughout the literature as the connection of various parts of a program, referring to a well-articulated and integrated curriculum (Howey & Zimpher, 1989) and supporting mechanisms such as admissions, advisement, and field experiences that are tailored for the program (Blackwell & Diez, 1998). A common clear vision of good teaching is a requisite for all faculty throughout the program (Darling-Hammond, Berry, Haselkorn, & Fideler, 1999). It is important for the faculty both to understand and to agree on the values, principles, and purposes of the program,ⁱ something Conrad, Haworth, and Millar (1993) call “unity of purpose” that is reflected throughout the curriculum. In this sense, coherence is simply an elucidation of the Shared Vision of Zayed University.

Coherence is ensured in the College through the shared vision, unity of purpose, and a common set of learning outcomes for all candidates. The vision and learning outcomes are integrated throughout curriculum, instruction, field experiences, internship and

assessments. As a part of curriculum revision in initial and advanced programs, courses were reviewed and mapped against the Conceptual Framework. Course syllabi were revised and programmatic assessments standardized. A comprehensive system of assessment was designed, and major decision points with common assessments were put into place. These assessments ensure that candidates have the requisite knowledge, skills, and dispositions necessary to progress to the next level of the program. If necessary, scoring instruments and/or rubrics were revised or designed.

Candidate indicators (competencies) are specified for each MALO and subdivided within course goals and assessments. Each MALO is routinely assessed through a variety of mechanisms. Assessments are triangulated through grades, self-assessment by candidates, faculty observation during practica, mentor teacher feedback, internship observations, electronic portfolio, and the capstone. Field experiences (practica) and the internship were also aligned and assessment procedures revised. Uniform guidelines were established for field experiences, the internship, and the capstone.

The College of Education, in its redesign of curriculum, achieved coherence through a conceptual framework that serves as the philosophical and research base for study.

Coherence Through a Conceptual Framework

Leadership is at the center of the Conceptual Framework of the College of Education and is expressed by the theme, *Leaders for Learning*. Leadership in education is the foundation for the College's undergraduate and graduate programs. Nowhere is the role of leadership in education more important than in schools and the education sector in the U.A.E. Through unity of purpose, faculty understand and agree on the values, principles, and purposes of the program, demonstrating their professional commitments to high quality teaching and leadership grounded in the knowledge, skills and dispositions that are assessed for each candidate.

The theme of *leaders for learning* rests on the University's Academic Program foundation of continuous assessment for the purpose of learning and improvement. The theme is accomplished through assessment of interlocking and mutually reinforcing domains of knowledge for both undergraduate and graduate programs.

The Unit's philosophy that teaching is a complex profession that requires informed judgments engenders a coherent conceptual framework with interrelated elements (Hoban, 2005). The ability to make informed judgments requires that candidates have a theoretical basis and awareness of the unpredictable and personal nature of teaching (Day, 1999 as cited in Hoban, 2005). According to Scannell (2002), the complexity of teaching and learning mandates that candidates learn theory in the context of practice.

The Conceptual Framework emanated from Zayed University's focus on learning outcomes and assessment and the core values of respect, integrity, scholarship, and service as the organizing concepts. Values and outcomes assessment are woven into every aspect of the College's programs.

The research unpinning the Conceptual Framework is taken from cognitive theory (e.g., Sternberg, 1999), which deals with how students think and assumes that students must think in order to learn and that the teacher must understand something about how students think to be an effective teacher (Blackwell, 2003). In simple terms, cognitive theory asks teachers to listen and to teach in ways that enable students to construct knowledge for

themselves by making meaningful connections between old and new knowledge and that enable students to deal with tasks, such as solving problems, dealing with internal intellectual conflict, making sense of disparate collections of facts or observations, and reasoning about claims that are made (Thompson and Zeuli, 1999).

U.A.E. schools still focus on the teacher and authoritarian methods, but the College heeds its mission through the Conceptual Framework by preparing future education leaders who both understand and can use the knowledge base.

Learning and Development

Learning and Development is viewed by the College as the foundational knowledge domain. While the research reveals that learning is ultimately unique to each individual, it “proceeds through common stages of development influenced by both inherited and experiential and environmental factors” (Alexander & Murphy, 1998, 36). These stages influence motivation, ability to think strategically, ability to transfer knowledge, and preconceptions. Candidates also must understand how to work with the existing knowledge, or preconceptions, students bring to the classroom. As Oakes and Lipton (1999) explain, “old meanings get in the way” of new learning to the extent that individuals will “erect” mental barriers to new learning or alter the new learning to fit their previous preconceptions (p. 72). According to Blackwell (2003), what students already know becomes a primary factor in what they pay attention to, how they perceive it, and what they judge as relevant or important. Teachers need to understand how to address misconceptions and “recognize the importance of building on conceptual and cultural knowledge that students bring with them to the classroom (National Research Council, 1999).”ⁱⁱⁱ By using the concept of “scaffolding” in conjunction with knowledge of stages of development, teachers help students develop knowledge in ways that enhance their learning and understanding. Scaffolding is the process by which students gradually assume a greater degree of responsibility for a particular aspect of learning (Morrow, Gambrell, & Pressley, 2003) or conversely, when teachers gradually lessen instructional support.

Such understandings and the new knowledge children acquire support all future learning. These realities become critical elements of effective teaching for all students in all content areas.

As discussed in the National Research Council’s (NRC) synthesis of scientific research in *How People Learn* (1999, 2004), the College’s domain of knowledge regarding learning and development emphasizes that candidates develop a deep foundation of content knowledge and concepts that permit a strong understanding of the subject they teach. It is only at this level of understanding that candidates can transform facts and concepts into usable and teachable knowledge.

What is known today from research reveals that the most effective pedagogical approaches are learner-centered and culturally sensitive (National Research Council, 1999), and the College emphasizes both in the Conceptual Framework. As the NRC’s book, *How People Learn* (1999) makes clear, theories of learning point toward an integrated conceptual system of “interconnected components that mutually support one another” (p. 133) for the everyday classroom environment. Teachers become active participants with students in this approach to student learning, which shifts the focus from

curriculum and the teacher to the learner as the center of teaching (Dewey 1902 as cited in Mayer, 1998).

The unit faculty approach learning and development by incorporating the principles of constructivist pedagogy.¹ Fosnot (1996) provides a description of constructivism and its historical foundations. Constructivism refers to the belief that each individual creates human knowledge, and constructivist teacher education generally shares two characteristics: it is student-centered, and it is “based on a theory of learning that focuses on how students develop understandings” (Richardson, 1999, 145). In recent years, the concept has been accepted into the scholarly literature on initial teacher education (e.g., Vygotsky, 1978; Brooks & Brooks, 1993; Duckworth, 1996; Kamii, 1985). The use of cognitive theory and constructivism pedagogy as the foundation of the program meshes with the ZU Academic Program Model, which asks faculty to use pedagogy that engages candidates in “interactive, collaborative, and applied learning experiences” (2002, 11).

A second theory of learning, still the basis of instruction in U.A.E. government schools, served as the foundation of teacher education and classroom instruction throughout the majority of the 20th century. Generally called “behaviorism,” this theory of learning spawned the belief that learning was a process of knowledge-acquisition that was transmitted to students of all ages (Feiman-Nemser & Buchman, 1989), resulting in the “atomizing” of content into a piecemeal approach taught in independent courses (Hogan, 2005). As with constructivism, the behaviorism theory of learning is often confused with its resulting pedagogies that focused on a repertoire of skills that depend upon the accumulation of these individual, discrete competences over time. The outcome of this approach is *teacher training* where the job of the teacher is to implement lesson plans and teach the textbook.

However, even though the unit faculty firmly support constructivist pedagogy, they also understand that different students learn in different ways and that knowledge of facts and basic concepts is a necessary base for higher-order knowledge and thinking skills. One type of pedagogy closely, but perhaps inappropriately, linked to behaviorist pedagogy is direct or explicit instruction, which has been shown to be an effective teaching and learning method (American Institutes for Research 1999; Gersten, Keating, & Becker 1988; Meyer 1984; Shulman, 1999) particularly when implemented in ways that actively engage students or when used with special needs students. Direct instruction pedagogy, according to Kozloff, LaNunziata, and Cowardin (1999) has moved from teacher-guided to student-guided formats that foster independence and higher-order thinking and is especially effective when the purpose of instruction is related to basic facts and concepts. The College faculty understand that both “the basics” and thinking and problem-solving skills are necessary, which requires that a variety of approaches to teaching including lecture-based, skills based, inquiry based, technology enhanced, and individual and group work to be taught and modeled.

¹ At times there is a failure to differentiate between learning theory and pedagogical theory. For example, *How People Learn* (1999) cautions that the construction theory of knowledge should not be confused with the constructivist theory of pedagogy. The same is true when the behaviorist theory of learning is confused with the pedagogical method of direct instruction.

Essentials of Good Teaching

Good teaching requires that candidates learn content knowledge, and how to transform that knowledge into the professional activity of teaching (Kennedy, 1987). Faculty in the College are expected to model the essentials of good teaching and are evaluated on the same components we ask our candidates to learn.

How the College faculty think of teaching is derived from the National Board for Professional Teaching Standards (1989) beginning with a sound foundation in the discipline's content knowledge that includes facts, concepts, procedures, knowledge of explanatory frameworks, and syntactic knowledge or knowledge of ways in which new knowledge is brought into a field (Goodlad, 1994; Darling-Hammond, 1999; Grossman, Wilson, & Shulman 1989).

Second, the ability to transform knowledge into teaching that Kennedy (1987) discusses involves knowledge of links between discipline areas, how that knowledge applies to real-world settings, and how the subject area being taught is organized and developed (Marzano, 2003; Darling-Hammond, 2000, 2001). This includes knowledge of appropriate ways to present the content and to involve of students in the content. Called pedagogical content knowledge (Shulman, 1986, 1987), this ability rests on both structured teaching and inductive learning (e.g., construction theory). As a consequence, College faculty enable candidates to learn to use the facts, concepts, and principles that scholars have generated, in addition to engaging them in discovery learning where candidates search for problems, patterns, and solutions in ways they might use in their classrooms.

A third essential of good teaching is knowing one's students and being committed to their learning. Darling-Hammond (1999) reports that different objectives of learning and different content areas require different types of instruction. Recognition of individual differences and appropriate adjustments of teaching are at the core of this ability. Thus, a core element of good teaching is the ability to use a variety of instructional strategies and knowing when to use them.

Assessment of student learning that enables the excellent teacher to create and maintain student learning experiences forms the fourth essential of good teaching (Wiggins, 1989, 1992, 1998; Wiggins & McTighe, 1998). Candidates learn that it is necessary to link assessment to learning and to student learning goals. This type of assessment is both development (for student learning) and high stakes (for instructor and program decisions such as grades) (Diez & Blackwell, 2001). Excellent teachers keep close track of student progress through a variety of assessment tools and then carefully consider (reflect) their own teaching in relation to student progress. This requires consideration of the range of students in the class, from those who trail behind to those who are far beyond the majority. Effective assessment for student learning is no longer a test or a paper or two, but involves both traditional measures and more innovative approaches such as demonstrations, exhibitions, simulations, technology, portfolios, and self-assessment.

Creating a community of learners involves a candidate's dispositions. The Unit encourages candidates to analyze their own dispositions and to develop those considered essential by the College, beginning with the Core Values of the College. Respect, integrity, scholarship, and service form the basis of a community of learners.

Finally, good teaching involves learning about classroom logistics and management, instructional routines, and disabilities. In particular, Marzano's definition of classroom management fits within the culture and expectations of U.A.E. classrooms (2003). Classroom management presents special difficulties for candidates who may teach in a boys' primary school because these youngsters have developed little self-control. Candidates study specific techniques and observe management during practica and debrief it with faculty as well as implementing various instructional strategies during their internship.

Academic Standards

The domain of academic standards is closely related to the domains of learning and development and good teaching, focusing on the teacher as leader for learning. Establishing and maintaining standards for learning requires in-depth understanding of both content and pedagogy. In addition, candidates must develop their own metacognitive skills and the ability to help students in their metacognitive development. Schoenfeld (1985) indicates that a hallmark of good problem solvers is the ability to control behavior and maintain an internal dialogue while they work on problems. Schoenfeld describes the process of meta-cognition, defined by Flavell (1976) as the awareness of one's own cognitive processes. This approach to teaching helps students take control of their learning – it also helps candidates take control of their own learning and to develop leadership skills.

Establishing and maintaining high standards also requires candidates to work effectively with other professionals and with students and parents. Dewey (1933) stressed placing the student at the center of the classroom process, but he did not mean that students should be left to their own inclinations. Instead, teachers take a leadership role in the classroom by planning, designing, and supporting student learning. The Unit faculty believes strongly that practice in the U.A.E. must change through the leadership of our graduates, and candidates are expected to develop metacognitive skills to improve their work with other members of the education sector.

Diversity and Global Awareness

Issues of diversity and global awareness are central to beliefs and attitudes toward the actual practice of pedagogy—whether it is a simple act of transmission for knowledge acquisition or whether it is seen as a “moral activity that requires thought about the ends, means, and their consequences” (Feiman-Nemser & Buchmann 1986, 239). Tom (1984) holds that that teaching is a moral enterprise “because [teachers] decide what learning is worthwhile for students” (as cited in Tom 1997, 107). The context of schooling in the U.A.E. will gradually change, underscoring the importance of issues of diversity and global awareness in the moral enterprise of teaching.

In the context of teacher education with the U.A.E., the concepts of diversity and global awareness assume quite different connotations than when used in western nations. The reality in the U.A.E. is that diversity and a global economy are the norm, with multinational companies, multiple national curriculum schools, more expatriates than citizens, and rapid development of a nation only 35 years old. Within ZU, global awareness and diversity mean respect and awareness of other cultural experiences, beliefs, and values and the ability to see connections between them. They also mean developing the ability to examine global issues within the local context, such as

comparing various national systems of education and the ability to generate new understanding of a topic. Finally, global awareness and diversity mean the ability to provide an informed response to a global concept or issue through conceptualization of a topic (Program Model, 2002).

Enhanced Communication, Language, and Technology

Facility with communication, languages, and technology are essential elements of teaching in the U.A.E. and study in ZU. According to Stronge (2002), students taught by teachers of higher verbal ability learn more than students taught by teachers with lower verbal skills and vocabulary. All candidates are expected to be fluent in both oral and written Arabic and English and refine their written and verbal communication skills throughout the professional sequence.

However, fluency is not a sufficient skill for accomplished teaching. Motivation exerts a powerful influence on what, how, and when learning occurs and makes the difference between superficial and deep understanding (Morrow, Gambrell, & Pressley, 2003). Underlying motivation are classroom cultures that foster communication and reading. The Arabic culture is not a reading culture, so the College places special emphasis on learning to read for pleasure and communicating those skills and dispositions to students.

In addition, candidates must learn to access information, to critically evaluate information and its sources, and to communicate effectively with varied audiences in various contexts. Computers also have the advantage of encouraging candidates to explore and solve problems; Cazden (1985) found that candidates may be more likely to collaborate with each other when involved in computer projects than they are in other classroom tasks. In addition, candidates are expected to use information technology for productivity, communication, research, problem solving, and decision making.

Reflection, Research and Inquiry

ZU Learning Outcomes expect candidates to reflect on and evaluate their own thinking processes and reasoning. Many definitions and approaches to reflection have been offered,ⁱⁱⁱ and reflection has become a prevailing theme in the literature, having been given impetus by the work of Schön (1983, 1987) on the reflective professional. Schön basically views reflection as the process of understanding and improving one's own practice and considers it an essential skill of the professional. Reflection is one pedagogical expression of strategic thinking (cognitive theory), where the research indicates that achievement is more likely to improve when learners think about their own learning.

Candidates are expected to think about their instructional decisions and make changes appropriately. NRC (2004) indicates that such meta-cognitive strategies reflect cultural norms and methods of inquiry (14). However, there is no research on the meta-cognitive strategies of Arab students.

ZU strongly supports and encourages its students to learn research and inquiry skills and to apply them throughout their course of study. Candidates must know how to access and use research literature. The Unit uses action research as its approach to inquiry for candidates, generally taking the approach described by Clift, Veal, Johnson, and Holland in 1990, who stated, "Action research is a way of thinking that implies the use of

reflection and inquiry as a way of understanding the conditions that support or inhibit change, the nature of the change (or intervention), the process of change, and the results of change” (pp. 54-55, as cited in Richardson, 1996, 726).

Social Responsibility and Professionalism

One indicator of ZU Learning Outcomes expects candidates to propose or plan actions in ways that demonstrate social responsibility (ZU Program Model, 2002). Social responsibility and professionalism require critical thinking skills that are honed through the course of study at ZU.

The concept of teacher as professional is virtually unknown in the U.A.E. In fact, the current practice is similar to the situation in the United States at the turn of the 20th century, when teachers were treated much as assembly line workers (Blackwell, Futrell, & Imig, 2003). To expect the U.A.E. to develop a widespread culture of professionalism rapidly is unrealistic. However, the Unit strongly encourages its candidates to demonstrate the dispositions one would expect of professionals, such as ethical and caring practice, continuous improvement, and professional development. Characteristics of a profession were outlined by Lee Shulman in the Hunt Lecture at the American Association of Colleges for Teacher Education annual meeting in 1998, when he offered five principles that guide the Unit in helping candidates think about the professionalization of teaching:

- Obligations of service to others. Shulman argues that teachers must be technically and morally grounded; as professionals, they are granted autonomy because society needs the service that they offer. The Unit encourages its candidates to exercise autonomy to the extent possible in their classrooms, to be technically excellent, and to demonstrate ethical practice.
- Understanding of scholarly and theoretical foundations. Shulman notes that a *sine qua non* of a profession is the knowledge base(s) that guides practice. The Unit offers study of the knowledge base as defined in the Conceptual Framework.
- Skilled practice and performance. According to Shulman, “Although a significant portion of the knowledge base is developed in the academy, it is not professional knowledge until enacted in the crucible of the field.” The Unit works with its candidates in the field to improve skills and performance and to learn where the knowledge base should be modified.
- Exercise of judgment under conditions of unavoidable uncertainty. If either theory or practice were able to operate by itself, Shulman argues, we would not need professionals. It is the tension between the two that allows the professional to intuit, discern, and decide how best to act when “design and chance collide.” Even though classrooms in the U.A.E. are highly regimented, teachers still must exercise judgment. The Unit helps candidates learn to make decisions and access information.
- Ability to learn from experience. Professionals are able to be thoughtful about the consequences of the collision between design and chance. Their reflection leads to new learning. The Unit emphasizes learning through self-assessment and reflection and continuous professional development.

Implementation Through Learning Outcomes

Zayed University sets high academic standards that are defined in the College of Education through the domains of knowledge that guide the program and together serve as benchmarks for what student should learn. These domains are abbreviated in the acronym LEADERS and define the College's Major Learning Outcomes. They are:

- **Learning and Development:** Teachers understand how students learn and develop and use their knowledge to improve student learning and motivation.
- **Essentials of Good Teaching:** Teachers use a variety of methods, organize content for effective student learning, plan instruction, teach critical thinking and problem solving skills, and use appropriate assessment techniques.
- **Academic Standards:** Teachers instill a love of learning in their students, demonstrate a broad content knowledge, and encourage students to develop leadership and teamwork skills.
- **Diversity and Global Awareness:** Teachers understand and accept different cultures and learning abilities, adapt their teaching to students with special needs, understand the opportunities and challenges of a global society, and address the learning needs of diverse student populations.
- **Enhanced Communication, Language, and Technology:** Teachers have strong communication, language, and technology skills and use these skills to lead, manage, evaluate and improve student learning.
- **Reflection, Research and Inquiry:** Teachers analyze their teaching, use research in their classrooms, and continue to learn throughout their careers.
- **Social Responsibility and Professionalism:** Teachers lead in their schools and classrooms, work collaboratively with the families of students, function effectively in a complex environment, meet high ethical standards of practice, and maintain the dignity of each student.

The theme extends to the College graduate programs, although learning outcomes differ. For the Master's of Education in Educational Leadership, the College developed learning outcomes and the skills needed by graduates of the program, taught through a curriculum made coherent and cohesive through specific domains of knowledge.

The learning outcomes are:

- The role of leadership in developing effective educational environments;
- The influence of policy on education and leadership;
- The application of current, credible learning theory and approaches to assessment;
- Organizational and change theory and implementation;
- The impact and strategic use of resource allocation and human resources;
- Principles and practices of community leadership, effective communication, interpersonal relationships, and public relations;
- Design of inquiry and the use of information management.

The skills that candidates in the advanced program are expected to develop include the abilities to

- Work collaboratively;
- Apply and assess current technologies for educational improvement;

- Examine current research and development in a range of settings, including the U.A.E., that inform best practice in educational leadership
- Manage ongoing change and foster collaboration in the educational community
- Manifest a professional code of ethics and values;
- Assume stewardship of the vision of the educational organization;
- Accept responsibility for the improvement of the educational setting for all learners

Three domains of knowledge for the graduate program are based upon United States educational leadership standards. The domains and the indicators that support them are:

- Strategic Leadership
 - Strategic Leadership in Education
 - Leading the Educational Community
 - Educational Issues
 - Educational Research
 - Research Seminar
 - Research Capstone
- Learning and Instructional Leadership
 - Student and Adult Learning
 - Curriculum and Instructional Leadership
 - Assessment and Evaluation
- Organizational Leadership
 - Organizational Behavior
 - Planning, Change, and Information Management
 - Educational Services

Learning Outcomes, skills, and assessments are aligned with these domains and courses designed to ensure that candidates obtain the requisite knowledge. Candidates are assessed systematically throughout the program.

Evidence of Leadership

The College of Education as it took form in 2000 was “committed to providing students with excellent preparation to become beginning teachers” (ZU Program Model, 2002, 91). Early undergraduate majors in the College of Education saw themselves as teachers who would return to their communities to use modern methods and make classrooms and schools joyous places to learn and develop. They had a great desire to right the wrongs that they had experienced in their own education, and they wanted to prepare their students in a way that would make them able to enter any university.

As the earliest graduates took their places in public and private schools, they often assumed informal leadership and training roles in addition to their teaching roles. Their success with students and their knowledge of teaching methods led their students to be excited about lessons and enthusiastic about their studies and gave rise to great curiosity within the walls of the school. Other teachers began to seek out the ZU graduates for advice. Being teachers who planned to make a difference from their earliest days as candidates, they did not hesitate to share their new knowledge of technology, active learning, project-based curriculum, portfolio assessment, and other teaching and

assessment strategies. It became very clear to the College of Education faculty and candidates that there was a higher responsibility for graduates of the College. Education candidates continue to see themselves as leaders in schools, in the Ministry of Education, in their home communities, and in the region.

Zayed University graduates of the College of Education are active in their communities and in the region in professional development, both as presenters and participants. They are frequently the leaders of special projects and activities at their schools where they work with other teachers to produce special events for students such as English language festivals and book fairs, science fairs, and cultural activities. Graduates are in Master's Degree programs both in ZU and abroad. Candidates work in innovative and experimental programs in the context of fulfilling their practical field experience requirements. Candidates and graduates have participated in international travel programs to New Zealand during their summer to work with and learn from some of the best schools and teachers in the country.

The College of Education's current goals focus not only on the development of excellent beginning teachers and future leaders, but on the development of graduates who are engaged in continuous professional development and action research that focus on educational improvement and excellence for all students.

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ⁱ See, for example, Burstein, Kretschmer, Smith & Gudoski, 1999; Howey, 1996; Sarason 1993; Tom, 1997.

ⁱⁱ National Research Council (1999), p. 134.

ⁱⁱⁱ Zeichner (1996) describes 4 approaches to reflective practice:

- academic tradition;
- social efficiency tradition;
- developmentalist tradition; and
- social-reconstructionist tradition (p. 208).

See also: Cruickshank 1987; Grimmett, MacKinnon, Erickson, & Riecken 1990; Valli 1992; and Zeichner, Melnick, & Gomez 1996. Methods for encouraging reflective practice include reflective journals (Colton & Sparks-Langer 1993); reflective interviews (Trumball & Slack 1991); peer observation conferences (Zeichner & Liston 1985); and group seminars (Rudney & Guillaume 1990), as cited in Collier (1999).