Course description & objectives
This course traces the recent developments of leadership theory in education to understand what it truly means to create an effective school for the future. Given the rapidly changing contexts and complex challenges that school leaders face today, it will explore the types of leadership that are most suitable for this significant task. With a comparative perspective, the course explores case studies and findings from the Asia Pacific, Australia, Europe and North America. Participants will investigate both classical and contemporary themes in leadership theories while considering cultural, value, intelligence, and style differences. The course will focus on approaches to school leadership that foster a high-quality learning environment and enhance student academic achievement. The course will provide examples from both educational and non-educational settings to connect theory with practice. Furthermore, there will be opportunities for students to share their own experiences through group discussions and presentations.

Course objectives
1. To enable students to understand leadership theories and practices in educational settings 2. To develop students' skills and competence in educational leadership 3. To enhance students' awareness and ability in applying leadership strategies in educational Institutions

Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. Understand the global and emerging perspectives of educational leadership and management	PLO 1
2. Apply a conceptual understanding to analyse contextual issues and current practices of educational leadership in local contexts	PLOs 2, 3, 4
3. Explore major leadership notions such as distributed leadership, instructional leadership, leadership for change/transformational leadership, and gendered/cultured dimensions of leadership	PLOs 1, 4
4. Demonstrate competence in developing ethically sound leadership strategies for school improvement	PLO 5

Course assessment methods
• Attendance and participation • Group presentation • Final essay

Course content and topics
• Course overview: Leadership and school improvement • Key concepts and theories of leadership • Leadership theory in the first half of the 20th Century • Distributed leadership • Instructional leadership/leadership for Learning • Leadership for change/transformational leadership • Gendered/cultured dimensions of leadership • Course wrap-up: Developing personal leadership framework & final essay guidelines

Required / recommended readings and online materials
Required (bold) and Recommended Readings *Required readings for each session will be uploaded on Moodle. Required readings for Group Leading Sessions will be chosen by the students who will organize and lead each session.*

Session 1 (Course overview)

Creemers, B. P. M., & Reezigt, G. J. (1997). School effectiveness and school improvement: Sustaining links. *School Effectiveness and School Improvement, 8*(4), 396-429.

Session 2 (Understanding key concepts and theories of leadership)

Jago, A. G. (1982). Leadership: Perspectives in theory and research. *Management Science, 28*(3), 315-336.

Session 3 (Leadership theory in the first half of the 20th Century)

Lippitt, R. (1939). Field theory and experiment in social psychology: Autocratic and democratic group atmospheres. *American Journal of Sociology, 45*(1), 26-49.

Session 4 (Distributed leadership)

Fitzsimons, D., James, K. T., & Denyer, D. (2011). Alternative approaches for studying shared and distributed leadership. *International Journal of Management Reviews, 13*(3), 313-328.

Harris, A. (2004). Distributed leadership and school improvement: leading or misleading?. *Educational Management and Administration, 32*(1), 11-24.

Leithwood, K., Mascall, B., Strauss, T., Sacks, R., Memon, N., & Yashkina, A. (2009). Distributing leadership to make schools smarter: Taking the ego out of the system. *Leadership and Policy in Schools, 6*(1), 37-67.

Spillane, J. P., Halverson, R., & Diamond, J. B. (2001). Investigating school leadership practice: A distributed perspective. *Educational Researcher, 30*(3), 23-28.

Woods, P.A. (2004). Democratic leadership: Drawing distinctions with distributed leadership. *International Journal of Leadership in Education, 7*(1), 3-26.

Session 5 (Instructional leadership)

Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. (2020). 'Are principals instructional leaders yet?' A science map of the knowledge base on instructional leadership, 1940– 2018. *Scientometrics, 122*(3), 1629-1650.

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly, 32*(5), 5-44.

Lee, M., Walker, A., & Chui, L. Y. (2012). Contrasting effects of instructional leadership practices on student learning in a high accountability context. *Journal of Educational Administration, 50*(5), 586-611.

Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. *The elementary school journal*, *86*(2), 217-247.

Walker, A. D., Lee, M., & Bryant, D. A. (2014). How much of a difference do principals make? An analysis of between-schools variation in academic achievement in Hong Kong public secondary schools. *School Effectiveness and School Improvement, 25*(4), 602-628.

Session 6 (Transformational leadership)

Kwan, P. (2020). Is transformational leadership theory passé? Revisiting the integrative effect of instructional leadership and transformational leadership on student outcomes. *Educational Administration Quarterly, 56*(2), 321-349.

Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly, 39*(3), 370-397.

Spreitzer, G. M., Perttula, K. H., & Xin, K. (2005). Traditionality matters: An examination of the effectiveness of transformational leadership in the United States and Taiwan. *Journal of Organizational Behavior, 26*(3), 205-227.

Leithwood, K. (1993). Secondary school teachers' commitment to change: The contributions of transformational leadership. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Georgia.

Yu, H., Leithwood, K., & Jantzi, D. (2002). The effects of transformational leadership on teachers' commitment to change in Hong Kong. *Journal of Educational Administration*, *40*(4), 368-389.

Session 7 (Gendered/cultured dimensions of leadership)

Chan, A. K. W., Ngai, G. S. K., & Choi, P. K. (2016). Contextualising the career pathways of women principals in Hong Kong: A critical examination. *Compare: A Journal of Comparative and International Education*, *46*(2), 194-213.

Jang, S. T., & Alexander, N. A. (2022). Black women principals in American secondary schools: Quantitative evidence of the link between their leadership and student achievement. *Educational Administration Quarterly*, *58*(3), 450-486.

Gibson, C. B. (1995). An investigation of gender differences in leadership across four countries. *Journal of International Business Studies, 26*(2), 255-279.

Hofstede, G. (1983). The cultural relativity of organizational practices and theories. *Journal of International Business Studies, 14*(2), 75-89.

Paris, L. D., Jon, P. H., Dorfman, P. W., & Hanges, P. J. (2009). Preferred leadership prototypes of male and female leaders in 27 countries. *Journal of International Business Studies, 40*(8), 1396-1405.

Other additional course information

Nil