<div align="center">**Course Description**

MEDD6192 Educational Leadership and School Management</div>

Course description & objectives
This course traces the recent development of leadership theory in education in order to explore what it really means to build an effective school of tomorrow, and what types of leadership would be most adequate for this enormous task. The course has integrated a comparative perspective, and looks into case-studies and findings from Asia Pacific, Australia, Europe and North America. The participants will explore the latest themes in leadership theories and will examine differentials in cultures, values, intelligences, and styles. The course will focus on approaches to school leadership that promote high quality learning environment and student learning achievement. However, the course will draw on examples from both educational and non-educational settings to relate theories to practice. There will be an opportunity for students to share their own experiences by contributing to group discussions and presentations.
Coursework / Examination ratio: 100 % Coursework, 0 % Examination

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			
Assessment method	**Type of assessment (e.g. description of assignment)**	**Weighting (%)**	**Aligned course learning outcome(s)**
Attendance and participation	Individual	10	CLOs 1-4
Group presentation	Group	40	CLOs 1, 2, 3
Final essay	Individual	50	CLOs 1-4

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
(Group Leading Session): Distributed leadership
(Group Leading Session): Instructional leadership/leadership for Learning
(Group Leading Session): Leadership for change/transformational leadership
(Group Leading Session): 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