

Course Description

MEDD6193 Concepts and Issues in School Based Management

Course description	
<p>This course provides a systematic study of the theory and practice of School-Based Management (SBM), its background and its major features. Within the SBM framework, topics to be covered will include spirit, operation and roles of Incorporated Management Committees (IMC), school manger election, personnel management, appointment and performance management, professional development, principles in financial management and use of public funds, and quality assurance. Particular emphases will be placed in the area of good school governance. Related theories, concepts, skills and strategies will be studied, with special reference to the implications for school operation and risk management, will be closely examined.</p>	
Course objectives	
<ol style="list-style-type: none">1. To enable students to understand theories and practices of School-Based Management2. To develop students' skills and competence required under the School-Based Management framework3. To enhance students' awareness and ability in applying School-Based Management elements into staff development, appraisals and other necessary issues in educational institutions	
Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. To enable students to understand theories and practices of School-Based Management	PLOs 1-4
2. To develop students' skills and competence required under the School-Based Management framework	PLOs 1, 2, 3, 5
3. To enhance students' awareness and ability in applying School-Based Management elements into staff development, appraisals and other necessary issues in educational institutions	PLOs 2, 3, 4
Course assessment methods	
<ul style="list-style-type: none">• Reflection• Group presentation• Essay	
Course content and topics	
<ul style="list-style-type: none">• Introduction of SBM• School Based Management Overview• School Manager Election• Personnel Management• Financial Management	
Required / recommended readings and online materials	
<p>Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change?. <i>Journal of Educational Change</i>, 6, 109-124. doi: 10.1007/s10833-005-1298-4</p> <p>Boyce, J., & Bowers, A. J. (2018). Toward an evolving conceptualization of instructional leadership as leadership for learning. <i>Journal of Educational Administration</i>, 56(2), 161-182. doi: 10.1108/JEA-06-2016-0064</p> <p>Bryk, A. S. and Schneider, B. (2003). Trust in schools: A core resource for school reform. <i>Educational Leadership</i>, 60, 40-45. Retrieved from http://www.miteacher.org/uploads/1/0/3/4/10347810/trust_in_schools.pdf</p> <p>Cheng, E. C. K. (2017). Managing school-based professional development activities. <i>International Journal of Educational Management</i>, 31(4), 445-454. doi:10.1108/IJEM-02-2016-0042</p>	

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- Lee, D., & Chiu, C. (2017). "School Banding": Principals' Perspectives of Teacher Professional Development in the School-Based Management Context. *Journal of Educational Administration*, 55(6), 686-701. doi:10.1108/JEA-02-2017-0018
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Other additional course information

Nil