<div align="center">**Course Description**
MEDD6193 Concepts and Issues in School Based Management</div>

Course description
The course aims to better equip students with the theory and practice of School Based Management (SBM), its background and its major features, so as to facilitate students to understand and examine how SBM works with the management of schools. The content covers organizational structures, proposed leadership models and leadership training, models of school planning, implementation and evaluation, and quality assurance. Issues such as employment, financial matters, school development and accountability, student matters related to SBM will be explored. **Coursework / Examination ratio:** ___100___% Coursework, ___0___% Examination

Course objectives
1. To enable students to understand theories and practices of School Based Management. 2. To develop students' skills and competence required under the School Based Management framework. 3. To enhance students' awareness and ability in applying School Based Management elements into general management of the schools.

Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. To enable students to understand theories and practices of School Based Management	PLOs 1-5
2. To develop students' skills and competence required under the School Based Management	PLOs 1, 2, 3
3. To enhance students' awareness and ability in applying School Based Management elements into general management of the schools	PLOs 4, 5

Course assessment methods

Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)
School Based Management Reflection Statement (SRS)	Individual	10	CLOs 1-3
Group Presentation	Group	40	CLOs 1-3
Essay	Individual	50	CLOs 1-3

Course content and topics
Two views on management: School reform vs. School improvement School Based Management School Based Leadership Instructional supervision and culture Instructional supervision and evaluation

Required / recommended readings and online materials

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Ingersoll, R. M. (2012). Beginning teacher induction: What the data tell us. *Phi Delta Kappan*, 93(8), 47-51. doi:10.1177/003172171209300811

Knapp, M. S. Copland, M. A., Honig, M. I., Margaret L. Plecki, M. L., & Portin, B. S. (2010). Learning-focused Leadership and Leadership Support: Meaning and practice in urban systems. Center for the Study of Teaching and Policy. Retrieved from https://www.wallacefoundation.org/knowledge-center/Documents/Focused-Leadership-andSupport-in-Urban-Systems.pdf

Kwan, P., & Li, B. (2015). Empowerment or impediment? School governance in the school-based management era in Hong Kong. Asia Pacific Journal of Education, 35(3), 319-330.

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

Lee, M. (2016). Professionalizing school teachers in Hong Kong since 1970. Educational Practice and Theory, 38(2), 41-75. doi: 10.7459/ept/38.2.04

Li, L., Hallinger, P. and Ko, J. (2016). Principal leadership and school capacity effects on teacher learning in Hong Kong. International Journal of Educational Management, 30(1), 76-100. doi: 10.1108/IJEM-03-2014-0035

Li, Y. Y. (2017). Processes and dynamics behind whole-school reform: Nine-year journeys of four primary schools. American Educational Research Journal, 54(2), 279-324. doi: 10.3102/0002831216689591

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Oakes, J., Maier, A., & Daniel, J. (2017). Community schools: An evidence-based strategy for equitable school improvement. Boulder, CO: National Education Policy Center. Retrieved from http://nepc.colorado.edu/publication/equitable-community-schools (read pages 6-16)

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Rice, J. K. (2015). Investing in equal opportunity: What would it take to build the balance wheel?. Boulder, CO: National Education Policy Center. Retrieved from http://nepc.colorado.edu/publication/balance-wheel (read pages 4-12)

Rigby, J. G. (2015). Principals' sensemaking and enactment of teacher evaluation. Journal of Educational Administration, 53, 374-392. doi:10.1108/JEA-04-2014-0051

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Yin, H., To, K. H., Keung, C. P. C. K., & Tam, W. W. Y. (2019). Professional learning communities count: Examining the relationship between faculty trust and teacher professional learning in Hong Kong kindergartens. Teaching and Teacher Education, 82, 1453-1463. doi: 10.1016/j.tate.2019.03.019

Yu, H. (2005). Implementation of School-Based Management in Hong Kong: Recent development and future changes. Journal of Educational Change, 6, 253-275. doi: 10.1007/s10833-005-5458-3

Other additional course information

Nil