

Course Description

MEDD8890 Edu-preneurial Leadership in Continuing Professional Development for Career Advancement

Course description	
<p>This course is designed to cater for the needs of both Educational Administration and Management (EAM) specialism and non-EAM-specialism teachers who have strong aspiration to be promoted to middle managers or senior leadership such as panel heads or vice principals in the long-run with a proactive and self-driven approach. More specifically, this course is developed to include the possible Teachers' Continuing Professional Development (CPD) topics which might be covered in the curriculum framework of School Administration and Management training stated on p.26 of the Education Bureau Circular No. 6/2020 "Implementation of the Recommendation of the Task Force on Professional Development of Teachers".</p> <p>Key topics or concepts such as identifying professional development needs of teachers, modes of professional development, fostering schools as vibrant learning organizations, edu-preneurial mentality and strategies of teachers & principals, creating happiness, time and space for CPD, and design-thinking-oriented approaches to the United Nations Sustainable Development Goals (UNSDGs) would be discussed. Relevant theories, practices and case studies from Asia Pacific, Australia, Europe and North America would be incorporated.</p> <p>Participants should have strong aspiration to have career advancement at school settings. They would be expected to demonstrate in-depth reflection, versatile integration of theories and practice and stipulate tailor-made action plans for their own intra-school or inter-school promotion.</p> <p>Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination</p>	
Course objectives	
<ol style="list-style-type: none"> 1. To enhance participants professional competence to steer the developments of their teaching teams and school 2. To develop participants' necessary knowledge, skills and competences for the dynamic educational and complex landscape 3. To empower participants to deliver corresponding impactful school-based action plan for both career advancement and organizational success 	
Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. Demonstrate and elucidate up-to-date knowledge and research of mentality of edu-preneurial leadership, strategic spatial creation for CPD, design thinking, neuro-science, happiness and mental health	PLOs 1-5
2. Demonstrate and elucidate up-to-date knowledge and research of mentality of edu-preneurial leadership, strategic spatial creation for CPD, design thinking, neuro-science, happiness and mental health	PLOs 1, 2, 3
3. Engage in inquiry-based practice and skills in creating solutions to educational and United Nations Sustainable Development Goals (UNSDGs) and reflect on dynamic mode of career design	PLOs 4, 5
4. Reflect on important educational values pertaining to identification of professional development needs, modes of professional development and vibrant learning organization and adhere them in their professional ethics	PLOs 1-5

Course assessment methods			
Assessment method	Type of assessment (e.g. description of assignment)	Weighting (%)	Aligned course learning outcome(s)
Personal Reflection	Individual	10	CLOs 1 – 3
Group Presentation	Group	40	CLOs 1 – 3
Integrative Essay	Individual	50	CLOs 1 – 3
Course content and topics			
Edu-preneurial Leadership in Business Organization Edu-preneurial Leadership in Educational Organization Edu-preneurial Leadership in Government/ School Edu-preneurial Leadership in Pursuing Success with Frustration Edu-preneurial Leadership in Your Own Context ●			
Required / recommended readings and online materials			
Boudett, K. P., & City, E. A. (2014). Meeting wise: Making the most of collaborative time for educators. Cambridge, MA: Harvard Education Press. Committee on Professional Development of Teachers and Principals (2015). Odyssey to Excellence. Progress Report. Hong Kong Printer. Education Bureau (2020). Education Bureau Circular No. 27/2020 Sabbatical Leave Scheme for Professional Development of Teachers and Principals Goldman, S., Zielezinski, M. B., Veal, T., Bachas-Daunert, S., & Kabayadondo, Z. (2017). Capturing Middle School Students' Understandings of Design Thinking. Taking Design Thinking To School: How The Technology Of Design Can Transform Teachers, Learners, And Classrooms, 76–93. Immordino-Yang, M. H., Darling-Hammond, L., & Krone, C. R. (2019). Nurturing Nature: How Brain Development Is Inherently Social and Emotional, and What This Means for Education. Educational Psychologist, 54(3), 185–204. Liu, K., & Ball, A. F. (2019). Critical Reflection and Generativity: Toward a Framework of Transformative Teacher Education for Diverse Learners. Changing Teaching Practice In P-20 Educational Settings, 43, 68–105. McMahon, Margery, and Forde, Christine. Teacher Quality, Professional Learning and Policy. London: Palgrave Macmillan UK, 2019. Web. Powell, W., & Sandholtz, K. (2019). Amphibious Entrepreneurs and the Origins of Invention. (J. Reuer, S. Matusik, & J. Jones, Eds.), Oxford Handbook on Entrepreneurship and Collaboration (pp. 541–567). Oxford University Press.			
Other additional course information			
Prerequisite: Pass in MEDD8889 Strategic leadership in school administration and management for career advancement, except for students specialising in Educational Administration and Management.			