

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

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#### Part I

<b>Programme Title</b>	: International Executive Master of Arts in Educational Leadership and Change
<b>Course Title</b>	: School-based Inquiry Project: Leading School Improvement
<b>Course code</b>	: EDA6012
<b>Department</b>	: Education Policy and Leadership, Faculty of Education Studies
<b>Credit Points</b>	: 3.0
<b>Contact Hours</b>	: Directed Self-Study
<b>Pre-requisite(s)</b> <i>(If applicable)</i>	: Completion of 6 credit points of programme coursework
<b>Medium of Instruction</b>	: English
<b>Level</b>	: 6

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#### Part II

##### 1. Synopsis

All students will be required to complete a School Inquiry Project. The project will constitute an inquiry and analysis of leadership and change in the students' organization, or the design and implementation of an initiative. In either option, the project will be of significance to the students' own working context and draw on theories and practices examined in the IEMA with a view to impacting on school improvement.

##### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Interpret the knowledge base of factors that impact on school improvement;
- CILO<sub>2</sub> Evaluate findings about the impact of institutional, home, school and classroom factors on learning;
- CILO<sub>3</sub> Apply findings from research on school effectiveness and school improvement to an organizational or leadership problem that impacts on student learning;

- CILO<sub>4</sub> Analyze and evaluate the effectiveness of school improvement strategies;  
 CILO<sub>5</sub> Apply theories of change to the problem of school improvement;  
 CILO<sub>6</sub> Collect and analyze original data derived from their organizational context.

### 3. Content, CILOs and Teaching & Learning Activities

Each student will implement a project focusing on a specific type of improvement intervention of direct relevance to their organizational context. They will analyze or design and implement a school improvement initiative. Accordingly, the topics of study will vary from student-to-student (e.g., peer tutoring, teacher motivation, curriculum alignment, goal-setting) and will be negotiated with project supervisors.

### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>1. <i>Proposal</i></p> <p>By completing the proposal, students will:</p> <ol style="list-style-type: none"> <li>Define the schools' organizational context;</li> <li>Identify a field of inquiry, a theme or area of concern to work on to bring about improvement in their school;</li> <li>Demonstrate familiarity with relevant literature;</li> <li>Collect, analyze and relate findings from exploratory data;</li> <li>Articulate a methodology and/or action plan by which the project will be completed.</li> </ol>	(Formative. Required prior to implementation of the project, but not graded.)	CILO <sub>1</sub> CILO <sub>6</sub>
<p>2. <i>School Inquiry Project</i></p> <p>By completing the project, students will:</p> <ol style="list-style-type: none"> <li>Define the school's organizational context;</li> <li>Review the relevant literature;</li> <li>Articulate the aims of the project and/or nature of the inquiry;</li> <li>Delineate and justify the implementation design with reference to relevant literature;</li> <li>Identify factors that impact on project implementation with reference to original data;</li> <li>Critically reflect on the project implementation process</li> </ol>	(Summative. 100 %.)	CILO <sub>1</sub> CILO <sub>2</sub> CILO <sub>3</sub> CILO <sub>4</sub> CILO <sub>5</sub> CILO <sub>6</sub>

and its outcomes with reference to the literature.		
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## 5. Required Text(s)

No required text. Students will identify relevant literature necessary for the completion of the project.

## 6. Recommended Readings

Alan, B., Paul H., & Robert C. (2010). *Data-Enhanced Leadership*. Thousand Oaks: CA: Corwin Press.

Blankstein, A.M., Houston, P.D., Cole, R.W., Eds. (2010). *Data enhanced Leadership*. Thousand Oaks, CA: Corwin Press.

Casey, R. (2009). *Leading a Learning Organization: The Science of Working with Others*. Bloomington, Indiana: Solution Tree

Earl, L., & Katz, S. (2006). *Leading schools in a data-rich world*. Thousand Oaks, CA: Corwin Press.

Glanz, J. (1998). *Action research: An educational leader's guide to school improvement*. Norwood, MA: Christopher-Gordon Publishers.

Goldring, E. B. & Berends, M. (2009). *Leading with data: Pathways to improve your school*. Thousand Oaks, CA: Corwin Press.

Heather, Z. (2009). *Bringing School Reform to Scale: Five Award-Winning Urban Districts*. Harvard Education Press.

Hendricks, C. (2009). *Improving schools through action research: A comprehensive guide for educators (2<sup>nd</sup> Ed.)*. Upper Saddle River, NJ: Allyn & Bacon.

Kowalski, T.J. (2008). *Data-driven decisions and school leadership: Best practices for school improvement*. Boston, MA: Pearson/Allyn & Bacon.

Larry, C., Gary, L., Arthur, E., Martin, T., & Kristen, P. (2010). *Against the Odds: Insights from One District's Small School Reform*. Harvard Education Press.

Lassonde, C.A., Israel, S.E., Almasi, J.F. (2010). *Teacher collaboration for professional learning: Facilitating study, research and inquiry*. San Francisco, CA: Jossey-Bass.

Lytle, J.H. (2010). *Working for kids: Educational leadership as inquiry and invention*. Lanham, MD: Rowman & Littlefield.

Paul K. (2010). *The School Leadership Triangle: From Compliance to Innovation*. Thousand Oaks: CA: Corwin Press.

Reason, C.S. (2010). *Leading a learning organization: The science of working with others*. Thousand Oak, CA: Corwin Press.

Sagor, R. (2000). *Guiding school improvement with action research*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mills, G.E. (2011). *Action research: A guide for the teacher researcher*. Upper Saddle River,

NJ: Allyn & Bacon.

## 7. Related Web Resources

<http://www.rbs.org/Resources/National/School-Improvement/87/>

<http://www.annenberginstitute.org/>

<http://www.ed.gov/programs/nclbbrs/index.html>

<http://www.csrclearinghouse.org/>

<http://www.edreform.com/Home/>

<http://www2.ed.gov/programs/compreform/index.html>

<http://www.mcrel.org/standards-benchmarks/>

<http://www.ncrel.org/sdrs/>

## 8. Related Journals

*School Effectiveness and School Improvement*

*Journal of Educational Management, Administration and Leadership*

*Elementary School Journal*

*Journal of Educational Management, Administration and Leadership*

*Journal of Educational Administration*

*Learning Organization*

*Teachers College Record*

*Educational Leadership*

*School Leadership and Policy*

*School Leadership and Management*

## 9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.ied.edu.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## 10. Others

Nil