

## Course Outline

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### Part I

<b>Programme Title</b>	:	Executive Master of Arts in International Educational Leadership and Change
<b>Course Title</b>	:	School Improvement Institute
<b>Course code</b>	:	EDA6037/ EDA6038
<b>Department</b>	:	Education Policy and Leadership, Faculty of Education Studies
<b>Credit Points</b>	:	3.0
<b>Contact Hours</b>	:	30 contact hours
<b>Pre-requisit(s)</b> <i>(If applicable)</i>	:	None
<b>Medium of Instruction</b>	:	English
<b>Level</b>	:	6

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### Part II

#### 1. Synopsis

This is a three day long required program which targets school leaders from throughout the Asia-Pacific region. The students in the IELC program will attend this Institute for credit. The School Improvement Institute I (SII) focuses on topics of current interest that are relevant to the needs to leaders across the region. Content and specific topics therefore will be determined in response to the ever-evolving needs of leaders and will so change from year-to-year. The SII aims to put local problems faced by school leaders into a global, regional, and local perspective. A dimension of leading across cultures is infused into the SII.

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

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

- CILO<sub>1</sub> To articulate differences in leadership roles across different cultures;
- CILO<sub>2</sub> To evaluate how the management of organizations and education systems varies in different cultural settings;
- CILO<sub>3</sub> To understand similarities and differences in the strategies that leaders employ to achieve results in different cultures;

CILO<sub>4</sub> To assess the impact of globalization and international educational reform on regional, local and organizational educational change initiatives;

CILO<sub>5</sub> To develop strategies for project implementation and school improvement which effectively account for contextual factors and personnel differences.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Varies, see comment below	All	Combination of lectures, workshops, simulations, and problem-based learning exercises

The SII typically focuses on many of the topics which the students will study during the program. The SII seeks to help put local problems faced by school leaders into a global perspective. The SII is purposefully designed to be responsive to the shifting needs of leaders in the region. Typical topics at the SII may include:

- Developing leadership teams
- Leading with data
- Leading change in people and systems
- Accountability focus
- Updates on leadership for learning
- Student, classroom and school assessment
- Staff development for school improvement
- Organizational systems and change, etc.

### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
Preparation Task: Prior to arrival at the institute, all participants are expected to complete an assignment that serves to prepare them with the background information necessary to actively contribute to the institute.	20%	ALL
Participation / Group work: During the institute participants will work individually and collectively to develop presentations or displays that synthesize and	30%	ALL

apply learning from the institute to their own or simulated contexts.		
Individual Assessment: Approximately one month following the institute participants will submit an individual assessment that aims at applying institute concepts to their own context and to suggest appropriate school improvement strategies.	50%	ALL

## 5. Required Text(s)

None. Students will be encouraged to do reading in an area of particular interest. The focus of readings will relate to the focus of the Institute.

## 6. Recommended Readings (these will be adjusted according to the content/topics offered in the specific institute)

Blandford, S. & Shaw, M. (2001). The nature of international school leadership. In S. Blandford, & M. Shaw. (Eds.). *Managing international schools*, pp. 9-28. London: Routledge Falmer.

Bunnell, T. (2006). Managing the role stress of public relations practitioners in international schools. *Educational Management Administration & Policy* 34(3): 385–409.

Bunnell, T. (2008). The global growth of the International Baccalaureate Diploma Program over the first 40 years: A critical assessment. *Comparative Education*, 44(4), 409-424.

Collard, J. & Normore, A.H. (2009). *Leadership and Intercultural Dynamics*. Charlotte, NC: Information Age Publishing, Inc.

Doherty, C. (2009). The appeal of the International Baccalaureate in Australia's educational market: A curriculum of choice for mobile futures. *Discourse: Studies in the Cultural Politics of Education*, 30(1), 73-89.

Dolby, N., & Rahman, A. (2008). Research in international education. *Review of Educational Research*, 78, 676-726.

Hallinger, P., Walker, A., & Bajunid, I. (2005). Educational leadership in East Asia: Implications for education in a global society. *UCEA Review*, 1, 1-4.

Hallinger, P., Walker, A., & Lee, M. (2010). *A study of successful practices in the IB program continuum*. Asia Pacific Center for Leadership and Change, Hong Kong Institute of Education.

Hallinger, P., Walker, A., & Ahmad Bajunid, I. (2005). Educational leadership in East Asia: Implications for education in East Asia. *University Council for Educational Administration Review*, 45(1): 1-5.

Hawley, D. (1994). How long do international school heads survive? Part 1. *International Schools Journal*, 14(1), 8–21.

- Hawley, D. (1995). How long do international school heads survive? Part II. *International Schools Journal*, 14(2), 23-36.
- Hopkins, D. (2006). *Transformation and innovation: Systems leaders in the global age*. London: Specialist Schools and Academies Trust.
- Kennedy, K. J. & Lee, J. C.K. (2008). *The changing role of schools in Asian societies: Schools for the knowledge society*. London: Routledge.
- Morrison, T., Conaway, W., & Borden, G. (2006). *Kiss, Bow, or Shake Hands: How to Do Business in Sixty Countries*. New York: Adams.
- Richards, N. (2002). Professional development: an international schools' perspective, in: M. Hayden, J. Thompson and G. Walker (eds.) *International Education in Practice: Dimensions for National and International Schools*. London: Kogan Page (pp. 99–111).
- Walker, A., & Dimmock C. (2005). Leading the multi-ethnic school: Research evidence on successful practice. *The Educational Forum*, 69(3), 291-304.
- Walker, A. (forthcoming). Leadership in diverse cultures. In McGaw, B., Baker, E., & Peterson, P. (Eds.) *International encyclopedia of education*, 3rd Ed. Oxford: Elsevier.
- Walker, A., & Hallinger, P. (2007). Navigating culture and context: the principalship in east and southeast asia. In R. Maclean (Ed.) *Learning and Teaching for the Twenty-first Century: Festschrift for Professor Phillip Hughes*. UNESCO-UNEVOC and Springer: Netherlands.
- Yamato, Y., & Bray, M. (2002). Education and socio-political change: The continued growth and evolution of the international schools sector in Hong Kong. *Asia Pacific Education Review*, 3(1), 24-36.

## 7. Related Web Resources

- [kissboworshakehands.com/2008demo/](http://kissboworshakehands.com/2008demo/)
- <http://www.geert-hofstede.com/>
- [www.asiaeducation.edu.au](http://www.asiaeducation.edu.au)
- [www.seameo.org/](http://www.seameo.org/)
- [www.unescobkk.org/](http://www.unescobkk.org/)
- [www.asiasociety.org/education/index2.html](http://www.asiasociety.org/education/index2.html)

## 8. Related Journals

- International Journal of School Leadership*
- International Studies in Educational Administration*
- Journal of Educational Administration*
- Asia Pacific Journal of Education*