## Course Outline

### Part I

<table>
<thead>
<tr>
<th><strong>Programme Title</strong></th>
<th>Executive Master of Arts in International Educational Leadership and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Effective School Leadership</td>
</tr>
<tr>
<td><strong>Course code</strong></td>
<td>EDA6048</td>
</tr>
<tr>
<td><strong>Department</strong></td>
<td>Education Policy and Leadership, Faculty of Education and Human Development</td>
</tr>
<tr>
<td><strong>Credit Points</strong></td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>39</td>
</tr>
<tr>
<td><strong>Pre-requisite(s)</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><em>(If applicable)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Medium of Instruction</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Course Level</strong></td>
<td>6</td>
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</tbody>
</table>

### Part II

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course aims to encourage participants, as reflective practitioners, to consider what constitutes effective leadership in their school context and to construct their own 'theory' of educational leadership. It explores a range of established and emerging approaches and understandings of leadership, which are analyzed in relation to the assorted contexts within which leaders lead. While recognizing the importance of the principalship, the course assumes that leadership resides and operates across various levels within and outside traditional school boundaries and that teacher leadership is an important area of study.

Areas covered include the context and purpose of leadership, historical perspective on leadership, instructional, transformational and distributed forms of leadership, as well as leadership across cultures.

2. Course Intended Learning Outcomes (CILOs)

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

CILO1 Develop a supported stance of what effective leadership means in own context.
CILO2 Hone your understanding of the school leadership literature.
CILO3 Examine potential impacts of various forms of leadership on people and organizations.
CILO4 Explore ways to develop personal leadership for school improvement through reflection and justification.
CILO5 Assess leadership in own context in relation to building vision and setting direction; understanding and developing people; redesigning the organization; and managing the teaching and learning programme
CILO6 Assess the transferability of Western conceptions of leadership to the East Asian Context.
CILO7 Discuss course concepts with other IELC participants and colleagues.
# 3. Content, CILOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Purpose and Context of Leadership</strong></td>
<td>CILO1</td>
<td>Narrated and video presentations;</td>
</tr>
<tr>
<td></td>
<td>CILO2</td>
<td>Video presentation;</td>
</tr>
<tr>
<td></td>
<td>CILO3</td>
<td>Analysis of examples;</td>
</tr>
<tr>
<td></td>
<td>CILO4</td>
<td>On-line peer feedback forum;</td>
</tr>
<tr>
<td>Lesson 1 guides participants towards constructing their own leadership platform, clarifying their values and beliefs as a basis for leadership action.</td>
<td>CILO2</td>
<td>Interaction with surveys;</td>
</tr>
<tr>
<td>Lesson 2, Historic Perspectives on Leadership, assesses 4 eras in the development of leadership thought. It draws out distinctions between management and leadership, points to leadership complexity, and provides a critique to traditional approaches to leadership.</td>
<td>CILO4</td>
<td>Online discussion on interpreting leadership from an intercultural perspective.</td>
</tr>
<tr>
<td>Lesson 3, Leading in Intercultural Schools, recognizes that most IELC participants work within a cross-cultural context. This lesson provides a framework for analyzing cross-cultural leadership and considers implications for leading in inter-cultural contexts.</td>
<td>CILO1</td>
<td>Narrated and video presentations;</td>
</tr>
<tr>
<td></td>
<td>CILO2</td>
<td>Video enrichment;</td>
</tr>
<tr>
<td></td>
<td>CILO4</td>
<td>Optional readings;</td>
</tr>
<tr>
<td></td>
<td>CILO6</td>
<td>And...</td>
</tr>
<tr>
<td></td>
<td>CILO7</td>
<td>Video presentation</td>
</tr>
<tr>
<td><strong>Enacting Leadership</strong></td>
<td>CILO2</td>
<td></td>
</tr>
<tr>
<td>This unit is first to distinct concepts of leadership and management and then to discuss different forms of enacting school leadership.</td>
<td>CILO4</td>
<td></td>
</tr>
<tr>
<td>Lesson 4 points to distinctions between the concepts of management and leadership and confirms that skills from both domains are needed in organizations.</td>
<td>CILO2</td>
<td></td>
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</table>


Lesson 5 summarizes Sergiovanni’s Forces of Leadership. This framework, developed in the 1980s, has resurged in educational systems. The lesson provides an overview to technical, human, educational, symbolic, and cultural forms of leadership.

Lesson 6 explores the concept of instructional leadership and discusses the leadership strategies that contribute to instructional improvement.

Lesson 7 draws distinctions between transactional and transformational leadership, links these leadership styles to sources of power, and considers the effects of these leadership styles on schools. It delineates a model of transformational leadership and presents a rationale for this type of leadership.

Lesson 8 provides an overview of distributed leadership. It begins points towards the rationale for shared and/or distributed leadership, by making the case along instrumental and moral bases. Research into the effectiveness of distributed leadership is presented.

<table>
<thead>
<tr>
<th>CIL02</th>
<th>CIL03</th>
<th>CIL05</th>
<th>CIL07</th>
<th>Interaction with state of Victoria’s leadership framework; Apply five forces of leadership to your context</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIL02</td>
<td>CIL03</td>
<td>CIL05</td>
<td>CIL07</td>
<td>Sharing instructional strategies</td>
</tr>
<tr>
<td>CIL02</td>
<td>CIL03</td>
<td>CIL05</td>
<td>CIL07</td>
<td>Reflection on experiencing a transformational leader</td>
</tr>
<tr>
<td>CIL02</td>
<td>CIL03</td>
<td>CIL05</td>
<td>CIL07</td>
<td>Online sharing of your experiences of shared leadership</td>
</tr>
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</table>
**Optional Lessons**

This unit offers four optional lessons on understanding cross-cultural leadership, successful leadership, an alternative model of distributed leadership as well as emotional leadership.

Lesson LO1 (Optional) outlines the GLOBE Study's framework for understanding attributes of leadership and organizations across cultures by defining the study's leadership dimensions, societal clusters, and reporting its major findings in regards to leadership attributes. It guides students in reflecting on how the application of leadership theory taught in the course can be perceived differently in different socio-cultural contexts.

Lesson LO2 (Optional) considers ten claims about school leadership. These claims emerge from a series of research on what is known about effective educational leadership.

Lesson LO3 (Optional) challenges facets of distributed leadership and posits an alternative model: the principal as Boundary Rider. It posits that distributed leadership requires a strong leader.

**IB Hub**

This unit is prepared for those who are interested in applying for IB certificate. This unit contains one lesson on Effective School Leadership in IB.
4. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Connection Activities</td>
<td>20%</td>
<td>All, particular focus on: CILO7</td>
</tr>
<tr>
<td>In this course there are seven Connection Activities. Students can choose to complete four of them. These serve the purposes of promoting dialogue about participants’ various contexts, the co-construction of knowledge, and facilitating peer feedback about ideas that will inform the creation of the Leadership Platform. These activities also support the building of an international professional learning network.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Required Summative Assessment</td>
<td>50%</td>
<td>CILO1&amp;4</td>
</tr>
<tr>
<td>(a) Leadership Platform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Elective Summative Assessments</td>
<td>30%</td>
<td>All, particular focus on: CILO2&amp;4, CILO2&amp;3, CILO2&amp;4</td>
</tr>
<tr>
<td>(Participants choose to complete one of):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Position paper on leadership versus management</td>
<td></td>
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<tr>
<td>(b) Fictional case study of a transformational leader</td>
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<tr>
<td>(c) Mapping leadership distribution in own school</td>
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</tbody>
</table>

5. Required Text(s)

Nil

6. Recommended Readings

Students select readings based on areas of interest and selected summative assessments.

Theme A: Purpose and Context of Leadership

L1 Leadership Platform

Recommended readings


**Readings for further inquiry**


**L2 Historical Perspectives on Leadership**

**Recommended readings**


**Readings for further inquiry**


**L3 Leading Intercultural Schools**

**Recommended readings**


**Readings for further inquiry**

Bates, R. (2006). Culture and leadership in educational administration: A historical study of what was and what might have been. *Journal of educational administration and history, 38*(2), 155-168.


**Theme B: Enacting Leadership**

**Lesson 04 Leadership and Management**

**Recommended readings**


**Readings for further inquiry**


**Lesson 05 Forces and Frames of Leadership**

**Recommended readings**


**Readings for further inquiry**


**Lesson 06 Instructional leadership**

**Recommended readings**


**Readings for further inquiry**


**Lesson 07 Transformational leadership**

**Recommended readings**


**Readings for further inquiry**


Lesson 08 Distributed leadership

Recommended readings


Readings for further inquiry


Theme C: Optional Lessons

Optional lesson 01 Globe study


**Optional lesson 02 Ten strong claims**


Optional lesson 03 The strong among the shared leader as boundary rider


Theme D: IB lesson


7. Related Web Resources


8. Related Journals

Nil

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.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others