

Course Outline

Part I

Programme Title	: Executive Master of Arts in International Educational Leadership and Change
Course Title	: Leading Learning Organizations
Course code	: EDA 6005
Department	: Education Policy and Leadership, Faculty of Education and Human Development
Credit Points	: 3.0
Contact Hours	: 39
Pre-requisit(s) (If applicable)	: Completion Effective Educational Leadership
Medium of Instruction	: English
Level	: 6

Part II

1. Synopsis

School leaders today must not only be able to fulfill roles as managers of the school but also as instructional leaders, or leaders of learning. In varied national contexts including the USA, UK, Canada and Hong Kong, school leaders increasingly operate in accountability-driven systems that place a strong focus on student learning results. While international schools operate in a very different policy context, they also face high expectations from school boards and other stakeholders for high performance among their students.

This course links explicitly on other courses in the IELC (e.g., OD, Effective Leadership, Leading Change) by focusing specifically on how leaders contribute to and facilitate improved learning in schools. The course first introduces students to their role as a leader of learning. A foundation for enacting this role involves firming up your knowledge base concerning leadership, teaching and learning. In order to accomplish this we employ *Improving Student Success*, a problem-based, computer simulation. The simulation enables school leaders to refine their ability to apply an empirically validated knowledge base in school improvement. The simulation is based on five decades of research on learning in schools. Through the

simulation students will synthesize theoretical principles of organizational change with a substantive knowledge base concerning factors that promote learning in classrooms, schools, the home and community.

Following use of the simulation, the course introduces students to selected skills in reading research in the field. These skills are then applied in a small-scale review of the literature in general schools and/or International Baccalaureate schools that each student will conduct on a topic related to the course goals. Finally, we examine in greater detail the role of the instructional leader and consider how we can individually and collectively build the capacity to enact this role in schools.

2. Course Intended Learning Outcomes (CILOs)

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

CILO1 Know and apply the empirical knowledge base on alterable factors that impact the improvement of teaching and learning to problems of practice in schools,

CILO2 Develop and apply evidence-based strategies for school improvement,

CILO3 Understand the role of instructional leaders and identify means of developing the capacity to lead learning in schools,

CILO4 Analyze research studies and synthesize findings for the purpose of guiding the improvement of practice.

CILO5 Evaluate the use and limitations of research as a tool for the improvement of practice.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<p><u>Lesson 1: Course goals; introduce/play ISS simulation</u></p> <p>This lesson provides a general overview of the course, a rationale for its content, its learning outcomes and assessment strategies. The lesson continues to introduce the research basis for strategies that impact on school improvement and provides a context for engaging in the simulation. This includes an overview of ten</p>	<p><i>CILO_{1,2}</i></p>	<p>Post results form first two attempts on discussion board. Identify most impactful interventions; identify 3 synergies encountered.</p>

<p>general approaches to school improvement. You will notice that the bulk of these approaches relate directly to instructional leadership.</p>		
<p><u>Lesson 2: Improving Student Success simulation: Play and debrief ISS simulation</u> Principles that underlay successful school improvement through improving student learning are delved into here. The lesson explains the change theories that underpin the simulation and other strategic hints. These may be helpful in devising effective change strategies for the simulation and also for your own work context.</p>	<i>CILO_{1,2}</i>	Track strategies, sequences, synergies and surprises. Share with colleagues. Share 2 principles underlying improvement and the most important learning gained from the simulation.
<p><u>Lesson 3: ISS Simulation</u> Lecture and individually analyze simulation strategy to elicit principles and leadership implications.</p>	<i>CILO_{1,2,3}</i>	Strategy analysis
<p><u>Lesson 4: Literature Review 1</u> Lecture and online forum on purposes and approaches of literature review.</p>	<i>CILO_{1,4,5}</i>	Prospectus of an intervention to review.
<p><u>Lesson 5: Literature Review 2</u> Lecture and individual study in analyzing and synthesizing research findings. This lesson explores how to read and evaluate research reports and to interpret findings that can be used to guide your practice as an instructional leader. Your review should provide a map of the intellectual territory in which you are working, and this lesson will help you to accomplish that aim. The requirements for the required summative assessment are elaborated on at the end of the lesson.</p>	<i>CILO_{1,4,5}</i>	Conduct a research synthesis and write a knowledge spike.
<p><u>Lesson 6: Leadership Skills: Evidence Based Practice</u> This lesson focuses on how school leaders use evidence based practice to improve student learning outcomes. You will be challenged to reflect on what instructional leadership skills or capabilities are needed to promote or use</p>	<i>CILO_{3,4,5}</i>	Conduct a research synthesis and write a knowledge spike.

<p>evidence, and also to examine how evidence is used in your context.</p> <p>The lesson will briefly look at the transition from process based, to outcomes based to evidence based practice in education. Educative leadership questions (such as moral, ethical issues) may arise about the use of evidence based practice in schools.</p>		
<p><u>Lesson 7: Instructional leadership evolution</u></p> <p>This lesson takes a retrospective vantage to examine how our understanding of instructional leadership has developed since the 1960s. This view will help us to understand the basis for our current understanding of what it means to be an instructional leader in different contexts and the "state-of-the-art" of how leaders contribute to learning.</p>	<p><i>CILO</i>_{3,4,5}</p>	<p>Post the strongest and weakest out of 10 instructional leadership functions and indicate their effects on discussion board.</p>
<p><u>Lesson 8: Instructional leadership time</u></p> <p>Here we look most explicit at common barriers to enacting instructional leadership: time, capacity, and role sustainability. You will be given the opportunity to think about your own barriers to instructional leadership, how they impact on results, and challenges you need to overcome in hurdling these barriers. Several strategies are recommended for your consideration.</p>	<p><i>CILO</i>_{3,4,5}</p>	<p>Post two key barriers and two steps to enact an instructional leadership role on discussion board.</p>
<p><u>Lesson 9 (Optional): Study of IB Instructional Leadership</u></p> <p>This lesson looks at leadership strategies and practices for program transition used by International Baccalaureate schools in the Asia-Pacific region that promote positive student outcomes.</p>	<p><i>CILO</i>_{1,4,5}</p>	<p>Post your reaction to this lesson on discussion board. Identify features, issues, and solutions of instructional leadership which are relevant to the IB school context.</p>
<p><u>Lesson 10 (IB Optional): Leading an IB PYP Learning Organisation</u></p> <p>This lesson considers a PYP school as a community of learners including and influenced</p>	<p><i>CILO</i>_{1,4,5}</p>	<p>Conduct a research synthesis and write a knowledge spike.</p>

by the pedagogical leadership. This view helps us to understand the value of professional collaboration and consider how a leader can impact upon professional collaboration. Reflections on the leadership capabilities are necessary in an IB PYP school and in particular, the distributed leadership model.		
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Lesson	Lesson/Activity	CLIOs	Assessment
1	Course goals and introduce/play ISS simulation	1, 2	Connection Activity #1
2	Play and debrief ISS simulation	1,2	Connection Activity #2
3	Lecture and individually analyze simulation strategy to elicit principles and leadership implications	1, 2, 3	Assessment: Strategy analysis
4	Literature review: Lecture and online forum on purposes and approaches of literature review	1, 4, 5	Connection Activity #3
5	Literature review: Lecture and directed individual study in analyzing and synthesizing research findings	1, 4, 5	Assessment: Research Synthesis & Knowledge Spike
6	Online lecture: Leadership skills: Evidence based practice	3,4,5	Assessment: Research Synthesis & Knowledge Spike
7	Online lecture with video examples of instructional leadership role and practice; optional self-assessment	3,4,5	Connection Activity #4
8	Online lecture with video examples on building capacity for instructional leadership	3,4,5	Connection Activity #5
9	Online lecture (IB optional): study of IB distributed leadership	2, 3, 4	Connection Activity #6 submit template
10	Online lecture (IB optional): Leading an IB PYP learning organisation	3,4,5	Assessment: Research Synthesis & Knowledge Spike

This module is organized around a problem-based computer simulation, *Improving Student Success*. This is based on five decades of research on successful teaching, learning and school improvement.

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
<p>1. <i>Connection Activities</i></p> <p>a. Students are expected to participate in a series of required connection activities during the course.</p> <p>b. Students will complete at 4 of the specified connection</p>	<p>20% of total course grade</p>	<p>1, 2, 3, 4, 5</p>

activities included in the lessons.		
<p>2. <i>2a) School Improvement Strategy Analysis</i></p> <p>a. Student <i>teams</i> will complete a strategic analysis of the strategy they use in the <i>Improving Student Success</i> simulation.</p> <p>b. In this analysis students will apply concepts from class discussions and readings to develop strategic implementation plans for school improvement based on the simulation.</p> <p>c. The grade for this assignment will be based on the specified rubric which focuses on the quality of the student's analysis.</p> <p>d. The strategy analysis assesses the student's ability:</p> <p>a. to formulate, describe and analyze the strengths and weaknesses of their strategy for school improvement in the simulation</p> <p>b. describe the implications for leading learning,</p> <p>c. describe implications for using research to improve practice.</p>	<p><i>30% of total course grade;</i></p>	<p>1, 2,</p> <p>3</p> <p>5</p>
<p><i>2b) Simulation Result</i></p> <p>Each student will submit a strategy sheet showing their best score on a simulation session.</p>	<p><i>15% of total course grade</i></p>	<p>1, 2, 3</p>
<p>3. <i>Research Synthesis/Knowledge Spike</i></p> <p>Students will complete a maximum of 750 words synthesis of research on a specific 'alterable factor' that either directly or indirectly impacts student learning (e.g., teacher expectations, leadership, goal-setting, peer tutoring etc.).</p>	<p><i>35% of total course grade</i></p>	<p>1, 4, 5</p>

5. Required Text

NIL

6. Recommended Readings

Theme 1 - Simulation

L1 & 2: Improving Student Success

- Day, C. Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., & Brown, E. (2010). *10 strong claims about successful school leadership*. Nottingham, England: National College for Leadership of Schools and Children's Services.
- Day, C., Sammons, P., Harris, A., Hopkins, D., Leithwood, K., Gu, Q., Penlington, C., Mehta, P., & Kington, A. (2007). The impact of school leadership on pupil outcomes. DfES Interim Report (Year 1). London: Department for Children, Schools and Families.
- Fullan, M. (2006). *Leading in Culture of Change* [PDF document]. Retrieved from [http://www.bing.com/search?FORM=U218DF&PC=U218&q=Fullan,+M.+\(2006\).+Leading+in+Culture+of+Change+%5BPDF+document%5D.&src=IE-SearchBox](http://www.bing.com/search?FORM=U218DF&PC=U218&q=Fullan,+M.+(2006).+Leading+in+Culture+of+Change+%5BPDF+document%5D.&src=IE-SearchBox)
- Fullan, M. (2007). *Leading in a culture of change* (Rev. ed.). San Francisco: Jossey-Bass.
- Hallinger, P., & McCary, C. E. (1990, November). Developing the Strategic Thinking of Instructional Leaders. *The Elementary School Journal*, 91(2), 89-108.
- Hallinger, P. (2003, November). Leading Educational Change: reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329 - 352.
- Hattie, J. (2011). *Visible learning for teachers: Maximizing impact on learning*. Oxon, UK: Routledge.
- Hawley, W. D., Rosenholtz, S., Goodstein, H. J., & Hasselbring, T. (1984, Summer). Good Schools: What Research Says about Improving Student Achievement. *Peabody Journal of Education*, 61(4), iii-vi+1-178.
- Louis, K., Leithwood, K., Wahlstrom, K., Anderson, S., & Mascall, B. (2009). Learning from leadership: Investigating the links to student achievement: Final report of research to the Wallace Foundation. New York, Wallace Foundation.
- Mulford, B. D., & Silins, H. (2003). Leadership for organisational learning and improved student outcomes-What do we know? *Cambridge Journal of Education*, 33(2), 175-195

L3: Principles of Successful School Improvement

- Barth, R. S., Harris, A., & Hopkins, D. (2002, May). The Culture Builder. *Educational Leadership*, 59(8), 6-11.

- DeChurch, L. A., Hiller, N. J., Murase, T., Doty, D., & Salas, E. (2010). Leadership across levels: Levels of leaders and their levels of impact. *Leadership Quarterly*, 21(6), 1069-1085.
- Fullan, M. S., Harris, A., & Hopkins, D. (2002, May). The Change. *Educational Leadership*, 16-20.
- Ghamrawi, N. (2011). Trust me. Your school can do better-A message from teachers to principals. *Educational Management Administration & Leadership*, 39(3), 333-348.
- Gu, Q., Sammons, P., & Mehta, P. (2008). Leadership characteristics and practices in schools with different effectiveness and improvement profiles. *School Leadership and Management*, 28(1), 43-64.
- Kwan, P., & Walker, A. (2009). Vice-principalship in Hong Kong: Aspirations, competencies, and satisfaction. *School Effectiveness and School Improvement* 19(1), 73-97.
- Leithwood, K., Harris, A., & Hopkins, D. (2008, February). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42.
- Ng, S. W. & Szeto, E. (2015). Preparing school leaders: The professional development needs of newly appointed principals. *Educational Management, Administration & Leadership*.
- Ng, S. W., & Chan, Y. F. (2014). Aspiring principals' perceptions of applicability of acquired leadership capacities in the school context. *International Studies in Educational Administration*, 42(3), 45-61.
- Ng, S. W., & Chan, T. M. K. (2014). Continuing professional development for middle leaders in primary schools in Hong Kong. *Journal of Educational Administration*, 52(6), 869-886.
- Walker, A., & Ko, J. (2011). Principal leadership in an era of accountability: A perspective from the Hong Kong context. *School Leadership and Management: Formerly School Organisation*, 31(4), 369-392.
- Walker, A., & Kwan, P. (2009). Linking professional, school, demographic and motivational factors to desire for principalship. *Educational Administration Quarterly*, 45(4), 590-615.

Theme 2 - Literature Review

L4-5: Lit Review

- Hallinger, P. (1998). Exploring the Principal's Contribution to School Effectiveness: 1980-1995. *School Effectiveness and School Improvement*, 9(2), 157-191.
- Hallinger, P. (2013). A conceptual framework for systematic reviews of research in educational leadership and management. *Journal of Educational Administration*, 51(2), 126-149.

- Hallinger, P., & Chen, J. (2014). Review of research on educational leadership and management in Asia: A comparative analysis of research topics and methods, 1995-2012. *Educational Management, Administration and Leadership*. doi:10.1177/1741143214535744
- Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48(3), 387-423.
- Poulson, L., & Wallace, M. (2004). Designing and writing about research: developing a critical frame of mind. In *Learning to Read Critically in Teaching and Learning* (pp. 39-62).
- Poulson, L., & Wallace, M. (2004). Critical reading for self-critical writing. In *Learning to Read Critically in Teaching and Learning* (pp. 3-38).

Theme 3 - Instructional Leadership

L6: Evidence Based Practice

- ACT Department of Education and Training (2007). *Teachers and School Leaders: making a difference through Evidence Based Practice*. A Research Paper for ACT Schools. ACT: Canberra.
- Hui, A.C.F., Mak, J., Wong, S.M., Fu, M., Wong, K.S., Kay, R. (2000). The practice of evidence-based medicine in an acute medical ward: retrospective study. *Hong Kong Medical Journal* 6(4), 343-8.
- Bruniges, M. (2005). *An evidence-based approach to teaching and learning*. Research Conference Papers. Melbourne: ACER. From http://www.acer.edu.au/workshops/documents/Proceedings_000.pdf.
- Coburn, C. E., & Talbert, J. E. (2006). Conceptions of evidence use in school districts: Mapping the terrain. *American Journal of Education*, 112, 469-495.
- Hattie, J. (2005) *What is the nature of evidence that makes a difference to learning?* Conference Papers. Melbourne: ACER. From http://www.acer.edu.au/workshops/documents/Proceedings_000.pdf.
- Masters, G. (2005) Closing address to the ACER research conference: using data to support learning (unpublished) in ACT DET (2007) ACT Department of Education and Training (2007) *Teachers and School Leaders: making a difference through Evidence Based Practice*. A Research Paper for ACT Schools. ACT: Canberra.
- Rowe, K. (2006). Effective teaching practices for students with and without learning difficulties: Issues and implications surrounding key findings and recommendations from the National Inquiry into the Teaching of Literacy. *Australian Journal of Learning Disabilities*, 11(3), 99-115.

- Rowe, K.J. (Chair) (2005). *Teaching reading: Report and recommendations. Report of the Committee for the National Inquiry into the Teaching of Literacy*. Canberra, ACT: Australian Government Department of Education, Science and Training. Available for download from <http://www.dest.gov.au/nitl/report.htm>.
- Stanovich, P. J., & Stanovich, K. E. (2003). *Using research and reason in education: How teachers can use scientifically based research to make curricular instructional decisions*. Washington, DC: The Partnership for Reading.

L7: Evolution

- Dwyer, D. C. (1985, Fall). Understanding the Principal's Contribution to Instruction. *Peabody Journal of Education*, 63(1), 3-18.
- Edmonds, R. (1979, October). Effective Schools for the Urban Poor. *Educational Leadership*, 37(1), 15-18,20-24.
- Hallinger, P., & Heck, R. H. (2010, April). Collaborative leadership and school improvement: understanding the impact on school capacity and student learning. *School Leadership and Management*, 30(2), 95-110.
- Hallinger, P., & Murphy, J. (1985, November). Assessing the Instructional Management Behavior of Principals. *The Elementary School Journal*, 86(2), 217-247.
- Hallinger, P. (2003, November). Leading Educational Change: reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-352.
- Hallinger, P. (2011). Leadership for learning: lessons from 40 years of empirical research. *Journal of Educational*, 49(2), 125-142.
- Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112-129.
- Marks, H. M., & Printy, S. M. (2003, August). Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership. *Educational Administration Quarterly*, 39(3), 370-397.
- May, H., & Supovitz, J. A. (2011, April). The Scope of Principal Efforts to Improve Instruction. *Educational Administration Quarterly*, 47(2), 332-352.
- Day, C., Sammons, P., Hopkins, D., Leithwood, K., & Kington, A. (2008, February). Research into the impact of school leadership on pupil outcomes: policy and research contexts. *School Leadership and Management*, 28(1), 5-25.
- Fullan, M. (1998, April). Leadership for the 21st Century: Breaking the Bonds of Dependency. *Educational Leadership*, 55(7), 6-10.

- Hallinger, P., & Heck, R. H. (2010, April). Collaborative leadership and school improvement: understanding the impact on school capacity and student learning. *School Leadership and Management*, 30(2), 95-110.
- Hallinger, P. (2011). Leadership for learning: lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125-142.
- March, J. G. (1978, February). American Public School Administration: A Short Analysis. *The School Review*, 86(2), 217-250.
- Marks, H. M., & Printy, S. M. (2003, August). Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership. *Educational Administration Quarterly*, 39(3), 370-397.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008, December). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Educational Administration Quarterly*, 44(5), 635-674.
- Saphier, J., & King, M. (1985, March). Good Seeds Grow in Strong Cultures. *Educational Leadership*, 42(6), 67-74.
- Southworth, G. (2002). Instructional Leadership in Schools: reflections and empirical evidence. *School Leadership & Management*, 22(1), 73-91.
- Spillane, J. P., Camburn, E. M., & Pareja, A. S. (2007, February). Taking a Distributed Perspective to the School Principal's Workday. *Leadership and Policy in Schools*, 6(1), 103-125.

L8: Time

- Duke, D. (1988). Cuban, L. (1988). *In The Managerial Imperative and the Practice of Leadership in Schools*. (L. Cuban, Ed.). State University of New York Press.
- Day, C., Sammons, P., Hopkins, D., Leithwood, K., & Kington, A. (2008, February). Research into the impact of school leadership on pupil outcomes: policy and research contexts. *School Leadership and Management*, 28(1), 5-25.
- Dwyer, D. C. (1985, Fall). Understanding the Principal's Contribution to Instruction. *Peabody Journal of Education*, 63(1), 3-18.
- Hallinger, P., & Heck, R. H. (2010, April). Collaborative leadership and school improvement: understanding the impact on school capacity and student learning. *School Leadership and Management*, 30(2), 95-110.
- Marshall, K. (2003, May). Recovering from HSPS (Hyperactive Superficial Principal Syndrome): A Progress Report. *Phi Delta Kappan*, 84(9), 701-709.
- May, H., & Supovitz, J. A. (2011, April). The Scope of Principal Efforts to Improve Instruction. *Educational Administration Quarterly*, 47(2), 332-352.

Spillane, J. P., Camburn, E. M., & Pareja, A. S. (2007, February). Taking a Distributed Perspective to the School Principal's Workday. *Leadership and Policy in Schools*,6(1), 103-125.

Theme 4 - IB

L 9 & 10: IB Study

Hallinger, P. (2011). Leadership for learning: lessons from 40 years of empirical research. *Journal of Educational Administration*, 49(2), 125-142.

Hallinger, P., & Heck, R. H. (2011). Exploring the journey of school improvement: classifying and analyzing patterns of change in school improvement processes and learning outcomes. *School Effectiveness and School Improvement*, 22(1), 1-27.

7. Related Journals

- *School Effectiveness and School Improvement*
- *Educational Administration Quarterly*
- *Leadership Quarterly*
- *Journal of Organizational Change Management*
- *Journal of Organizational Change*
- *Journal of Educational Administration*
- *Journal of Applied Behavioral Science*
- *Learning Organization*

8. Related Websites

- www.infed.org/biblio/learning-organization.htm
- www.changeeducation.com/
- leeds-faculty.colorado.edu/larsenk/learnorg.html
- <http://practicaltheory.org>
- www.learning-org.com/www.transformedu.org/
- www.solonline.org/
- www.fieldbook.com/http://www.ncrel.org/sdrs/
- www.schoolimprovement.com/
- www.tda.gov.uk/remodelling/extendedschools/sipf2.aspx
- www.annenberginstitute.org/tools/
- www.mcrel.org
- www.nwrel.org

- www.ioe.ac.uk/
- www.icsei.net