

**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

<b>Programme Title</b>	<b>: Doctor of Education</b>
<b>Programme QF Level</b>	<b>: 7</b>
<b>Course Title</b>	<b>: Educational Leadership: Theory, Research, and Practice</b>
<b>Course Code</b>	<b>: EDA7084</b>
<b>Department</b>	<b>: Department of Education Policy and Leadership</b>
<b>Credit Points</b>	<b>: 3</b>
<b>Contact Hours</b>	<b>: 15 – 24 hours (Blended learning)</b>
<b>Pre-requisite(s)</b>	<b>: Nil</b>
<b>Medium of Instruction</b>	<b>: English</b>
<b>Course Level</b>	<b>: 7</b>

**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"):

1. Professional Excellence;
2. Ethical Responsibility; &
3. 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 is to help experienced professionals to gain high levels of practical as well as theoretical understanding of educational leadership research. This course explores underlying theories, impactful research and core practices in the field of educational leadership. This course is organized under the dominant categories of who, what, and how of educational leadership. Specifically, the question ‘who’ concerns the different levels of leaders in the education sector; ‘what’ explores the major leadership styles prevalent at different historical stages and ‘how’ refers to the core leadership practices. Participants will be guided to employ an analytical and critical perspectives to understand prevalent approaches used in educational leadership research. This course will better equip participants with advanced skills and knowledge necessary for evaluating as well as conducting theoretical inquiry and research in the area of educational leadership.

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

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

- CILO<sub>1</sub> Describe prevalent approaches used in educational leadership research.
- CILO<sub>2</sub> Configure key educational leadership frameworks in terms of who, what, and how.
- CILO<sub>3</sub> Relate methodological foundations with educational leadership research.
- CILO<sub>4</sub> Formulate their own research proposals into relevant educational leadership and management issues.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
<p><b>Who</b> are educational leaders and related theoretical angles</p> <ul style="list-style-type: none"> <li>• School principals (principal leadership)</li> <li>• Middle-level leaders (e.g., middle-level leadership, team leadership)</li> <li>• Teacher leaders (teacher leadership)</li> <li>• Others (superintendence, cross-school leadership)</li> </ul>	CILO <sub>1,2</sub>	Lecture, readings, case study, individual critique, group discussion
<p><b>What</b> are major leadership styles</p> <ul style="list-style-type: none"> <li>• Instructional and learning-centred leadership</li> <li>• Transactional and transformational leadership</li> <li>• Distributed and shared leadership</li> <li>• Strategic leadership</li> </ul>	CILO <sub>1,2,3</sub>	Individual critique, class presentation, video, case study
<p><b>How</b> to enact leadership practices:</p> <ul style="list-style-type: none"> <li>• Setting directions</li> <li>• Developing teachers</li> <li>• Managing instruction and curriculum</li> <li>• Redesigning organization</li> </ul>	CILO <sub>1,2,3</sub>	Lecture, readings, case study, individual critique, group discussion

Leading schools in a change context <ul style="list-style-type: none"> <li>• The intercultural and increasingly complex context</li> <li>• ‘Who’, ‘what’ and ‘how’: Future trends</li> </ul>	CILO <sub>1,2,3,4</sub>	Lecture, readings, individual critique, group discussion
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#### 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
<b>Individual Presentation of an Educational Leadership Study</b> Class participants each pick a topic of interest and present an empirical research article on educational leadership in a critical fashion	20	CILO <sub>1,2,3,4</sub>
<b>Meeting Observation Notes</b> Observe a no less than 30 minutes school management meeting, apply the concepts and frameworks in educational leadership research, and write up a 1000-word observation notes.	30	CILO <sub>1,2,3,4</sub>
<b>A Conceptual Paper</b> Select a focus of interest from the observation notes, write a 3000- word conceptual paper. The paper should include methodological, epistemological and rationality analyses of theory and research on a key concept in educational leadership.	50	CILO <sub>1,2,3,4</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

Avolio, B. J., Reichard, R.J., Hannah, S.T., Walumba, F.O., & Chan, A, (2009). A meta-analytic review of leadership impact research: Experimental and quasi-experimental studies. *Leadership Quarterly*, 20(5), 764-784.

Boote, D.N. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.

Cheng, Y. C., & Walker, A. (2008). When reform hits reality: The bottleneck effect in Hong Kong primary schools. *School Leadership and Management*, 28(5), 505-521.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)*. Sage publications.

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.

Dimmock, C., & Walker, A. (2000). Developing comparative and international educational leadership and management: A cross-cultural model. *School Leadership & Management*, 20(2), 143-160.

Guo, W., Lu, J., & Qian, H. (2018). Principal Instructional Leadership: Chinese PIMRS Development and Validation. *Chinese Education & Society*, 51(5), 337-358.

Guo, W., & Lu, J. (2018). Assessing Instructional Leadership from Two Mindsets in China: Power Distance as a Moderator. *Educational Assessment, Evaluation and Accountability*, 30(4), 433-455.

Heck, R. H., Larson, T., & Marcoulides, G. (1990). Instructional Leadership and School Achievement: Validation of a Causal Model. *Educational Administration Quarterly*, 26, 94-125

Hallinger, P. (2011). A review of three decades of doctoral studies using the Principal Instructional Management Rating Scale: A lens on methodological progress in educational leadership. *Educational Administration Quarterly*, 47(2), 271-306.

Hallinger, P., & Heck, R. H. (1996). Reassessing the Principal's Role in School Effectiveness: A Review of Empirical Research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44.

Hallinger, P. & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995). *School Effectiveness and School Improvement*, 9(2), 157-191.

Hallinger, P. (2013). Reviewing Reviews of Research in Educational Leadership: An empirical assessment. *Educational Administration Quarterly*. Published online before print October 23, 2013, doi: 10.1177/0013161X13506594

Hart, C. (1998). *Doing a literature review: releasing the social science research imagination*, Sage, London.

Leithwood, K., & Mascal, B. (2008). Collective Leadership Effects on Student Achievement. *Educational Administration Quarterly*, 44, 529-561.

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.

Lu, J., & Hallinger, P. (2018). A mirroring process: from school management team cooperation to teacher collaboration. *Leadership and Policy in Schools*. 17(2), 238-263. Lu, J., Jiang, X., Yu, H., & Li, D. (2015). Building collaborative structures for teachers' autonomy

and self-efficacy: the mediating role of participative management and learning culture. *School Effectiveness and School Improvement*, 26(2), 240-257.

Marks, H.M., & Printy, S. M. (2003). Principal Leadership and School Performance: An Integration of Transformational and Instructional Approaches. *Educational Administration Quarterly*, 39(3), 370-397.

Morgan, D. L. (2007). Paradigms lost and pragmatism regained methodological implications of combining qualitative and quantitative methods. *Journal of mixed methods research*, 1(1), 48-76.

Podsakoff, P., MacKenzie, S., Lee, J., & Podsakoff, N. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879-903.

Qian, H., & Walker, A. (2011). Leadership for learning in China: The political and policy context. In *International handbook of leadership for learning* (pp. 209-223). Springer Netherlands.

Qian, H., Walker, A., & Li, X. (2017). The west wind vs the east wind: instructional leadership model in China. *Journal of Educational Administration*, 55(2), 186-206.

Qian, H, Walker, A., & Yang, X. (2017). Building and leading a learning culture among teachers: A case study of a Shanghai primary school. *Educational Management, Administration & Leadership*, 45(1), 101-122.

Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: an analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44 (5), 635-674.

Somech, A., & Bogler, R. (2002). Antecedents and Consequences of Teacher Organizational and Professional Commitment. *Educational Administration Quarterly*, 38, 555-577.

Somech, A., & Wenderow, M. (2006). The impact of participative and directive leadership on teachers' performance: the intervening effects of job structuring, decision domain, and leader-member exchange. *Educational Administrative Quarterly*, 42(5), 746-772.

Barnes, C.A., Camburn, E., Sanders, B.R. & Sebastian, J. (2010). Developing instructional leaders: using mixed methods to explore the black box of planned change in principals' professional practice. *Educational Administration Quarterly*, 46(2), 241-279.

Spillane, J. P., & Hunt, B. (2010). Days of their lives: A mixed-methods, descriptive analysis of the men and women at work in the principal's office. *Journal of Curriculum Studies*, 42(3), 293-331.

Spillane, J. P., Pareja, A. S., Dorner, L., Barnes, C., May, H., Huff, J., & Camburn, E. (2010). Mixing methods in randomized controlled trials (RCTs): Validation, contextualization,

triangulation, and control. *Educational Assessment, Evaluation and Accountability*, 22(1), 5-28.

Walker, A., & Dimmock, C. (2000). Mapping the way ahead: leading educational leadership into the globalised world. *School Leadership & Management*, 20(2), 227-233.

Walker, A., Hu, R., & Qian, H. (2012). Principal leadership in China: An initial review. *School Effectiveness and School Improvement*, 23(4), 369-399.

Walker, A., & Qian, H. (2015). Review of research on school principal leadership in mainland China, 1998-2013: Continuity and change. *Journal of Educational Administration*, 53(4), 467-491.

## **7. Related Web Resources**

Nil

## **8. Related Journals**

### ***Educational Journals***

#### **Core**

Education Administration Quarterly (EAQ)

Journal of Educational Administration (JEA)

Educational Management Administration & Leadership (EMAL)

International Journal of Leadership in Education (IJLE)

International Journal of Educational Management (IJEM)

Leadership and Policy in Schools (LPS)

School Leadership and Management (SLAM)

School Effectiveness and School Improvement (SESI)

### ***Organizational Journals***

Academy of Management Journal

Administrative Science Quarterly

Journal of Applied Psychology

Leadership Quarterly

## **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**

**Nil**