

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education and Research Postgraduate Programmes
Programme QF Level	: 7
Course Title	: Educational Leadership: Theory, Research, and Practice
Course Code	: EDA7084
Department	: Department of Education Policy and Leadership
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 7

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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:

- CILO₁ Describe prevalent approaches used in educational leadership research.
- CILO₂ Configure key educational leadership frameworks in terms of who, what, and how.
- CILO₃ Relate methodological foundations with educational leadership research.
- CILO₄ 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
Research traditions of school leadership <ul style="list-style-type: none"> • The acquisition of reliable knowledge in school leadership • The qualitative and quantitative research traditions in school leadership 	CILO _{1,3,4}	Lecture Readings Case study Individual critique and/or Group discussion
Who are educational leaders and related theoretical angles <ul style="list-style-type: none"> • School principals (principal leadership) • Middle-level leaders (e.g., middle-level leadership, team leadership) • Teacher leaders (teacher leadership) • Others (superintendence, cross-school leadership) 	CILO _{1,2}	Lecture Readings Case study Individual critique and/or Group discussion
What are major leadership styles <ul style="list-style-type: none"> • Instructional and learning-centred leadership • Transactional and transformational leadership 	CILO _{1,2,3}	Individual critique Self Study

<ul style="list-style-type: none"> • Distributed and shared leadership • Strategic leadership 		Class presentations
How to enact leadership practices <ul style="list-style-type: none"> • Setting directions • Developing teachers • Managing instruction and curriculum • Redesigning organization 	CILO _{1,2,3}	Lecture Readings Case study Individual critique and/or Group discussion
Leading schools in a change context <ul style="list-style-type: none"> • The intercultural and increasingly complex context • ‘Who’, ‘what’ and ‘how’: Future trends 	CILO _{1,2,3,4}	Lecture Readings Individual critique and/or Group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
<p>(a) Conceptual paper</p> <p>Select a leadership concept (e.g., instructional leadership, transformational leadership, teacher leadership, leadership development, etc.), and conduct a literature review, paying attention to the theoretical background, various understandings, and conceptual development over the years.</p> <p>Paper length: 1500 words including abstract, tables, or figures (excluding references).</p>	20	CILO _{1,2,3,4}
<p>(b) Individual presentation of empirical articles</p> <p>You will be assigned to one of the concepts related to weeks 6-9. Choose two empirical research articles related to your assigned concept. Articles should be based on empirical data (qualitative, quantitative, mixed methods, etc.). Present them in a critical fashion, emphasizing similarities/differences regarding the conceptual frameworks, methodological designs, and findings. You also need to facilitate a discussion based on the selected articles in the classroom.</p> <p>Presentation & Discussion: Max. 30 minutes for each participant, depending on the number of presenters in the same week.</p>	30	CILO _{1,2,3,4}

<p>(c) Final report with small-scale research</p> <p>Conduct a small-scale pilot for your proposed study by interviewing or shadowing 2-3 leaders, conducting a school observation (meetings, building/classroom environment, etc.), or using a scale to collect data from 10-15 teachers/leaders. Write a methodology section outlining your approach and the steps, summarize your findings, and add a short conclusion. You will combine these with your revised/updated conceptual paper and submit it as a final report.</p> <p>Paper length: A 3000-word report in total, including the conceptual part (excluding references).</p>	50	CILO _{1,2,3,4}
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5. Required Text(s)

Nil

6. Recommended Readings

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

Gumus, S., Bellibas, M. S., Esen, M., & Gumus, E. (2018). A systematic review of studies on leadership models in educational research from 1980 to 2014. *Educational Management Administration & Leadership*, 46(1), 25-48.

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.

Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational management administration & leadership*, 46(1), 5-24.

Mifsud, D. (2024). A systematic review of school distributed leadership: Exploring research purposes, concepts and approaches in the field between 2010 and 2022. *Journal of Educational Administration and History*, 56(2), 154-179.

Nguyen, D., Harris, A., & Ng, D. (2020). A review of the empirical research on teacher leadership (2003–2017) Evidence, patterns and implications. *Journal of Educational Administration*, 58(1), 60-80.

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School leadership & management*, 40(1), 5-22.

Tang, J., Bryant, D. A., & Walker, A. D. (2023). In search of the middle influence: how middle leaders support teachers' professional learning. *Educational Research*, 65(4), 444-461.

Walker, A., & Qian, H. (2022). Developing a model of instructional leadership in China. *Compare: A Journal of Comparative and International Education*, 52(1), 147-167.

Yukl, G. (2020). Nature of Leadership. *Leadership in Organizations*, 9th edition. Essex, Pearson Education.

7. Further Readings

Anderson, M. H., & Sun, P. Y. (2017). Reviewing leadership styles: Overlaps and the need for new 'full-range' theory. *International Journal of Management Reviews*, 19(1), 76-96.

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.

Azorín, C., Harris, A., & Jones, M. (2020). Taking a distributed perspective on leading professional learning networks. *School Leadership & Management*, 40(2-3), 111-127.

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.

Boylan, M. (2016). Deepening system leadership: Teachers leading from below. *Educational Management Administration & Leadership*, 44(1), 57-72.

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.

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., Tan, C. Y., Nguyen, D., Tran, T. A., & Dinh, T. T. (2021). Implementing education system reform: Local adaptation in school reform of teaching and learning. *International Journal of Educational Development*, 80, Article 102302.

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.
- Gurr, D., & Drysdale, L. (2013). Middle-level secondary school leaders: Potential, constraints and implications for leadership preparation and development. *Journal of Educational Administration*, 51(1), 55-71.
- Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. (2020). ‘Are principals instructional leaders yet?’ A science map of the knowledge base on instructional leadership, 1940-2018. *Scientometrics*, 122(3), 1629-1650.
- 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., & Lu, J. (2014). Modelling the effects of principal leadership and school capacity on teacher professional learning in Hong Kong primary schools. *School Leadership & Management*, 34(5), 481-501.
- Hernandez, M., Eberly, M. B., Avolio, B. J., & Johnson, M. D. (2011). The loci and mechanisms of leadership: Exploring a more comprehensive view of leadership theory. *Leadership Quarterly*, 22(6), 1165-1185.
- Hitt, D. H., & Tucker, P. D. (2016). Systematic review of key leader practices found to influence student achievement: A unified framework. *Review of educational research*, 86(2), 531-569.
- Ho, C. S. M., Bryant, D. A., & Jiafang, L. (2024). Nurturing teachers' entrepreneurial behavior in schools: Roles and responsibilities for school principals. *Leadership and Policy in Schools*, 23(2), 163-179.
- Hunter, S. B., & Ege, A. (2021). Linking student outcomes to school administrator discretion in the implementation of teacher observations. *Educational Administration Quarterly*, 57(4), 607-640.
- Kwan, P. (2020). Is transformational leadership theory passé? Revisiting the integrative effect of instructional leadership and transformational leadership on student outcomes. *Educational Administration Quarterly*, 56(2), 321-349.
- 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.

- Liu, S., Lu, J., & Yin, H. (2022). Can professional learning communities promote teacher innovation? A multilevel moderated mediation analysis. *Teaching and Teacher Education, 109*, 103571.
- 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.
- Ng, F. S. D., Nguyen, T. D., Wong, K. S. B., & Choy, K. W. W. (2015). Instructional leadership practices in Singapore. *School Leadership & Management, 35*(4), 388–407.
- Özdemir, N., Gümüş, S., Kılınç, A. Ç., & Bellibaş, M. Ş. (2022). A systematic review of research on the relationship between school leadership and student achievement: An updated framework and future direction. *Educational Management Administration & Leadership, 17411432221118662*.
- Pietsch, M., Aydin, B., & Gümüş, S. (2023). Putting the instructional leadership–student achievement relation in context: a meta-analytical big data study across cultures and time. *Educational Evaluation and Policy Analysis, 01623737231197434*.
- 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., & 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.
- Quong, T., & Walker, A. (2010). Seven principles of strategic leadership. *International Studies In Educational, 38*(1), 22-34.

Rigby, J. G. (2014). Three logics of instructional leadership. *Educational Administration Quarterly*, 50(4), 610-644.

Shaked, H., Benoliel, P., & Hallinger, P. (2021). How national context indirectly influences instructional leadership implementation: The case of Israel. *Educational Administration Quarterly*, 57(3), 437-469.

Shan, X., Yulian, Z., Ng Mooi, A., & Jiwen, L. (2022). Shadowing as a method of principal development: A qualitative cross-case study in China. *Educational Management Administration & Leadership*, 17411432221074885.

Spillane, J. P., Halverson, R., & Diamond, J. B. (2004). Towards a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies*, 36(1), 3-34.

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.

Spillane, J. P., Shirrell, M., & Hopkins, M. (2016). Designing and deploying a professional learning community (PLC) organizational routine: Bureaucratic and collegial arrangements in Tandem. *Les dossiers des sciences de l'éducation*, 35, 97-122. Retrieved March 27, 2019, from <http://journals.openedition.org/dse/1283>

Tan, C. Y., Dimmock, C., & Walker, A. (2024). How school leadership practices relate to student outcomes: Insights from a three-level meta-analysis. *Educational Management Administration & Leadership*, 52(1), 6-27.

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.

Zheng, Q., Li, L., Chen, H., & Loeb, S. (2017). What aspects of principal leadership are most highly correlated with school outcomes in China? *Educational Administration Quarterly*, 53(3), 409-447.

8. Related Web Resources

Nil

9. Related Journals

Educational Journals

Core

Education Administration Quarterly (EAQ)
Educational Management Administration & Leadership (EMAL)
International Journal of Leadership in Education (IJLE)
International Journal of Educational Management (IJEM)
Journal of Educational Administration (JEA)
Journal of Educational Change (JEC)
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

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil