

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: Leading for Educational Change and Innovation
Course Code	: EDA7088
Department	: Department of Education Policy and Leadership
Credit Points	: 3
Contact Hours	: 15 – 24 hours (Blended learning)
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 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

The role of educational leaders has become more challenging than ever in the era of global educational reform and increasing accountability. To enact the changing roles of educational leaders in turbulent times, this course provides an opportunity for students to develop a critical and reflective understanding of educational change and innovation in the international, regional and local contexts. It is designed to prepare current and future educational leaders for today's and tomorrow's organizations across all educational sectors. This course comprises three major themes, namely, leadership theories for change and innovation; leadership competences for educational change and innovation; and contextualizing theories/models in practice. Students will be encouraged to examine leadership and management theories and theoretical models for change and innovation, identify major contextual and ethical issues on leadership implementation, and explore educational leaders' competences for leading change and innovation. Students will have an opportunity to explore an area of interest and contextualize leadership through undertaking a small-scale practitioner research inquiry, leading to evidence-based innovation and scholarly knowledge enhancement.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate a reflective understanding of leadership theories for change and innovation to achieve scholarly knowledge enhancement.
- CILO₂ Communicate effectively concepts and theories on leadership to an audience of peers both locally and internationally.
- CILO₃ Develop a critical awareness of major cultural, ethical, political, and organizational issues in the change and innovation process.
- CILO₄ Identify various obstacles and challenges and use these as a catapult for successful change and innovation implementation.
- CILO₅ Examine a set of leadership competences and strategies for evaluating case scenarios and designing a strategic action plan for effectively implementing organizational change and innovation.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Theme 1: Understanding Theories and Models <ul style="list-style-type: none"> • Theories and models on change and innovation in education; • Issues and challenges (e.g., increasing academic accountability, resilience, professional capital, networking, and positive education) in educational development. 	CILO 1,2,3	Lecture, multi-media instructions, student presentation, interactive activity online , student reading outside of class
Theme 2: Building Leadership Competences <ul style="list-style-type: none"> • Different leadership competency models and 	CILO 1,2,3,4	Lecture, multi-media instructions, student

<p>strategies to meet the challenges in change and innovation in education;</p> <ul style="list-style-type: none"> • Critically analyzing the models that failed; and • Identifying a model to make the school flourish in a particular context. 		<p>presentation, interactive activity online, case study, interview, student reading outside of class</p>
<p>Theme 3: Evaluating and Developing Strategies for Effective Implementation</p> <ul style="list-style-type: none"> • Evaluating alternative case scenarios and their strategies for successful change and innovation implementation in education and producing reflective comments; • Developing research knowledge and skills in conducting a small-scale interview study; • Designing a strategic action plan for effectively implementing educational change and innovation in the particular context of a change agent. 	<p>CILO 1,2,3,4</p>	<p>Lecture, multi-media instructions, student presentation, interactive activity online, case study, student reading outside of class, individual instructions, essay writing</p>

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
<p>Connection Activities 3 connection activities; 1 for each theme; no less than 100 words for each.</p>	10	CILO _{1, 2, 3}
<p>Oral Presentation Oral presentation of ONE issue on leading educational change and innovation; 25 mins; 1-3 students; Interview 2 people who have/had leadership positions; Using theories, research, and cases to analyze and solve a key issue in educational change and innovation.</p>	20	CILO _{1, 2, 3}
<p>Individual Essay Individual essay on educational change and innovation; 3,000 words; Based on the presentation study, each student is required to write an academic essay on effective strategies in a specific context.</p>	70	CILO _{1, 2, 3, 4}

5. Required Text(s)

Nil

6. Recommended Readings

Theories and models on change and innovation

Bridges, W., & Bridges, S. (2017). *Managing Transitions, 25th anniversary edition: Making the Most of Change*. Philadelphia, Pa.: Da Capo Press.

Cheng, Y.C. (2013). Towards the 3rd wave school leadership. In H. Stevenson & L. Ball (eds.) *Organizing Public Education*. New York: Sage (Reprint of Cheng, Y.C. (2011). Towards the 3rd wave school leadership. *Revista de Investigacion Educativa*, 29(2), 253-275.

Fullan, M. (2011). *The six secrets of change: What the best leaders do to help their organizations survive and thrive* (1st ed.). San Francisco: Jossey-Bass.

Fullan, M. (2015). *The new meaning of educational change* (5th Edition). New York: Teachers College Press.

Fullan, M. & Hargreaves, A. (2016). *Bringing the profession back in: Call to action*. Oxford, OH: Learning Forward.

Hall, G. E., & Hord, S. M. (2014). *Implementing change: Patterns, principles, and potholes* (4th ed.). Boston: Allyn & Bacon.

Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.

Leithwood, K. A., & Beatty, B. (2008). *Leading with teacher emotions in mind*. Thousand Oaks, CA: Corwin Press.

Slemp G. R. et al. (2017). Positive education in Australia: Practice, measurement, and future directions. In Frydenberg E., Martin A., & Collie R. (eds), *Social and Emotional Learning in Australia and the Asia-Pacific*. Springer, Singapore

Leadership capacity building

Berkovich, I., & Eyal, O. (2015). Educational leaders and emotions: An international review of empirical evidence 1992-2012. *Review of Educational Research*, 85(1), 129-167.

Bridges, E. (2012). Administrator preparation: Looking backwards and forwards. *Journal of Educational Administration*, 50(4), 402-419.

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.

Ghamrawi, N. (2011). Trust me. Your school can do better-A message from teachers to

- principals. *Educational Management Administration & Leadership*, 39(3), 333-348.
- Hallinger, P. & Bryant, D. A. (2013). Review of research publication on educational leadership and management in Asia: A comparative analysis of three regions. *Oxford Review of Education*, 39(3), 307-328.
- Hargreaves, A., Boyle, A., & Harris, A. (2014). *Uplifting leadership: How organizations, teams, and communities raise performance*. San Francisco, CA: Jossey-Bass.
- Hawkins, M. (2013). *Leadership competencies that enable results: A guide to coaching leaders to lead as coaches*. Brown Books.
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1), 1-26.
- Kotter, J. P., & Cohen, D.S. (2012). *The heart of change: Real-life stories of how people change their organizations*. Boston: Harvard Business School Press.
- Langely, N., & Jacobs, M.M. (2014). *5 essential skills for successful school leaders: Moving from good to great* (2nd ed.). Rowman & Littlefield Education.
- Sahlberg, P. (2011). *Finnish lessons: What can the world learn from educational change in Finland?* New York, NY: Teachers College Press.
- Walker, A., Lee, M., & Bryant, D. (2014). How much of a difference do principals make? An analysis of between-schools variation in academic achievement in Hong Kong public secondary schools. *School Effectiveness and School Improvement*, 25(4), 602-628.
- Evaluating and developing strategies for effective implementation***
- Barber, M., A. Moffit & P. Kihn. (2011). *Deliverology: A field guide for educational leaders*. London: Corwin Press.
- Blase, J., & Kirby, P.C. (2008). *Bringing out the best in teachers: What effective principals do* (3rd ed.). Thousand Oaks, CA: Corwin Press, Inc.
- Bryk., A., Sebring, P., Allensworth, E., Luppescu, S., & Easton, J. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.
- Chen, W.Y., & Pan, H.L.W. (2016). Heading for success: Three case studies of school transformation through capital construction. *International Education Studies*, 9(5), 75-84.
- Hallinger, P., & Walker, A. (2017). Leading learning in Asia – emerging empirical insights from five societies. *Journal of Educational Administration*, 55(2), 130-146.
- Hallinger, P. (2016). Bringing context out of the shadows of leadership. *Educational Management Administration & Leadership*. doi: 10.1177/1741143216670652

Liang, X.Y., Kidwai, H., & Zhang, M.X. (2016). *How Shanghai does it: Insights and Lessons from the Highest-Ranking Education System in the World*. World Bank, Washington, DC.

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.

York-Barr, J., Sommers, W. A., Ghere, G. S., & Montie, J. K. (2016). *Reflective practice for renewing schools: An action guide for educators* (3rd ed.). Thousand Oaks, CA: Corwin Press, Inc.

7. Related Web Resources

www.classroomchange.blogspot.com/
www.changeeducation.com/
www.icec.oise.utoronto.ca/
http://practicaltheory.org
www.cecillinois.org/
www.transformedu.org/

8. Related Journals

School Effectiveness and School Improvement
Educational Administration Quarterly
Leadership Quarterly
Journal of Organizational Change
Journal of Organizational Change Management
Journal of Educational Administration
Learning Organization

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