

香港教育大學

教育領導力：理論、研究和實踐 科目大綱

第一部分

課程名稱	: 教育博士
課程 QF 程度	: 7
科目名稱	: 教育領導力：理論、研究和實踐 (Educational Leadership: Theory, Research, and Practice)
科目編號	: EDA7084
負責學系	: 教育政策與領導學系
學分	: 3
教學課時	: 15—24 小時（混合式學習）
先修科目	: 無
授課語言	: 中文
程度	: 7

第二部分

香港教育大學(教大)的畢業生素質(Graduate Attributes)及七個通用學習成果(Seven Generic Intended Learning Outcomes, 7GILOs) 分別代表了教大畢業生應具備的素質及能力。學習成果分為大學層面(GILOs)、課程層面(PILOs)以及科目層面(CILOs)，三個層面的學習成果相輔相成，共同培育學生發展所需的重要畢業生素質。

本科生、修課式研究生以及研究式研究生的畢業生素質包含以下三個範疇 「英文簡稱“PEER & I”」:

- 專業卓越 (Professional Excellence)
- 道德責任 (Ethical Responsibility)
- 創新精神 (Innovation)

就上述三個範疇，大學為本科生、修課式研究生以及研究式研究生訂立了不同的指標，以反映其素質水準。

七個通用學習成果(7GILOs)分別是：

1. 解決問題能力 (Problem Solving Skills)
2. 批判思考能力 (Critical Thinking Skills)
3. 創造性思維能力 (Creative Thinking Skills)
- 4a. 口頭溝通能力 (Oral Communication Skills)
- 4b. 書面溝通能力 (Written Communication Skills)
5. 社交能力 (Social Interaction Skills)

6. 倫理決策 (Ethical Decision Making)
7. 全球視野 (Global Perspectives)

1. 科目概要

本課程旨在幫助經驗豐富的專業人士掌握有關教育領導力研究的更高層次的理論認知及實踐。本課程將探討教育領導力領域的基礎理論、有影響力的研究及核心實踐。課程將以教育領導力的領導者、內容及方式作為主要類別進行組織。具體而言，問題“誰”涉及教育部門不同層次的領導者；問題“甚麼”探討在不同歷史階段流行的主要領導風格；問題“如何”圍繞核心領導實踐。課程將引導參加者從分析和批判的角度理解教育領導力研究中的常用方法，亦將促使參加者更好地掌握評估所需的高階技巧和必要知識，並在教育領導力領域進行理論探討和研究。

2. 預期學習成果

成功完成本課程後，學生應能夠：

- 成果一：描述教育領導力研究中的常用方法；
- 成果二：根據人員、內容和方式設立教育領導力的關鍵框架；
- 成果三：將教育領導力研究與相關的方法論基礎聯繫起來；
- 成果四：圍繞教育領導力和管理的相關議題，制定自己的研究計劃。

3. 內容、預期學習成果及教與學活動

教授內容	預期學習成果 (CILOs)	教與學活動
誰 是教育領導者及其相關的理論角度 - 校長（主要領導力） - 中層領導（例如中層領導力、團隊領導力） - 教師領導（教師領導力） - 其他（督導、跨學校領導力）	成果一 成果二	講課 閱讀材料 案例研究 個人評論或小組討論
甚麼 是主要的領導風格 - 教學和學習為中心的領導力 - 事務型和變革型領導力 - 分散式和共用型領導力 - 戰略型領導力	成果一 成果二 成果三	個人評論或課堂展示 視頻學習 案例研究
如何 制定領導力實踐： - 設定方向 - 培養教師	成果一 成果二 成果三	講課 閱讀材料 案例研究

- 管理教學和課程 - 重新設計組織		個人評論和/或小組討論
在變革背景下領導學校 - 跨文化和日益複雜的背景 - 人員、內容和方式的未來趨勢	成果一 成果二 成果三 成果四	講課 閱讀材料 個人評論和/或小組討論

4. 評核

	評核課業	所佔比重	預期學習成果 (CILOs)	持續性評估？ 是/否
a	教育領導力研究的個人展示 班級的每位參與者將選擇一個感興趣的主題，並以批判的方式呈現有關教育領導力的實證研究文章。	20%	成果一 成果二 成果三 成果四	是
b	會議觀察筆記 觀察一場不少於 30 分鐘的學校管理會議，在教育領導力研究中應用概念和框架，並撰寫 1000 字的觀察記錄。	30%	成果一 成果二 成果三 成果四	否
c	理論文章 從觀察記錄中選擇一個感興趣的主題，撰寫一篇 3000 字的理論文章。本文應包括方法論、認識論和對教育領導力中關鍵概念的理論及研究的合理分析。	50%	成果一 成果二 成果三 成果四	否

5. 指定教科書

無

6. 推薦書目

- 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.
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- 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.
- 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
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- Leithwood, K., & Mascall, 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. (in press). A mirroring process: from school management team cooperation to teacher collaboration. *Leadership and Policy in Schools*. DOI: 10.1080/15700763.2016.1278242
- 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.
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- 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), 467-49

7. 相關網絡資源

無

8. 相關期刊

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. 學術誠信

本校堅持所有學術作品均須遵守學術誠信的原則，詳情可參閱學生手冊 (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>)。同學應熟讀有關政策。

10. 其他資料

無

