THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title: Executive Master of Arts in International Educational Leadership and Change

Programme QF Level: 6

Course Title: Leading Learning Organizations

Course code: EDA6005

Department: Education Policy and Leadership, Faculty of Education and Human Development

Credit Points: 3.0

Contact Hours: 39

Pre-requisite(s): None

Medium of Instruction: English

Course Level: 6

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”):

- Professional Excellence;
- Ethical Responsibility; &
- 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

Effective school leaders must not only be able to fulfill roles as administrators and managers but most importantly they must be instructional and educational leaders. That is, as leaders they must not only be able to administer a viable, efficient and harmonious school but they must also be able to take a key role in improving school outcomes. This includes enhanced student learning (academic performance), as well as the moral, cultural and civic imperative of all schools.

In varied national contexts including Australia, USA, UK, Canada and Hong Kong, school leaders operate in accountability-driven systems that place a strong focus on student outcomes. While international schools operate in a very different policy context, they also face high expectations from school boards, parents and other stakeholders for strong performance among their students, both in academic results as well as personal and civic development.

Equally, successful schools are those that can readily adapt and renew themselves in response to rapidly changing client, community, societal and environmental factors. Schools need to be responsible for learning and themselves as learning organisations.

“Leading Learning Organisations” is about improving learning in schools. It examines three elements: 1. The school as an organization that is able to learn and respond to change, 2. Instructional Leadership for enhanced academic learning outcomes, and 3. Educative Leadership for ethical leadership, and enhanced moral, cultural and emotional outcomes.
2. Course Intended Learning Outcomes (CILOs)

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

CILO₁  Know and apply an understanding of Learning Organisations to school contexts
CILO₂  Consider and apply Seven Principles of Strategic Leadership to leading schools as Learning Organisations
CILO₃  Understand the role of instructional leaders in improving learning outcomes
CILO₄  Develop and apply evidence-based strategies for school improvement,
CILO₅  Develop and apply managing poor performance as a strategy for improving learning outcomes
CILO₆  Explore educative leadership, including moral, ethical, cultural and emotional leadership
CILO₇  Analyze research studies and synthesize findings for the purpose of guiding the improvement of practice

3. Content, CILOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td><strong>Learning Organisations</strong></td>
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<tr>
<td>defines the concept of learning organization. It applies case studies to assess the characteristics of leading organization and to define schools as special cases of “Learning Organisations”.</td>
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<td>CIL/O₁,₂</td>
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<td>- Guided learning</td>
<td></td>
<td>• Guided learning</td>
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<tr>
<td>- Online lectures</td>
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<td>• Online lectures</td>
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<tr>
<td>- Student reading</td>
<td></td>
<td>• Student reading</td>
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<tr>
<td>- Participation in required connection activities (CA #1 “What is a Learning Organisation?”)</td>
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<tr>
<td><strong>Assessing Schools as Learning Organisations</strong></td>
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<tr>
<td>explores the attributes of strategic leadership. It applies principles of strategic leadership to build an understanding of schools as learning</td>
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<td>CIL/O₁,₂,₇</td>
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<tr>
<td>- Guided learning</td>
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<tr>
<td>- Online lectures</td>
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<td>• Online lectures</td>
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<tr>
<td>- Student reading</td>
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<td>• Student reading</td>
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organisations. Student assess if their schools are equipped to take a ‘strategic view’.

<table>
<thead>
<tr>
<th>Evidence Based Practice</th>
<th>CILO\textsubscript{1,2,3,4,7}</th>
<th>• Participation in required connection activities (CA #2 “Is your school a Learning Organisation?”)</th>
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</table>
| Exploration of how leadership for improving learning outcomes requires making learning visible. It examines the difference between leading schools under Process Based Practice, Outcomes Based and Evidence Based Practice. It is argued that leadership for enhanced academic outcomes requires evidence based practice. A case study of evidence based practice in one school is examined in detail. | | • Guided learning  
• Online lectures  
• Student reading  
• Participation in required connection activities (CA\#3 [What form does Evidence Based Practice take in your school?])  
• Assessment: Research Synthesis & Analysis |

| Managing Poor Performance | CILO\textsubscript{1,2,3,4,5,7} | • Guided learning  
• Online lectures  
• Student reading  
• Participation in required connection activities (CA\#4 [How are poor performing staff managed in your school?])  
• Assessment: Research Synthesis & Analysis |
|----------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Focuses on a specific aspect of instructional leadership for enhanced learning outcomes; how school leaders manage the work of their staff. This includes an examination of the difference between managing poor performance as distinct from regular performance appraisal.  
In addition, some emotional, moral, and ethical issues related to improving the work of teachers are examined. | | |

| Educatve Leadership | CILO\textsubscript{1,2,6} | • Guided learning  
• Online lectures  
• Student reading |
|---------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Examines the moral, civil and cultural purposes of schooling outcomes besides student achievement.  
This topic examines how school leaders act as | | |
moral stewards to ensure moral, civil and cultural outcomes.

<table>
<thead>
<tr>
<th>Leading With Emotions</th>
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<tbody>
<tr>
<td>The fundamental nature of educative leadership involves working with and through other people to gain results. Therefore, this topic examines how emotional intelligence can affect leadership capacity and behavior. In addition, it aims:</td>
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<tr>
<td>• to understand teacher’s emotions and the links to school reform and student learning from a leadership perspective;</td>
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<td>• to understand how to inspire learning leadership through managing teacher emotions;</td>
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<td>• to reflect on how leadership is affected by emotional intelligence and how this impacts on staff emotions, and therefore on student outcomes</td>
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|-----------------------|
| Participation in required connection activities (CA#5 [Do you think School Leaders need to be moral stewards?]) |

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|-----------------------|
| Guided learning |
| Online lectures |
| Student reading |
| Participation in required connection activities (CA #6[As professionals can we leave emotions at home? What role do emotions play in school leadership?]) |
4. Assessment

<table>
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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILOs</th>
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<tbody>
<tr>
<td>1. <em>Connection Activities</em></td>
<td>20% of total course grade</td>
<td>CILOs 1,2,3,4,5,6,7</td>
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<tr>
<td>In this course there are six Connection Activities. Students can choose to complete four of them. These serve the purposes of promoting dialogue about participants’ various contexts, the co-construction of knowledge, and facilitating peer feedback about their own schools as Learning Organisations. These activities also support the building of an international professional learning network.</td>
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<tr>
<td>2. <em>Research and Analysis Paper: Is my school a Learning Organisation?</em> [Max: 1500 words]</td>
<td>30% of total course grade; CILOs1, 2, 7</td>
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<tr>
<td>a. Student will explore the literature on Learning Organisations and apply it to a strategic analysis of their own school (or one they are familiar with) to analyse if it could be considered to be a Learning Organisation.</td>
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<td>b. In this analysis, students develop a definition of Learning Organisations and provide examples or case studies from their school to support their contention.</td>
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<tr>
<td>c. The grade for this assignment will be based on the specified rubric.</td>
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<tr>
<td>d. This assesses the student’s ability to formulate, describe and analyze the strengths and weaknesses of their school as a Learning Organisation.</td>
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<tr>
<td>3. <em>Research and Analysis Paper: Instructional Leadership Practices that Work</em> [Max: 3,000 words]</td>
<td>50% of total course grade</td>
<td>CILOs 1,3,4,5,7</td>
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<tr>
<td>Student will explore the literature on Instructional Leadership, and apply this to a strategic analysis of their own school’s (or one they are familiar with) practices and policies in regards to how their school seeks to enhance learning outcomes.</td>
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<tr>
<td>In this analysis students will examine strategies that work in</td>
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</table>
enhancing learning outcomes and provide examples or case studies from their school to support their contention. It is expected that as a part of this analysis, students will explore how evidence is, or is not, used to enhance student achievement.

The grade for this assignment will be based on the specified rubric which focuses on the quality of the student’s analysis. This assesses the student's ability to formulate, describe and analyze the strengths and weaknesses of their school’s practices and policies in enhancing learning outcomes.

**ALTERNATIVE ESSAY TOPIC**

*Research and Analysis Paper: Educative Leadership Practices that Work [Max: 3,000 words]*

Student will explore the literature on educative Leadership, and apply this to a strategic analysis of their own school’s (or one they are familiar with) practices and policies in regards to leadership for enhanced cultural, moral, civic or emotional outcomes (not all aspects need to be covered in this paper)

In this analysis students will apply concepts to examine strategies that work in enhancing educative outcomes and provide examples or case studies from their school to support their contention.

The grade for this assignment will be based on the specified rubric which focuses on the quality of the student’s analysis. This assesses the student's ability to formulate, describe and analyze the strengths and weaknesses of their schools practices and policies in enhancing the moral, cultural purpose and ethical leadership of their school. As a part of this analysis, it is expected that students will examine the role that emotions play in leading learning.
5. Required Text(s)

NIL

Strongly recommended:


6. Recommended Readings [At this level of study, students are expected to source their own appropriate literature]

**Learning Organisations**


**Instructional Leadership**


**Evidence-based Practice & Strategic Leadership**


**Student Outcomes and School Improvement**


**Educative Leadership**

**Emotions and Leadership**


7. **Related Web Resources**
   - www.infed.org/biblio/learning-organization.htm
   - www.changeeducation.com/
   - leeds-faculty.colorado.edu/larsenk/learnorg.html
   - http://practicaltheory.org
   - www.solonline.org/
   - 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

8. **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*

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