## Course Outline

### Part I

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programme Title</strong></td>
<td>Executive Master of Arts in International Educational Leadership and Change</td>
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<tr>
<td><strong>Course Title</strong></td>
<td>School Improvement Institute</td>
</tr>
<tr>
<td><strong>Course code</strong></td>
<td>EDA6037/ EDA6038</td>
</tr>
<tr>
<td><strong>Department</strong></td>
<td>Education Policy and Leadership, Faculty of Education Studies</td>
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<tr>
<td><strong>Credit Points</strong></td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>30 contact hours</td>
</tr>
<tr>
<td><strong>Pre-requisit(s)</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Medium of Instruction</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>6</td>
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### Part II

1. **Synopsis**
   
   This is a three day long required program which targets school leaders from throughout the Asia-Pacific region. The students in the IELC program will attend this Institute for credit. The School Improvement Institute I (SII) focuses on topics of current interest that are relevant to the needs to leaders across the region. Content and specific topics therefore will be determined in response to the ever-evolving needs of leaders and will so change from year-to-year. The SII aims to put local problems faced by school leaders into a global, regional, and local perspective. A dimension of leading across cultures is infused into the SII.

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

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

   - **CILO\textsubscript{1}** To articulate differences in leadership roles across different cultures;
   - **CILO\textsubscript{2}** To evaluate how the management of organizations and education systems varies in different cultural settings;
   - **CILO\textsubscript{3}** To understand similarities and differences in the strategies that leaders employ to achieve results in different cultures;
CILO_4 To assess the impact of globalization and international educational reform on regional, local and organizational educational change initiatives;

CILO_5 To develop strategies for project implementation and school improvement which effectively account for contextual factors and personnel differences.

3. Content, CILOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varies, see comment below</td>
<td>All</td>
<td>Combination of lectures, workshops, simulations, and problem-based learning exercises</td>
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</table>

The SII typically focuses on many of the topics which the students will study during the program. The SII seeks to help put local problems faced by school leaders into a global perspective. The SII is purposefully designed to be responsive to the shifting needs of leaders in the region. Typical topics at the SII may include:

- Developing leadership teams
- Leading with data
- Leading change in people and systems
- Accountability focus
- Updates on leadership for learning
- Student, classroom and school assessment
- Staff development for school improvement
- Organizational systems and change, etc.

4. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation Task: Prior to arrival at the institute, all participants are expected to complete an assignment that serves to prepare them with the background information necessary to actively contribute to the institute.</td>
<td>20%</td>
<td>ALL</td>
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<tr>
<td>Participation / Group work: During the institute participants will work individually and collectively to develop presentations or displays that synthesize and</td>
<td>30%</td>
<td>ALL</td>
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</table>
apply learning from the institute to their own or simulated contexts.

| Individual Assessment: Approximately one month following the institute participants will submit an individual assessment that aims at applying institute concepts to their own context and to suggest appropriate school improvement strategies. | 50% | ALL |

5. **Required Text(s)**

None. Students will be encouraged to do reading in an area of particular interest. The focus of readings will relate to the focus of the Institute.

6. **Recommended Readings (these will be adjusted according to the content/topics offered in the specific institute)**


7. **Related Web Resources**
   kissboworshakehands.com/2008demo/
   http://www.geert-hofstede.com/
   www.asiaeducation.edu.au
   www.seameo.org/
   www.unescobkk.org/
   www.asiasociety.org/education/index2.html

8. **Related Journals**
   *International Journal of School Leadership*
   *International Studies in Educational Administration*
   *Journal of Educational Administration*
   *Asia Pacific Journal of Education*