# The Education University of Hong Kong
## Course Outline

### Part I

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Executive Master of Arts in International Educational Leadership and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme QF Level</td>
<td>6</td>
</tr>
<tr>
<td>Course Title</td>
<td>Leading Professional Learning</td>
</tr>
<tr>
<td>Course code</td>
<td>EDA6090</td>
</tr>
<tr>
<td>Department</td>
<td>Education Policy and Leadership, Faculty of Education and Human Development</td>
</tr>
<tr>
<td>Credit Points</td>
<td>3.0</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>39</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>None</td>
</tr>
<tr>
<td>Medium of Instruction</td>
<td>English</td>
</tr>
<tr>
<td>Course Level</td>
<td>6</td>
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### Part II

The University’s 4Cs Learning Framework 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 attributes embodied in the 4Cs.

The 4Cs are:
- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility
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. Synopsis

This course provides participants with opportunities to assess and further understand their own leadership and to consider what leaders can do to develop leadership potential in themselves and in others. We do this by exploring three broad themes: Professional Development, Appraisal and Professional Learning in Action. The first theme looks at how professional development occurs in schools as a matter of design. The second theme provides an overview of a few key facets of appraisal: supervision, differentiation, and cultural considerations. Finally, the last section provides considers how learning communities, professional reflection and school infrastructure support the enactment of professional development and appraisal in school.

Students will study this course through online learning. The eight-week learning process will consist of a combination of:
- Independent learning,
- Online lectures
- Student reading
- Discussion in required connection activities,
- Required summative assessment activities.
2. Course Intended Learning Outcomes (CILOs)

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

CILO1 Analyze the foundations, components, and design of professional development in your school
CILO2 Assess the purposes, context, potential and pitfalls of appraisal and identify strategies for systemic improvement
CILO3 Differentiate leader development and appraisal for your organizational context
CILO4 Analyze and comment on the influence of school context and culture on the application of professional learning principles in the workplace
CILO5 Consider the impact of culture on implementing strategies and designs for professional development and appraisal
CILO6 Discuss and assess course concepts with IELC and other colleagues.

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>A. Professional Development</td>
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</table>
| Lesson 1: Architecture of Professional Development | CILO1 | • Guided learning  
| | | • Online lectures  
| | | • Student reading  
| | | • Participation in required connection activities |
| | Explains how architecture provides an apt model for Professional Development and describes six key PD design principles that should be considered in the design and evaluation of schools' PD programmes. | |
| Lesson 2: Foundations of Professional Development | CILO1 CILO3 | • Guided learning  
| | | • Online lectures  
| | | • Student reading  
| | | • Participation in required connection activities |
| | Applies the architecture metaphor to professional development by examining what is needed to lay a strong foundation for PD and applying this to understanding our own schools. | |
Lesson 3: Leaders Role in Professional Development

Considers strategies, content selection, models and processes to make professional development initiatives meaningful in participants own contexts.

<table>
<thead>
<tr>
<th>CILO1</th>
<th>CILO3</th>
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<tbody>
<tr>
<td>• Guided learning</td>
<td></td>
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<tr>
<td>• Online lectures</td>
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<tr>
<td>• Student reading</td>
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<tr>
<td>• Participation in required connection activities</td>
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B. Appraisal
Lesson 4: Appraisal

Establishes a context for exploring appraisal. While we may not often question purposes of appraisal, sociological theories of managerialism, performativity and legitimacy can help us to critically examine motives for evaluating others' performance. The lesson outlines the relationship of school needs to individual development in considering purposes for appraisal. It considers how appraisal systems can support differentiation in adult learning.

<table>
<thead>
<tr>
<th>CILO2</th>
<th>CILO3</th>
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<tbody>
<tr>
<td>• Guided learning</td>
<td></td>
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<tr>
<td>• Online lectures</td>
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<tr>
<td>• Student reading</td>
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<tr>
<td>• Participation in required connection activities</td>
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Lesson 5: Culture and Appraisal

Within relatively "homogenous" organizational cultures there is still a need to differentiate appraisal systems based on individual diversity. Considerations of cultural diversity add another dimension to effective appraisal. This lesson considers how purposes, practices and forms of appraisal are shaped and informed by the societal-cultures within which they function.

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<thead>
<tr>
<th>CILO5</th>
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</thead>
<tbody>
<tr>
<td>• Guided learning</td>
</tr>
<tr>
<td>• Online lectures</td>
</tr>
<tr>
<td>• Student reading</td>
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<tr>
<td>• Participation in required connection activities</td>
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</table>

C. Professional Learning in Action

Lesson 6: School infrastructure and capacity development

Professional development and appraisal are ideally structured to support the professional learning of school teachers and leaders. This lesson considers how attending to infrastructure: how human, organizational and temporal resources may be framed for the above purpose. It does so by considering (a) the...

<table>
<thead>
<tr>
<th>CILO1</th>
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<tbody>
<tr>
<td>• Guided learning</td>
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<tr>
<td>• Online lectures</td>
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<tr>
<td>• Student reading</td>
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<tr>
<td>• Participation in required connection activities</td>
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</tbody>
</table>
| Lesson 7: Learning Communities | • Guided learning  
• Online lectures  
• Student reading  
Participation in required connection activities |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Over the last decade, the notion of learning communities has taken off in schools. The promise is that learning communities provide an infrastructure solution for professional learning. Ideally, learning communities provide collegial support and help to embed PD and appraisal into teachers' daily work whilst serving to meet students' needs. This lesson explores concepts that underpin learning communities, strategies that leaders can enact to support learning communities, and challenges faced in sustaining them.</td>
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<table>
<thead>
<tr>
<th>Lesson 8: Teacher Professional Development in China</th>
<th>CILO3 CILO5</th>
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</table>
| Explores professional development from a cultural perspective by looking at the societal-cultural roots of professional development in China and the resulting debates linked to these origins. It examines concepts such as mentoring, professional community, and peer observation from a Confucian heritage cultural perspective. | • Guided learning  
• Online lectures  
• Student reading  
Participation in required connection activities |

<table>
<thead>
<tr>
<th>Optional Lesson : Reflection for Leader and Professional Development (An interview with Professor Bruce Barnett, University of Texas)</th>
<th>CILO3 CILO5</th>
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<tbody>
<tr>
<td>This lesson examines how to use reflection to support our own professional development and that of others. It provides a framework for reflection, proposes different possible strategies for using it for team, teacher and school development, examines supports and challenges implementing reflection in schools, and proposes reflective interviewing as a strategy for school leaders to understand school processes.</td>
<td>• Optional reflective tasks</td>
</tr>
</tbody>
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4. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in online Discussion Forum (Connection Activities) Students will participate in an online discussion forum that will proceed for six weeks during the course. Both quality and intensity of participation will be assessed.</td>
<td>20%</td>
<td>CILO1-6</td>
</tr>
<tr>
<td>Students will complete two assignments. They may choose from 6 options:</td>
<td></td>
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</tr>
<tr>
<td>1. Professional development audit</td>
<td>40%</td>
<td>CILO1-5</td>
</tr>
<tr>
<td>2. Outline an appraisal system</td>
<td>40%</td>
<td>CILO1-5</td>
</tr>
<tr>
<td>3. Evaluate the learning communities in your school</td>
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<td></td>
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<tr>
<td>4. Professional reflection and development</td>
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<tr>
<td>5. Self-designed project</td>
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<tr>
<td>See Assessment Guidelines for assessment criteria.</td>
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</tr>
</tbody>
</table>

5. Required Text(s)

Lesson 1: Architecture of professional development

Lesson 2: Foundations of professional development
Bredeson, P.V. (2010). The architecture of professional development: Materials, messages and meaning. Hong Kong: The Hong Kong Institute of Education and English Schools Foundation.

Lesson 3: Leadership and professional development

Lesson 4: Appraisal

Lesson 5: Culture and Appraisal

Lesson 6: School Infrastructure and capacity development

Lesson 7: Learning Communities

Lesson 8: Teacher Professional Development in China

Optional Lesson: Reflection for Leader and Professional Development

6. Recommended Readings (found in the portfolios)
The Architecture of Professional Development
Foundations of Professional Development


Leadership and Professional Development


Appraisal

Basics


OECD (2009). School evaluation, teacher appraisal and feedback and the impact on schools and teachers. In Creating effective teaching and learning environments: First results from TALIS (pp. 137-188). OECD Directorate for Education. Available from: http://www.oecd.org/document/54/0,3746,en_2649_39263231_42980662_1_1_1_1,00.html (See the interesting video on this page)


Culture and Appraisal


Infrastructure


Learning Communities


professional learning community, *Professional Development in Education*, DOI: 10.1080/19415257.2018.1547781


**Teacher professional development in China**


**Optional: Professional Reflection, Inquiry, Coaching and Mentoring**


**IB Hub**


**7. Related Web Resources**

National School Reform Faculty: [http://www.nsrfharmony.org/](http://www.nsrfharmony.org/)

Solution Tree:

All Things PLC: [http://www.allthingsplc.info](http://www.allthingsplc.info)

8. Related Journals
International Journal of Mentoring and Coaching in Education
Journal of In-service Education
Professional Development in Education
Teacher Development

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

E-Books*

*Login with EdUHK ID and Password (same as for Moodle)

APCLC Monographs

APCLC Leadership Basics

Walker & Quong. (2011) *Making meetings work.* Hong Kong: The Hong Kong Institute of Education and The English Schools Foundation.