I. General Introduction

1.1 Course content

The participants receive knowledge about issues related to leadership and school effectiveness, including effective leadership, types of leadership and assessment demands of organizations. More specifically, participants will broaden their knowledge and understanding of practical and theoretical concepts related to management and leadership. In the course, different themes and topics within leadership, such as leadership and management for change, the art of leading etc., are presented.

1.2 Learning outcomes

One of the overriding expected outcomes from this course is that the participant is well acquainted with the methodological and analytical frameworks used in the study of educational management and leadership. The course participant shall be able to demonstrate basic knowledge mastery and understanding of major theories of educational management and leadership and their linkage to contemporary policy and practice.

After having completed the course the student will:
- be able to present what professional skills and competences leaders/administrators in education need,
- have knowledge of issues related to leadership and school effectiveness, including efficient leadership, types of leadership and methods that school leaders systematically use to examine the needs of a school or educational institution, and
- have the ability to analyze practical and theoretical concepts related to management and leadership.
1.3 Activity

The course combines lectures, workshops, discussions, and group work to achieve the learning outcomes. In view of making important and relevant contributions for the field of educational management and leadership, the course participant shall

- participate actively in the course, discussions and seminars;
- present and defend a course paper according to the instruction; and
- conduct a critical examination of one other course paper and actively participate in the course examination sessions.

II. The Course Examination

The course participant shall present a course paper that shows her/his abilities and capacities in critically examining educational management and leadership, and its implication to the policy and practice at multiple levels and from a multidisciplinary perspective.

Assessment is based on:

- active participation in the course, discussions and seminars,
- presenting and defense of a course paper,
- critical examination of one other course paper as an opponent, and active participation in the course examination sessions.

2.1 Course paper

In the course paper, the course participant should be able to demonstrate the following:

**Theoretical understanding**

The course participant is able to demonstrate basic knowledge and good understanding of major theories of educational management and leadership and their linkage to contemporary policy and practice. Be able to describe and to compare models of educational management and leadership and their application.

**Methodological understanding**

The course participant is able to describe and to compare different theoretical, conceptual and analytical approaches and to deliberately choose the relevant one(s) for collecting data according to frameworks chosen and the aims and objectives stated in the paper. She/he should analyse data/information that is relevant for attaining the aims and objectives of the paper and is able to evaluate or judge the scope for generalization of the findings presented in the paper as related to educational management and leadership.

**The essence of the contents**

The paper covers and makes a relevant assessment of the course literature that can be chosen to examine the problem area/phenomenon under investigation which is then supported by analyses. The scope and analysis of the paper has an important theoretical, conceptual and analytical base for examining the importance of educational management and leadership and their linkage to contemporary policy and practice. It should contribute to the discourse in the related field of international and comparative education.

**Conclusion**

Conclusion, generalization and interpretation have support in the description and analysis made in the paper. There should be appropriate and relevant discussion of questions and issues regarding the validity and reliability of the paper for educational research. The scope for generalization of the findings presented in the paper is well discussed.
Formalia
The content of the paper corresponds to its title. The chapter titles cover the contents of the respective chapters. The same applies to sub-titles. There is a logical order between different levels of titles. Citations and references are correctly used in the paper with valid list of references. Tables and figures are correctly presented in the paper. The language of the paper is clear, concise and comprehensible.

2.2 Attendance
A minimum of 80% attendance is required.

III. The Grading System

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>The course participant shall demonstrate that all the learning outcomes of the course have been fulfilled in an excellent way and that the requirements described in section 2.1 -2.2 are met.</td>
</tr>
<tr>
<td>B</td>
<td>The course participant shall demonstrate that all the learning outcomes of the course have been fulfilled in a very good way. The requirements described in section 2.1 -2.2 are met, but it still needs to make minor revisions of the paper.</td>
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<tr>
<td>C</td>
<td>The course participant shall demonstrate that all the learning outcomes of the course have been fulfilled in a good way. The requirements described in section 2.1 -2.2 are met, but it still needs to make more essential revisions of the paper.</td>
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<tr>
<td>D</td>
<td>The course participant shall demonstrate that all the learning outcomes of the course have been fulfilled in a satisfactory way. Most of the requirements described in section 2.1 are achieved, but it needs to make some more essential revisions of the paper than in C above. The requirements in 2.2 are met.</td>
</tr>
<tr>
<td>E</td>
<td>The course participant shall demonstrate that all the learning outcomes of the course have been fulfilled in a sufficient way. Most of the requirements described in section 2.1 are achieved, but it needs to make some more essential revisions of the paper than in D above. The requirements in 2.2 are met.</td>
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<tr>
<td>Fx</td>
<td>The course participant does not fulfil the requirements. Missing or failing in whole components of the learning outcomes and/or section 2.1-2.2 or important aspects of one or several of these components. Major revision of the paper.</td>
</tr>
<tr>
<td>F</td>
<td>The course participant does not fulfil the requirements. Missing or failing in most of the learning outcomes and/or 2.1-2.2 above. Has to rewrite the paper.</td>
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</table>

Course Leader: Professor Vinayagum Chinapah
<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Location</th>
<th>Unit</th>
<th>Readings and Write-Ups</th>
</tr>
</thead>
</table>
| **Wednesday, September 4** 10:00-12:00 | Room 2503       | **Unit 1:** Educational Management and Leadership – An Overview by IIE Faculty Members | 1. Razik & Swanson (2010)  
3. Individual Readings |
| **Friday, September 6** 10:00-12:00 | Room 1511       | **Unit 2:** The Importance of Leadership and Management for Education; Models of Educational Leadership and Management, Formal Models  
Introduction to Group Work | 1. Bush, T. (2011), Chapters 1, 2, 3  
3. Individual Readings |
| **Wednesday, September 11** 13:00-15:00 | Rooms: 1508, 2411, 2511, 2519 | **Units 1-2:** Group Work |  |
| **Friday, September 13** 10:00-12:00 | Room 2503       | **Units 1-2:** Group Work Presentations |  |
| **Wednesday, September 18** 10:00-12:00 | Room 2503       | **Unit 3:** Leadership for Learning Organizations | 1. Razik & Swanson (2010), Part 1 & 2  
2. Individual Readings |
| **Friday, September 20** 10:00-12:00 | Room 2511       | **Unit 4:** District and School Based Decision Making: Strategy Formation and Planning  
Introduction to Group Work | 1. Razik & Swanson (2010), Part 3 & 4  
2. Individual Readings |
| **Wednesday, September 25** 10:00-12:00 | Rooms: 2431, 2436, 2511, 2531 | **Units 3-4:** Group Work |  |
| **Friday, September 27** 10:00-12:00 | Room 1511       | **Units 3-4:** Group Work Presentations |  |
| **Wednesday, October 2** 10:00-12:00 | Room 1503       | **Unit 5:** Educational Leadership in a Flat World | 1. Razik & Swanson (2010), Part 5  
2. Individual Readings |
<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Location</th>
<th>Unit</th>
<th>Readings and Write-Ups</th>
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</thead>
<tbody>
<tr>
<td>Friday, October 4</td>
<td>Room 1508</td>
<td><strong>Unit 6:</strong> From Theory to Practice: Some Empirical Evidence</td>
<td>1. Biamba, C. (2012)</td>
</tr>
<tr>
<td>11:00-13:00</td>
<td></td>
<td>Introduction to Group Work</td>
<td>2. Individual Readings</td>
</tr>
<tr>
<td>Wednesday, October 9</td>
<td>Rooms: 2527, 2436, 2519</td>
<td><strong>Units 5-6:</strong> Group Work</td>
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<td>10:00-12:00</td>
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<tr>
<td>Friday, October 11</td>
<td>Room 1503</td>
<td><strong>Units 5-6:</strong> Group Work Presentations and Closing Session</td>
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<tr>
<td>10:00-12:00</td>
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<tr>
<td><strong>Writing of Course Paper</strong></td>
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<td><strong>Deadline - Course Paper Submission: Monday, October 28th by midnight</strong></td>
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<tr>
<td>Monday, November 4</td>
<td>Rooms: 1508, 2527, 2531</td>
<td>Course Paper - Presentation, Discussion and Examination</td>
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<tr>
<td>10:00-15:00</td>
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</tbody>
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**MAIN READINGS**


*Main textbooks for the course. Available for order by individual student online, for example at www.amazon.com*

**REQUIRED READINGS**


**FURTHER READINGS**


Chapman, C; Lindsay, G; Muijs, D; Harris, A; Arweck, E. & Goodall, J. (2010). Governance, leadership, and management in federations of schools. *School Effectiveness and School Improvement, Vol 21* (1), 53-74.


SAMPLE OF SELECTED RELEVANT JOURNALS FOR INDIVIDUAL READINGS

International Journal of Educational Management
Anthropology and Education Quarterly
Comparative Education
Comparative Education Review
Compare
Current Issues in Comparative Education
Discourse: Studies in the Cultural Politics of Education
Economics of Education Review
European Journal of Education
Gender and Education
Globalization, Societies and Education
Harvard Educational Review
Higher Education
International Education
International Journal of Education Research
International Review of Education
Journal of Educational Policy
Journal of Research in International Education
Oxford Review of Education
Prospects
Sociology of Education
Theory and Research in Education