

**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

<b>Programme Title</b>	<b>: Doctor of Education</b>
<b>Programme QF Level</b>	<b>: 7</b>
<b>Course Title</b>	<b>: Educational Leadership: Theory, Research, and Practice</b> <i>(Maximum length including space: English – 100 characters; Chinese – 30 characters)</i>
<b>Course Code</b>	<b>: EDA7084</b>
<b>Department</b>	<b>: Department of Education Policy and Leadership</b>
<b>Credit Points</b>	<b>: 3</b>
<b>Contact Hours</b>	<b>: 15 – 24 hours (Blended learning)</b>
<b>Pre-requisite(s)</b>	<b>: Nil</b>
<b>Medium of Instruction</b>	<b>: English</b>
<b>Course Level</b>	<b>: 7</b>

**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"):

1. Professional Excellence;
2. Ethical Responsibility; &
3. 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

This course is to help experienced professionals to gain high levels of practical as well as theoretical understanding of educational leadership research. This course explores underlying theories, impactful research and core practices in the field of educational leadership. This course is organized under the dominant categories of who, what, and how of educational leadership. Specifically, the question ‘who’ concerns the different levels of leaders in the education sector; ‘what’ explores the major leadership styles prevalent at different historical stages and ‘how’ refers to the core leadership practices. Participants will be guided to employ an analytical and critical perspectives to understand prevalent approaches used in educational leadership research. This course will better equip participants with advanced skills and knowledge necessary for evaluating as well as conducting theoretical inquiry and research in the area of educational leadership.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Describe prevalent approaches used in educational leadership research.
- CILO<sub>2</sub> Configure key educational leadership frameworks in terms of who, what, and how.
- CILO<sub>3</sub> Relate methodological foundations with educational leadership research.
- CILO<sub>4</sub> Formulate their own research proposals into relevant educational leadership and management issues.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<b>Who</b> are educational leaders and related theoretical angles <ul style="list-style-type: none"> <li>• School principals (principal leadership)</li> <li>• Middle-level leaders (e.g., middle-level leadership, team leadership)</li> <li>• Teacher leaders (teacher leadership)</li> <li>• Others (superintendence, cross-school leadership)</li> </ul>	CILO <sub>1,2</sub>	Lecture Readings Case study Individual critique or Group discussion
<b>What</b> are major leadership styles <ul style="list-style-type: none"> <li>• Instructional and learning-centred leadership</li> <li>• Transactional and transformational leadership</li> <li>• Distributed and shared leadership</li> <li>• Strategic leadership</li> </ul>	CILO <sub>1,2,3</sub>	Individual critique or Class presentation Video Case study
<b>How</b> to enact leadership practices: <ul style="list-style-type: none"> <li>• Setting directions</li> <li>• Developing teachers</li> <li>• Managing instruction and curriculum</li> </ul>	CILO <sub>1,2,3</sub>	Lecture Readings Case study

<ul style="list-style-type: none"> <li>Redesigning organization</li> </ul>		Individual critique and/or Group discussion
Leading schools in a change context <ul style="list-style-type: none"> <li>The intercultural and increasingly complex context</li> <li>'Who', 'what' and 'how': Future trends</li> </ul>	CILO <sub>1,2,3,4</sub>	Lecture Readings Individual critique and/or Group discussion

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
<b>(a) Individual Presentation of an Educational Leadership Study</b> Class participants each pick a topic of interest and present an empirical research article on educational leadership in a critical fashion	20	CILO <sub>1,2,3,4</sub>
<b>(b) Report of a small-scale study</b> Conduct a small-scale leadership study by interviewing or shadowing a leader, or observing a management meeting. Apply the concepts and frameworks in educational leadership research, and write up a 1500-word report.	30	CILO <sub>1,2,3,4</sub>
<b>(c) A Conceptual Paper</b> Select a leadership concept, conduct a literature review, relate the concept to the context which is relevant to you, propose a study to explore the concept in your chosen context. Paper length: 3000 words including abstract, references, tables or figures.	50	CILO <sub>1,2,3,4</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

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.

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.

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- Day, C., & Sammons, P. (2016). *Successful school leadership*. Berkshire: Educational Development Trust. Retrieved March 27, 2019, from <https://www.educationdevelopmenttrust.com/our-research-and-insights/research/successful-school-leadership>.
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- Gurr, D., & Drysdale, L. (2013). Middle-level secondary school leaders: Potential, constraints and implications for leadership preparation and development. *Journal of Educational Administration*, 51(1), 55-71.
- Guo, W., Lu, J., & Qian, H. (2018). Principal Instructional Leadership: Chinese PIMRS Development and Validation. *Chinese Education & Society*, 51(5), 337-358.
- Guo, W., & Lu, J. (2018). Assessing Instructional Leadership from Two Mindsets in China: Power Distance as a Moderator. *Educational Assessment, Evaluation and Accountability*, 30(4), 433-455.

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- 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. (2014). Reviewing Reviews of Research in Educational Leadership: An empirical assessment. *Educational Administration Quarterly*, 50(4), 539-576
- Hernandez, M., Eberly, M. B., Avolio, B. J., & Johnson, M. D. (2011). The loci and mechanisms of leadership: Exploring a more comprehensive view of leadership theory. *Leadership Quarterly*, 22(6), 1165-1185.
- Hunter, S. B., & Ege, A. (2021). Linking student outcomes to school administrator discretion in the implementation of teacher observations. *Educational Administration Quarterly*, 57(4), 607-640.
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- Leithwood, K., Patten, S., & Jantzi, D. (2010). Testing a conception of how school leadership influences student learning. *Educational Administration Quarterly*, 46(5), 671-706.
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- Liu, X., Liao, H., Derfler-Rozin, R., Zheng, X., Wee, E. X., & Qiu, F. (2020). In line and out of the box: How ethical leaders help offset the negative effect of morality on creativity. *Journal of Applied Psychology*. 105(12), 1447-1465.
- Lu, J., & Hallinger, P. (2018). A mirroring process: from school management team cooperation to teacher collaboration. *Leadership and Policy in Schools*. 17(2), 238-263.

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- Qian, H, Walker, A., & Yang, X. (2017). Building and leading a learning culture among teachers: A case study of a Shanghai primary school. *Educational Management, Administration & Leadership*, 45(1), 101-122.
- Rigby, J. G. (2014). Three logics of instructional leadership. *Educational Administration Quarterly*, 50(4), 610-644.
- Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: an analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44 (5), 635-674.
- Shaked, H., Benoliel, P., & Hallinger, P. (2021). How national context indirectly influences instructional leadership implementation: The case of Israel. *Educational Administration Quarterly*, 57(3), 437-469.
- Shan, X., Yulian, Z., Ng Mooi, A., & Jiwen, L. (2022). Shadowing as a method of principal development: A qualitative cross-case study in China. *Educational Management Administration & Leadership*, 17411432221074885.

Somech, A., & Wenderow, M. (2006). The impact of participative and directive leadership on teachers' performance: the intervening effects of job structuring, decision domain, and leader-member exchange. *Educational Administrative Quarterly*, 42(5), 746-772.

Spillane, J. P., Halverson, R., & Diamond, J. B. (2004). Towards a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies*, 36(1), 3-34.

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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.

Spillane, J. P., Shirrell, M., & Hopkins, M. (2016). Designing and deploying a professional learning community (PLC) organizational routine: Bureaucratic and collegial arrangements in Tandem. *Les dossiers des sciences de l'éducation*, 35, 97-122. Retrieved March 27, 2019, from <http://journals.openedition.org/dse/1283>

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Walker, A., & Qian, H. Y. (2019). Leadership and culture. In T. Bush, L. Bell & D. Middlewood (Eds.), *Principles of Educational Leadership and Management* (3rd edition), pp. 311-330. London: SAGE.

Walker, A., & Qian, H. (2022). Developing a model of instructional leadership in China. *Compare: A Journal of Comparative and International Education*, 52(1), 147-167.

Zheng, Q., Li, L., Chen, H., & Loeb, S. (2017). What aspects of principal leadership are most highly correlated with school outcomes in China? *Educational Administration Quarterly*, 53(3), 409-447.

## 7. Related Web Resources

Nil

## 8. Related Journals

### *Educational Journals*

#### **Core**

Education Administration Quarterly (EAQ)  
Educational Management Administration & Leadership (EMAL)  
International Journal of Leadership in Education (IJLE)  
International Journal of Educational Management (IJEM)  
Journal of Educational Administration (JEA)  
Journal of Educational Change (JEC)  
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. 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**