

**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>: Leading for Educational Change and Innovation</b><br><i>(Maximum length including space: English – 100 characters; Chinese – 30 characters)</i> |
| <b>Course Code</b>           | <b>: EDA7088</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>   |

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**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

The role of educational leaders has become more challenging than ever in the era of global educational reform and increasing accountability. To enact the changing roles of educational leaders in turbulent times, this course provides an opportunity for students to develop a critical and reflective understanding of educational change and innovation in the international, regional and local contexts. It is designed to prepare current and future educational leaders for today's and tomorrow's organizations across all educational sectors. This course comprises three major themes, namely, leadership theories for change and innovation; leadership competences for educational change and innovation; and contextualizing theories/models in practice. Students will be encouraged to examine leadership and management theories and theoretical models for change and innovation, identify major contextual and ethical issues on leadership implementation, and explore educational leaders' competences for leading change and innovation. Students will have an opportunity to explore an area of interest and contextualize leadership through undertaking a small-scale practitioner research inquiry, leading to evidence-based innovation and scholarly knowledge enhancement.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Demonstrate a reflective understanding of leadership theories for change and innovation to achieve scholarly knowledge enhancement.
- CILO<sub>2</sub> Communicate effectively concepts and theories on leadership to an audience of peers both locally and internationally.
- CILO<sub>3</sub> Develop a critical awareness of major cultural, ethical, political, and organizational issues in the change and innovation process.
- CILO<sub>4</sub> Identify various obstacles and challenges and use these as a catapult for successful change and innovation implementation.
- CILO<sub>5</sub> Examine a set of leadership competences and strategies for evaluating case scenarios and designing a strategic action plan for effectively implementing organizational change and innovation.

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

| Course Content  | CILOs           | Suggested Teaching & Learning Activities  |
|---|-----------------|---|
| <b>Theme 1: Understanding Theories and Models</b> <ul style="list-style-type: none"><li>• Theories and models on change and innovation in education;</li><li>• Issues and challenges (e.g., increasing academic accountability, resilience, professional capital, networking, and positive education) in educational development.</li></ul> | CILO<br>1,2,3   | Lecture, multi-media instructions, student presentation, interactive activity online , student reading outside of class |
| <b>Theme 2: Building Leadership Competences</b>   | CILO<br>1,2,3,4 | Lecture, multi-media instructions, student  |

|   |                 |  |
|---|-----------------|--|
| <ul style="list-style-type: none"> <li>• Different leadership competency models and strategies to meet the challenges in change and innovation in education;</li> <li>• Critically analyzing the models that failed; and</li> <li>• Identifying a model to make the school flourish in a particular context.</li> </ul>   |                 | presentation, interactive activity online, case study, interview, student reading outside of class   |
| <p><b>Theme 3: Evaluating and Developing Strategies for Effective Implementation</b></p> <ul style="list-style-type: none"> <li>• Evaluating alternative case scenarios and their strategies for successful change and innovation implementation in education and producing reflective comments;</li> <li>• Developing research knowledge and skills in conducting a small-scale interview study;</li> <li>• Designing a strategic action plan for effectively implementing educational change and innovation in the particular context of a change agent.</li> </ul> | CILO<br>1,2,3,4 | Lecture, multi-media instructions, student presentation, interactive activity online, case study, student reading outside of class, individual instructions, essay writing |

#### 4. Assessment

| Assessment Tasks   | Weighting (%) | CILOs                   |
|--|---------------|-------------------------|
| <p><b>Connection Activities</b><br/>3 connection activities; 1 for each theme; no less than 100 words for each.</p>  | 20            | CILO <sub>1,2,3</sub>   |
| <p><b>Oral Presentation</b><br/>Oral presentation of ONE issue on leading educational change and innovation; 25 mins; 1-3 students; Interview 2 people who have/had leadership positions; Using theories, research, and cases to analyze and solve a key issue in educational change and innovation.</p> | 20            | CILO <sub>1,2,3</sub>   |
| <p><b>Individual Essay</b><br/>Individual essay on educational change and innovation; 3,000 words; Based on the presentation study, each student is required to write an academic essay on effective strategies in a specific context.</p>   | 60            | CILO <sub>1,2,3,4</sub> |

#### 5. Required Text(s)

Nil

## 6. Recommended Readings

### ***Theme 1: Establishing Research Foundation During Educational Change***

#### Research Topic:

Blaxter, L., Hughes, C., & Tight, M. (2010). *How to research: Open up study skills* (4th ed.). Open University Press/McGraw-Hill Education.

Creswell, J. W., & Guetterman, T. C. (2019). *Educational research : planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson.

Johnson, B., & Christensen, L. B. (2019). *Educational research : quantitative, qualitative, and mixed approaches* (7th ed.). Los Angeles: SAGE.

Leong, F.T., & Muccio, D.J. (2006). Finding a research topic. In F.T. Leong & J.T. Austin (Ed.) *The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants* (pp. 23-40). United States of America, Sage Publications.

Luse, A., Mennecke, B., & Townsend, A. (2012). Selecting a research topic: A framework for doctoral students. *International Journal of Doctoral Studies*, 7(1), 143-152.

Ovando, M. N. (2010). Identifying a Dissertation Research Topic. In R.L. Calabrese & P. A. Smith (Ed.) *The Faculty Mentor's Wisdom: Conceptualizing, Writing, and Defending the Dissertation* (pp. 69-74). Lanham, Md: Rowman & Littlefield Education.

Patnaik, S., & Swaroop, S. (2019). A Guide for Selection of a Research Topic. *Indian Journal of Public Health Research & Development*, 10(11), 1681-1684.

#### School leadership during change

Bridges, W., & Bridges, S. (2017). *Managing Transitions, 25th anniversary edition: Making the Most of Change*. Philadelphia, Pa.: Da Capo Press.

Cheng, Y. C. (2019). *Paradigm shift in education: Towards the third wave of effectiveness*. Abingdon, Oxon: Routledge.

Fullan, M. (2011). *The six secrets of change: What the best leaders do to help their organizations survive and thrive* (1st ed.). San Francisco: Jossey-Bass.

Fullan, M. (2015). *The new meaning of educational change* (5th ed). New York: Teachers College Press.

Fullan, M. & Hargreaves, A. (2016). *Bringing the profession back in: Call to action*. Oxford, OH: Learning Forward.

Gurr, D., & Drysdale, L. (2020). Leadership for challenging times. *International Studies in Educational Administration*, 48(1), 24-30.

Hargreaves, A., Boyle, A., & Harris, A. (2014). *Uplifting leadership: How organizations, teams, and communities raise performance*. San Francisco, CA: Jossey-Bass.

Harris, A., & Jones, M. (2020). COVID 19 - school leadership in disruptive times. *School Leadership & Management*, 40(4), 243–247. doi.org/10.1080/13632434.2020.1811479

Leithwood, K., Harris, A., and Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22, doi:10.1080/13632434.2019.1596077

## ***Theme 2: Building Leadership Competences***

### ***Leading with Influence***

Cialdini, R. B. (2021). *Influence: The psychology of persuasion*. Harper Business.

### ***Leading with well-being***

Aravena, F., & González, A. (2021). ‘Always ready and always well’: Exploring stress on school principals in Chile. *International Journal of Educational Development*, 84, <https://doi.org/10.1016/j.ijedudev.2021.102399>

Beusaert, S., Froehlich, D. E., Riley, P., & Gallant, A. (2021). What about school principals’ well-being? The role of social capital. *Educational Management Administration & Leadership*. <https://doi.org/10.1177/1741143221991853>

Buonomo, I., Benevene, P., & Fiorilli, C. (2020). Meaning of work in a group of school principals: the role of organizational variables. *Journal of Workplace Learning*, 32(6), 389-403. <https://doi.org/10.1108/JWL-12-2019-0146>

Buonomo, I., Fiorilli, C., Romano, L., & Benevene, P. (2020). The roles of work-life conflict and gender in the relationship between workplace bullying and personal burnout. a study on Italian school principals. *International Journal of Environmental Research and Public Health*, 17(23), 1-17. <https://doi.org/10.3390/ijerph17238745>

Collie, R.J., Granziera, H., & Martin, A.J. (2020). School principals’ workplace well-being: A multination examination of the role of their job resources and job demands. *Journal of Educational Administration*, 58(4), 417-433. <https://doi.org/10.1108/JEA-04-2019-0075>

Dadaczynski, K., Kotarski, C., Rathmann, K., & Okan, O. (2021). Health literacy and mental health of school principals. Results from a German cross-sectional survey. *Health Education*, 122(3), 350-363. <https://doi.org/10.1108/HE-10-2020-0094>

DeMatthews, D.E., Reyes, P., Carrola, P., Edwards, W., & James, L. (2021). Novice principal burnout: exploring secondary trauma, working conditions, and coping strategies in an urban district. *Leadership and Policy in Schools*. <https://doi.org/10.1080/15700763.2021.1917624>

- Doyle Fosco, S.L. (2002). Educational leader wellbeing: A systematic review. *Educational Research Review*, 37, 100487-. <https://doi.org/10.1016/j.edurev.2022.100487>
- Horwood, M., Marsh, H.W., Parker, P.D., Riley, P., Guo, J., & Dicke, T. (2021). Burning passion, burning out: the passionate school principal, burnout, job satisfaction, and extending the dualistic model of passion. *Journal of Educational Psychology*, 113(8), 1668–1688. <https://doi.org/10.1037/edu0000664>
- Lindley, L. (2021). Exploring how educational leaders in England experience and promote their own well-being. *Management in Education*, 36(4), 167-173. <https://doi.org/10.1177/08920206211003887>
- Mahfouz, J., & Richardson, J.W. (2021). At the Crossroads: Well-being and Principalship Preparation. *Journal of Research on Leadership Education*, 16(4) 360–384. <https://doi.org/10.1177/1942775120933914>
- Persson, R., Leo, U., Arvidsson, I., Håkansson, C., Nilsson, K., & Österberg, K. (2021). Prevalence of exhaustion symptoms and associations with school level, length of work experience and gender: a nationwide cross-sectional study of Swedish principals. *BMC Public Health*, 21(1), 331-. <https://doi.org/10.1186/s12889-021-10317-7>
- Pollock, K., & Wang, F. (2020). *School Principals' Work and Well-Being in Ontario*. <https://edst-educ.sites.olt.ubc.ca/files/2020/05/UWO-Principals-Work-Infographic-Booklet-2-Well-being-MAY19.pdf>
- Silbaugh, M.W., Barker, D.B., & Arghode, V. (2021). Emotional labour, emotional Intelligence, And Burnout Among School Principals: Testing a mediational model. *Leadership and Policy in Schools*, 1-14. <https://doi.org/10.1080/15700763.2021.1904511>
- Skaalvik, C. (2020). Emotional exhaustion and job satisfaction among Norwegian school principals: relations with perceived job demands and job resources. *International Journal of Leadership in Education*. <https://doi.org/10.1080/13603124.2020.1791964>
- Wells, C.M., & Klocko, B.A. (2018). Principal well-being and resilience: mindfulness as a means to that end. *NASSP Bulletin*, 102(2), 161-173. <https://doi.org/10.1177/0192636518777813>
- Yang, Z., Qi, S., Zeng, L., Han, X., & Pan, Y. (2021). Work-family conflict and primary and secondary school principals' work engagement: a moderated mediation model. *Frontiers in Psychology*, 11, 596385. <https://doi.org/10.3389/fpsyg.2020.596385>

### Leading with resilience

- Beltman, S., Mansfield, C. F., Wosnitza, M., Weatherby-Fell, N., & Broadley, T. (2018). Using online modules to build capacity for teacher resilience. In *Resilience in Education* (pp. 237-253). Springer, Cham.

Gu, Q., & Li, Q. (2013). Sustaining resilience in times of change: Stories from Chinese teachers. *Asia-Pacific Journal of Teacher Education*, 41(3), 288-303.

Kangas-Dick, K., & O'Shaughnessy, E. (2020). Interventions that promote resilience among teachers: A systematic review of the literature. *International Journal of School & Educational Psychology*, 8(2), 131-146.

Li, Q., Gu, Q., & He, W. (2019). Resilience of Chinese teachers: Why perceived work conditions and relational trust matter. *Measurement: Interdisciplinary Research and Perspectives*, 17(3), 143-159.

Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and teacher education*, 54, 77-87.

Mansfield, C. F., Beltman, S., Price, A., & McConney, A. (2012). "Don't sweat the small stuff:" Understanding teacher resilience at the chalkface. *Teaching and Teacher Education*, 28(3), 357-367.

Peixoto, F., Silva, J. C., Pipa, J., Wosnitza, M., & Mansfield, C. (2020). The multidimensional teachers' resilience scale: Validation for Portuguese teachers. *Journal of Psychoeducational Assessment*, 38(3), 402-408.

### ***Theme 3: Evaluating and Developing Strategies for Effective Implementation***

Barber, M., A. Moffit & P. Kihn. (2011). *Deliverology: A field guide for educational leaders*. London: Corwin Press.

Blase, J., & Kirby, P.C. (2008). *Bringing out the best in teachers: What effective principals do* (3rd ed.). Thousand Oaks, CA: Corwin Press, Inc.

Bryk., A., Sebring, P., Allensworth, E., Luppescu, S., & Easton, J. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.

Chen, W.Y., & Pan, H.L.W. (2016). Heading for success: Three case studies of school transformation through capital construction. *International Education Studies*, 9(5), 75-84.

Hallinger, P., & Walker, A. (2017). Leading learning in Asia – emerging empirical insights from five societies. *Journal of Educational Administration*, 55(2), 130-146.

Hallinger, P. (2016). Bringing context out of the shadows of leadership. *Educational Management Administration & Leadership*. doi: 10.1177/1741143216670652

Liang, X.Y., Kidwai, H., & Zhang, M.X. (2016). *How Shanghai does it: Insights and Lessons from the Highest-Ranking Education System in the World*. World Bank, Washington, DC.

Qian, H. & Walker, A., & Li, X. (2017). The west wind vs the east wind: Instructional leadership model in China. *Journal of Educational Administration*, 55(2), 186-206.

York-Barr, J., Sommers, W. A., Ghere, G. S., & Montie, J. K. (2016). *Reflective practice for renewing schools: An action guide for educators* (3rd ed.). Thousand Oaks, CA: Corwin Press, Inc.

## **7. Related Web Resources**

[www.classroomchange.blogspot.com/](http://www.classroomchange.blogspot.com/)

[www.changeeducation.com/](http://www.changeeducation.com/)

[www.icec.oise.utoronto.ca/](http://www.icec.oise.utoronto.ca/)

<http://practicaltheory.org>

[www.cecillinois.org/](http://www.cecillinois.org/)

[www.transformedu.org/](http://www.transformedu.org/)

## **8. Related Journals**

School Effectiveness and School Improvement

Educational Administration Quarterly

Leadership Quarterly

Journal of Organizational Change

Journal of Organizational Change Management

Journal of Educational Administration

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**