**Course Title: Educational Leadership**

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| **Course No: Ed. PM 424**  **Nature of course : Theoretical**  **Level: B.Ed.**  **Year: Second** | **Full Marks: 100**  **Pass Marks : 35**  **Total Period : 150**  **Time per Period : 45 Minutes** |

**1. Course Description**

The main intention of this course is to provide in-depth understanding of theories and practices of educational leadership. This course enriches the students to apply leadership theories in operating educational institutions. This also provides the knowledge of recent trends in educational leadership practices in Nepal.

**2. General Objectives**

The general objectives of this course are as follows:

* To prepare the students to have wider knowledge of educational leadership.
* To enable the students to be convergent with different approaches of leadership and their educational implication.
* To enable the students functions of effective educational leadership.
* To make the students aware of the responsibilities of educational leadership.
* To help the students generalized the concept of gender in educational leadership.
* To make the students knowledgeable of the policy and basic leadership practices in schools.
* To acquaint the students with develop different learning framework for school leader.
* To provide the students with the concept and different phases in the career of head teachers
* To make familiar the students with the inclusive educational leadership practice.
* To enhance the knowledge of students about the leadership tension and dilemmas.

**3. Contents**

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| **Specific Objectives** | **Contents** |
| * State the concept of leadership and educational leadership * Explain the different concept of the leadership in education * Clarify the difference between leadership and manager | **Unit 1: Concept of Leadership in Education (18)**   * 1. Concept of leadership and educational leadership   1.2 Conceptualizations of leadership in education  1.2.1 Instructional  1.2.2 Moral  1.2.3 Participative  1.2.4 Managerial   * + 1. Contingent   1.2.4 Transformational  1.3 Difference between leadership and management |
| * Describe the different approaches of leadership * Explore the implications of different leadership approaches in educational institutions * Discuss the traits related to educational leaders. * Shows the behavior in schools of head teacher. * Explain the situational leader in schools * Prepare a list of skills of educational leaders. * Explain how charismatic leader influences others. * Analyze the different path goal of leadership * Differentiate between transformation and transactional approaches of leaders. * Analysis the team leadership approach * Derived the implications of from different leadership approaches in education. | **Unit II: Approaches to Leadership (22)**  2.1 General concept of different approaches of leadership  2.1.1 Trait approach  2.1.2 Behavioral approach  2.1.3 Situational/contingency approaches  2.1.4 Skills approach  2.1.5 Charismatic approach  2.1.6 Path goals approach  2.1.7 Transformational approach  2.1.8 Transactional approach  2.1.9 Team leadership approach  2.2 Implications of the above leadership approaches in educational institutions. |
| * Explain the communicational, decision making, organizing, managing, planning and policy making functions of leadership * Analyze the different functions of educational leaders in Nepal. | **Unit III: Functions of Leadership (10)**  3.1 Communication  3.2 Decision making  3.3 Organizing  3.4 Management  3.5 Planning  3.6 Policy Making  3.7 Functions of educational leaders in Nepal. |
| * Identify the different ways to use responsibility of leadership in schools. * Identify the shaping a vision of academic leaders * Assess crating climate in schools * Explore the cultivating leadership in schools * Identify the improving ways of instruction in schools * Illustrate the ways of managing people in schools. | **Unit IV: Responsibilities of Leadership (10)**  4.2.1. Shaping a vision of academic success.  4.2.2 Creating a climate  4.2.3 Cultivating leadership in others.  4.2.4 Improving instruction.  4.3.5 Managing people. |
| * Explain the concept of gender in leadership * Point out the important leadership style of female head teacher * Assist the implications of leadership styles of female head teacher on daily life. | **Unit V : Gender in Educational Leadership (15)**  5.1 Concept of gender in educational leadership  5.2 Leadership styles of female Head teachers  5.1.1 Collaborative  5.1.2 People oriented  5.1.3 Efficient  5.1.4 Values  5.1.5 Autocratic/Directive  5.3 Implications of leadership styles of female head teacher |
| * Describe the policy for teacher education * Illustrate the hierarchy of leadership in secondary schools. * Explore the building vision of leadership * Clarify the understanding and developing people * Analyze the redesigning the organization * Illustrate the managing the leaching and learning process * Describe the leadership practices of community school on the context of Nepal | **Unit VI: The Policy and Basic Leadership Practices in School (15)**  6.1 Policy for leadership in education  61.1 National policy for school leadership  6.1.2 Hierarchy of leadership in secondary schools   * 1. Basic Leadership practices in Schools   6.2.1 Building vision and setting directions  6.2.2 Understanding and developing people  6.2.3 Redesigning the organization  6.2.4 Managing the teaching and learning program  6.3 Others leadership practices of community school in Nepal |
| * Explain the concept of leadership development * Illustrate the developing framework for school leaders * Differentiate the technical, humanistic , cultural, educational and symbolic leadership in schools | **Unit VII: Leadership Development (15)**  7.1 Concept of leadership development  7.2 Developing learning framework for school leader  7.2.1 Technical leadership  7.2.2 Human leadership  7.2.3 Cultural leadership  7.2.4 Educational leadership  7..2.5 Symbolic leadership |
| * Describe the career map of headship * Relate the different phases in the career development of head teachers * Explain how career map of headship formed | **Unit VIII: Career Map of Headship (15)**  8.1 Concept of career map of headship  8.2 Phases in the career of head teachers  8.2.1 Formation: making head teachers  8.2.2 Accession: achieving headship  82.3 Incumbency: enacting headship  8.2.4 Moving on: leaving headship |
| * State the concept of inclusive leadership. * Explain the role of Gender in education leadership. * Discuss the barrier and motivating factors in women leadership. * Explain the indigenous leadership practices in educational institutions. | **Unit IX: Inclusive Educational Leadership Practices (15)**  9.1 Concept of inclusive leadership  9.2 Gender and leadership  9.3 Barriers and motive on women leadership  9.3 Socio-cultural leadership practices  9.4 Indigenous leadership  9.5 Inclusive educational leadership practices in Nepal |
| * Describe the leadership tension and dilemmas * Describe the different way of leadership * Apply the different components in their further leadership * Discuss main tensions dilemmas of educational leader in the context of Nepal | **Unit X : Leadership Tension and Dilemmas (15)**  10.1 Leadership vs. management  10.2 Development vs. maintenance  10.3 Internal vs. external change  10.4 Autocracy vs. autonomy  10.5 Personal values vs. institutional imperatives  10.6 Develop vs. dismiss  10.7 Power with vs. power over  10.8 Tensions and dilemmas of educational leaders in Nepal |

Note: Figures within the parentheses indicates the approximate teaching hours.

**4. Instructional techniques**

The instructional techniques are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

**4.1 General instructional techniques**

Lecture

Question Answer

Discussion

Brain storming

Field work/Project works

**4.2 Specific instructional techniques**

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| **Units** | **Suggested activities and instructional techniques** |
| **Unit I and II** | Field work for collecting different approaches of leadership in academic institutions**.** |
| **Unit III and IV** | Assignment of preparing functions and responsibilities of leadership on the basis of course. |
| **Unit V and IX** | Organizing discourse on policy context for school leadership by inviting guest expert. |
| **Unit VI and X** | Visit and critically analysis of the community schools and community managed schools' learning framework for school leader and tension & dilemmas of leadership. |

**5. Evaluation**

Both formative and summative evaluation will be used to evaluate the learning of the students. Formative evaluation includes written tests, class participation, preparation and presentation of report and practical exercises. It will help in providing feedback for students. The summative evaluation will be conducted by Office of Controller Examinations as an annual examination. The types and numbers of questions to be included in the annual examination paper are as follows**:**

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| Types of questions | Total question to be asked | Number of questions to be answered and marks allocated | Total Marks |
| Group A: Multiple choice questions | 20 questions | 20 × 1 marks | 20 |
| Group B: Short answers questions | 8 with 3 or questions | 8 × 7 marks | 56 |
| Groups C: Long answers questions | 2 with 1 or questions | 2 × 12 marks | 24 |

**6. Recommended books and References**

**Recommended books**

Brundrett, M. Burton, N. & Smith, R. (Ed). 2003). *Leadership in education,* London: SAGE Publications (for Unit I, andVII)

Bush. (2008). *Theory of educational leadership and management*, London: Sage publication Ltd (For unit I and II).

Bush.T. (2008). *Leadership and management development in education*. London: SAGE Publication Ltd. (for Unit II)

Coleman, M. (2003*. Gender and school leadership: The experience of women and men secondary principals*, a paper presented at UNITEC, Auckland, tuesday 23 September 2003 (for Unit V)

Dalin, P. (1998), *School* *development: Theories and strategies,* New York:Wellington House (for Unit VI)

Davis, B. & Burnham, J.W. (Ed) (2000). *Handbook of educational leadership and management,* Singapore: Pearson Education Limited (for Unit II)

Day. C. & Harris, A. (2013). Effective school leadership, The National College for School Leadership, 32 (3) 243-249. (for Unit X)

Department of Education (2007) .*The development learning: Framework for school leader*, UK: Author (for unit IV)

Leithwood, K., Harris, A. & Hopkins, D. (2008). *Seven strong claims about successful school leadership, School Leadership & Management,* New York: National College for Leadership (for Unit VI)

Ministry of Education. (2009). *School Sectors Reforms Plan 2009-2015*. Kathmandu: Author (for unit VI)

Northouse, P. (2007). *Leadership theory and practice*, New Deli: Sage publication (for Unit II)

The Wallace Foundation (2013). The *school principal as leader: guiding schools to better teaching and learning,* New York: Author *(*for Unit VI)

**References**

Leithwood, K., Day, C., Sammons, P, Harris, A. & Hopkins, D. (2008).*Successful school leadership what it is and how it influences pupil learning,* New York: National college for Leadership

Sue, L. & Derek, G. (2000) *Educational leadership and learning practice, policy and research, Buckingham*, Philadelphia USA: Open University Press

Weihrich, H. & Koontz, W. (2005). *Management: A global perspective (11th edition). New* Delhi: Tata McGraw Hill Publishing Company limited.