

Course Outline

1. GENERAL

SCHOOL	School of Social Sciences and Humanities		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	7 th		
COURSE CODE	AY4	SEMESTER	1 st
COURSE TITLE	EDUCATIONAL LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES <i>In case credits are separately awarded to components of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are uniformly awarded for the whole course, Indicate the weekly teaching hours and the total of credits</i>		WEEKLY TEACHING HOURS	CREDITS 7.5
<i>Add rows if needed. The teaching organization and the teaching methods applied are thoroughly described in 4.</i>			
COURSE TYPE <i>General Background, Special Background, Specialization</i>	GENERAL		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK-ENGLISH		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://edumal.eled.uowm.gr/		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each studies cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course demarcates and thoroughly explores the concept of educational leadership and links this concept to the related concept of management. Special emphasis is put on modern approaches to leadership and their relationship to quality issues of effectiveness and social justice. The relationship between leadership and the formation of the educational unit culture is also analyzed as well as the development of its organizational capacity (capacity building). Thus, students completing this course will be able to understand the concept of "Leadership" in the field of education and appreciate its importance in the effective operation of modern educational organizations.

More specifically, with the course completion, students will be able to:

1. Refer to and explain the concept of educational leadership by studying Greek and foreign literature.
2. Explain the critical differentiation between the concepts of leader, principal and manager.
3. Discuss the characteristics of leadership behavior and aspects of the educational leadership phenomenon in relation to the school micro-society.
4. Discuss and propose different approaches to the phenomenon of educational leadership.
5. Link leadership with the educational unit effectiveness.
6. Explain the concept of organizational capacity and development and relate it to educational organizations.
7. Critically discuss the role of the leader in the development of organizational capacity (capacity building) in modern educational organizations
8. Critically discuss the role of the leader in relation to the organizational culture of educational units.
9. Distinguish, evaluate and critically address leadership behaviors in school settings.
10. Critically and synthetically evaluate both theories of leadership and leadership's role in modern educational units, after studying modern approaches to educational leadership.
11. Synthetically and critically utilize of the aforementioned knowledge and skills in decision making related to the educational units operation.
12. Critically discuss moral issues related to the concept of leadership.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Appendix and appear below), which of the following does the course aim at?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Exhibiting social, professional and moral responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
- Exhibiting social, professional and moral responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

1. Introduction – Presentation of the course’s content and requirements.
2. Leadership - Management - Administration. Investigation of terms. Differences, overlaps, relationships.
3. Educational policy and leadership.
4. Early leadership theories - Historical Evolution.
5. The main axes of leadership behavior.
6. Situational leadership approaches.
7. Instructional Leadership – Leadership for Learning.
8. Transformational Leadership.
9. Distributed Leadership.
10. Leadership for Social Justice.
11. Organizational Culture and Organizational Capacity: Exploring the Terms.
12. The role of Leadership in Organizational Capacity Development. Schools as learning organizations.
13. Effective Leadership: An effort of synthetic and critical evaluation.

4. TEACHING AND LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning etc.</i>	1. FACE-TO-FACE 2. DISTANCE LEARNING	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<p>Use of ICT in teaching: YES. Use of computers, websites and projector. Slides presentation with the syllabus essential elements with the use of presentation programs, use of website for examples and presentations presentation relevant to syllabus. Utilization of online meetings for discussion.</p> <p>Use of ICT in students’ evaluation: Through the electronic platform, eclass.</p> <p>Use of ICT in communication with students: Through the electronic platform, eclass.</p>	
TEACHING ORCHESTRATION <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester Workload
<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of literature, tutorials, practicum, clinical practice, art workshop, interactive teaching, educational visits, project elaboration, essay writing, artistic creativity, etc.</i>	Lectures	36
	Study and analysis of literature	62
	Essay writing	80
	Presentation preparation	20
	Participation in discussion forums	12

<p>The student's study hours for each learning activity are given as well as the hours of nondirected study according to ECTS standards.</p>	<p>Total</p>	<p>210</p>
<p style="text-align: center;">STUDENTS' EVALUATION</p> <p>Description of the evaluation procedure.</p> <p>Evaluation language of evaluation, evaluation methods, formative or conclusive, multiple choice questionnaires, short-answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of a patient, art interpretation, other(s).</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<ol style="list-style-type: none"> 1. Written examinations 30% 2. Oral presentations 15% 3. Course and forum participation 5% 4. Final examination 50% 	

5. RECOMMENDED LITERATURE

-Recommended literature:

- Mpourantas, D. (2005). *Leadership*. Athens: Kritiki (in Greek).
- Athanasoula – Reppa, A. (2008). *Educational Management and Organizational Culture*. Athens: Ellin (in Greek)
- Bush, T. Bell L. and Middlewood, D. (2010). *The Principles of Educational Leadership & Management*. London : Sage.
- Bush T. (2011). *Theories of Educational Leadership and Management*. London: Sage.
- Hoy, K.W. and Miskel, G.C. (2008). *Educational Administration* (8th ed). New York, McGraw & Hill.
- NCSL (2010). *10 Strong claims about successful school leadership*, in <http://dera.ioe.ac.uk/2082>
- Koutouzis, M. & Petrou – Neokleous, E. (2010). Principals' leadership style and teachers' professional stress: Exploring this relationship in Cyprus primary education. *Education Sciences*, 4, 23-36.
- Karakatsani, D. & Papadiamantaki, G. (Ed.) (2012). *Modern Educational Policy Issues: Searching for Modern School*, 1st edition. Thessaloniki: Epikentro (in Greek).

-Relevant Scientific Journals

- Educational Administration Quarterly
- Educational Management Administration & Leadership
- Educational Leadership
- Journal of Educational Administration
- Leadership and Policy in Schools
- School Leadership and Management