



# UNIVERSITY OF NICOSIA ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

<b>Course Code</b> EDUC- 570	<b>Course Title</b> Concepts, Principles and Models of Educational Management	<b>ECTS Credits</b> 9
<b>Department</b> Education	<b>Semester</b> Fall	<b>Prerequisites</b> None
<b>Type of Course</b> Compulsory	<b>Field</b> Educational Management	<b>Language of Instruction</b> Greek
<b>Level of Course</b> 2 <sup>rd</sup> Cycle	<b>Year of Study</b> 1 <sup>st</sup>	<b>Lecturer(s)</b> Dr Marios Stylianides
<b>Mode of Delivery</b> face-to-face	<b>Work Placement</b> N/A	<b>Co-requisites</b> None

## Objectives of the course:

This is an introductory course in the field of Educational Leadership and Administration which examines conceptual foundations of educational management and organization with the aim of using theory and research to solve the problems of practice in school organizations. With the completion of the course students will be able to:

- Gain knowledge about historical and theoretical foundations of educational administration.
- Compare and contrast the various models and theories of educational administration.
- Perceive the school as a social system giving special emphasis on structural, cultural, political and individual elements of educational organizations.
- Understand the nature of the school culture and climate and how to improve them.
- Use theories of leadership, participative management, decision making, motivation and school culture to solve administrative problems.

## Learning outcomes:

With the completion of the course, students will be able to:

- Understand the nature of educational administration and the body of literature that informs it.
- Develop an awareness of the larger context for educational administration, an historical, social, and cultural context that recognizes different approaches to and understandings of educational administration.
- Gain knowledge of the roles, responsibilities, and expectations as well as the emerging functions and structures that challenge Cyprus school administrators in the early twenty-first century.
- Demonstrate an ability to collect, analyze and use data to make decisions to improve climate and culture of the school.
- Demonstrate a mindful approach to decision making based upon the application of relevant theory and practise.
- Reflect on their own leadership style and its strengths and weaknesses.
- Demonstrate the ability to use contemporary motivation principles to improve the performance

of teachers and students.

- Demonstrate the inclusion of others in a participative model of leadership that promotes student learning and teacher productivity.
- Learn and contrast concepts and theories important to research and practice in educational administration.
- Begin to be self-conscious of one's own administrative theory and practices.

**Course content:**

1. The school in the 21<sup>st</sup> century
2. The school as a social system
3. External environments of schools
4. Structure in schools
5. Individuals in schools
6. Culture and climate in schools
7. Power and politics in schools
8. Leadership in schools
9. Decision making in schools
10. Communication in schools

**Learning activities and teaching methods:**

Lecture, self-analysis of behavior, workshops, experiential seminars, individual and group work, role playing, individual feedback, case study analysis, student presentations.

**Assessment methods:**

Formative assessment, feedback, individual research, collaborative work, presentations, discussions, final exams.

**Required textbooks/reading:**

Authors	Title	Publisher	Year	ISBN
Hoy, Wayne K. Miskel, Cecil G.	Educational Administration: Theory, research and practice	McGraw Hill	2008	978-0-07-110186-8

**Recommended Textbooks/Reading:**

- Addi-Raccah, A. and Gavish, Y. (2010). The LEA's Role in a Decentralized School System: The School Principals' View. *Educational Management Administration & Leadership*. 38(2), 184–201.
- Bell, L. and Kent, P. (2010). The Cultural Jigsaw: A Case Study Exploring the Ways in which Sixth-form Students Perceive School Culture. *Educational Management Administration & Leadership*, 38(1) 8–32.
- Bush, T. (2008). From Management to Leadership. *Educational Management Administration and Leadership*, 36(2), 271-288.

- Caldwell, Br. (2008). Reconceptualizing the Self-managing School. *Educational Management Administration and Leadership*, 36(2), 235-252.
- Chambers, L., Drysdale, J. & Hughes, J. (2010). The Future of Leadership: A practitioner view. *European Management Journal*, 28, 260–268.
- Day, Chr., Leithwood, K. & Sammons, P. (2008). What we have Learned, what we Need to Know More About. *School Leadership and Management*, 28(1), 83-96.
- Hargreaves, A. (2008). Distributed Leadership: democracy or delivery? *Journal of Educational Administration*, 46(2), 229-240.
- Harris, A. & Townsend A. (2007). Developing Leaders for tomorrow: releasing system potential. *School Leadership and Management*, 27(2), 167-177.
- Heck, R. and Hallinger, H. (2010). Assessing the Contribution of Distributed Leadership to School Improvement and Growth in Math Achievement. *American Educational Research Journal*, 46(3), 659–689.
- Hulpia, H. and Devos, G. (2010). How Distributed Leadership can Make a Difference in Teachers' Organizational Commitment? A qualitative study. *Teaching and Teacher Education*, 26(3), 565-575.
- Θεοφιλίδης, Χρ. (1994). *Ορθολογιστική Οργάνωση και Διοίκηση Σχολείου*. Λευκωσία.
- Θεοφιλίδης, Χρ. & Στυλιανίδης, Μ. (2002). *Φιλοσοφία και Πρακτική της Διοίκησης Δημοτικού Σχολείου στην Κύπρο*. Λευκωσία.
- Θεοφιλίδης, Χρ., Μιχαηλίδου, Α., Στυλιανίδης, Μ. και Χαραλάμπους, Κ. (2004). *Ο Βοηθός Διευθυντής Δημοτικού Σχολείου: αναβάθμιση ενός αθέατου ρόλου*. Λευκωσία.
- Leithwood, K., Harris, A. & Hopkins, D. (2008). Seven Strong Claims About Successful School Leadership. *School Leadership and Management*, 28(1), 27-42.
- National College for Leadership of Schools and Children's Services. (2010). *Ten Strong Claims About Successful School Leadership*.
- OECD, (2008). *Improving School Leadership*. Volume 1: Policy and Practice. Chapter 1: School Leadership Matters.
- OECD, (2008). *Improving School Leadership*. Volume 1: Policy and Practice. Chapter 3: Distributing School Leadership.
- Πασιαρδή, Γ. (2001). *Το Σχολικό Κλίμα*. Αθήνα: Gutenberg.
- Πασιαρδή, Π. (2004). *Εκπαιδευτική Ηγεσία*. Αθήνα Μεταίχμιο.
- Penlington, C., Kington, A. & Day, Chr. (2008). Leadership in Improving Schools: a qualitative perspective. *School Leadership and Management*, 28(1), 65-82.
- Στυλιανίδης, Μ. (2008). *Το Σχολείο του Μέλλοντος: στρατηγική πρόγνωση και σχεδιασμός*. Αθήνα: Εκδόσεις Γρηγόρη.
- Supovitz, J., Sirinides, Ph. & May, H. (2010). How Principals and Peers Influence Teaching and Learning. *Educational Administration Quarterly* 46(1), 31-56.