



UNIVERSITY OF NICOSIA ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

Course Code EDUC-571	Course Title School Organization and Management	ECTS Credits 9
Department Education	Semester Spring	Prerequisites EDUC 570
Type of Course Required	Field School Management	Language of Instruction Greek
Level of Course 2 rd Cycle	Year of Study 1 st	Lecturer(s) Dr Christos Theophilides
Mode of Delivery face-to-face	Work Placement N/A	Co-requisites None

Objectives of the course:

- Study the leadership and administrative role of the school administrative team and identify functions and/or activities which fall within each role.
- Become aware of various administrative models and examine their philosophic, social and anthropological background.
- Understand concepts such as: open system, school culture and ethos, school vision, communication, distributed leadership.
- Realize the importance of the participative model of leadership and the need for collective effort in deciding school vision, promoting change and innovation, professional development at the school level.

Learning outcomes:

- Describe the school as an open system which, on the one hand, interacts continually with its external environment and, on the other hand, capitalizes on its input in order to set up processes which maximize school effectiveness.
- Interpret correctly the schemes of service for all administrative posts existing at the school level for primary and secondary education.
- Identify and outline the various dimensions of the leadership and administrative role of the school principal (coordination of effort, improved learning outcomes, staff development, effective use of human and material resources, fostering innovation, developing a school climate conducive to smooth functioning of the school, accountability).
- Acknowledge the importance of group dynamics and take advantage of the available human resources to transform school into a learning community.
- Practise management skills such as: presiding over meetings, staff development, school self-evaluation.

Course content:

1. Duties and responsibilities of the members of the school administrative team.
2. The school as an open system and as a community of responsibility and practice.
3. Research on leadership effectiveness and the effective school.
4. The principal's role in the knowledge society.
5. The school principal as an agent of change, staff development and improved learning outcomes.
6. The problems of newly appointed principals.
7. School self-evaluation.
8. Strategies for consensus decision-making at the school level.
9. Staff meetings.
10. Consultation strategies for the school level.

Learning activities and teaching methods:

Lecture, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations

Assessment methods:

Formative assessment, feedback, individual research, collaborative work, presentations, discussions

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

- Bezzina, C. (2006). What works? The road to improvement in a Maltese catholic school. *International Studies in Educational Administration*, 34(3), 77-88.
- Cardno, C. (2006). Leading change from within: action research to strengthen curriculum leadership in a primary school. *School Leadership and Management*, 26 (5), 453-471.
- Duncombe, R. & Armour, K.M. (2004). Collaborative professional learning: from theory to practice. *Journal of In-service Education*, 30(1), 141-165.
- Gurr, D., Drysdale, L. & Mulford, B. (2006). Models of successful principal leadership. *School Leadership and Management*, 26 (4), 371-395.
- James, C.R., Dunning G., Connolly, M. & Elliot, T. (2007). Collaborative practice: a model of successful working in schools. *Journal of Educational Administration*, 45, (5), 541-555.
- Jennings, M., (2007). *Leading effective meetings, teams and work groups in districts and schools*. Alexandria, VA: ASCD.
- Fullan, M., (2008). *What's worth fighting for in the principalship?* (2nd ed.) USA: Teachers College Press.
- Fullan, M., (2003) *Leading in a culture of change: Personal action guide and workbook*. San Francisco: Jossey-Bass.

- Leithwood, K. & Beatty, B. (2009). Leadership for Emotionally Hot Climates. *International Studies in Educational Administration*, 37 (1), 91- 103.
- Leithwood, K. & Jatzi, D. (2005). A review of transformational school leadership research 1996-2005. *Leadership and Policy in Schools*, 4, 177-199.
- Leithwood, K. & Riehl, C. (2003). *What we know about successful school leadership*, Philadelphia, P.A: Laboratory for Student Success, Temple University.
- Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). *Seven strong claims about successful school leadership*. National College for School Leadership. Ανακλήθηκε από www.ncsl.org.uk
- Murphy, J., Elliot, S.N., Goldring, E. & Porter, A.C. (2007). Leadership for learning: A research model and taxonomy of behaviors. *School Leadership and Management*, 27(2), 179-201.
- Sergiovanni, Th. (2001). Leadership and learning: Searching for a practical theory. *Leadership. What's in it for schools?* London: Routledge Falmer. Κεφ. 4, 6 σ. 59-75, 99-125.
- Sheppard, B. & Brown, J. (2009). Developing and Implementing a Shared Vision of Teaching and Learning at the District Level. *International Studies in Educational Administration*, 37 (2), 41-59.
- Spillane, J., Hunt, B. & Healey, K. (2009). Managing and Leading Elementary Schools: Attending to the Formal and Informal Organisation. *International Studies in Educational Administration*, 37 (1), 5-28.
- Stein, M. & Spillane, J. (2005). What can Researchers on Educational Leadership Learn from Research on Teaching: Building a Bridge. In W.Firestone & C.Riehl (eds). *A New Agenda for Research in Educational Leadership*. New York: Teachers College Press, 28-45.
- Taylor, T., Martin, B.N., Hutchinson, S. & Jinks, M. (2007). Examination of leadership practices of principals identified as servant leaders. *International Journal of Leadership in Education*, 10, (4), 401-419.
- Tornsen, M. (2009). Principal Leadership, National Responsibilities and Successful School Outcomes. *International Studies in Educational Administration*, 37 (3), 37-52.
- Wasonga, T.A. & Murphy, J.F. (2007). Co-creating leadership dispositions. *International Studies in Educational Administration*, 35 (2), 20-32.
- Θεοφιλίδης, Χρ., Κουτσελίνη, Μ., Μπουζάκης, Σ., Μαρτίδου-Φορσιέ, Δ. & Μιχαηλίδου, Α.(2009). Προς ένα επαγωγικό-αναδομητικό μοντέλο επιμόρφωσης των εκπαιδευτικών: Επιστημολογική βάση. *Επιστήμες Αγωγής* (υπό εκτύπωση).