

EDP01

Educational Leadership



Enhancing educators' expertise and professional development

EDP01: Educational Leadership

Module delivered to: Cook Islands Ministry of Education

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I. Introduction to Module

Educational Leadership, EDP01, is one of four modules presented under the *Professional Certificate in Education Policy and Planning* offered by the Institute of Education in collaboration with the School of Education at the University of the South Pacific. The EDP01 Module is worth 5 credit points and is offered at the post graduate level. The EDP01 is aligned to the School of Education's ED491 Advance Studies in Educational Leadership course. The module is delivered through the face-to-face mode, in country, for two weeks. The module was developed by Dr Seu`ula Johansson Fua of the Institute of Education, with advice from Associate Professor Govinda Lingam of the School of Education, and from Professor Mark Bray, The University of Hong Kong. The module is delivered by Dr Seu`ula J Fua.

II. Prerequisite Course or Knowledge

Students wishing to take this module should have already gained admission into the *Professional Certificate in Education Policy and Planning*. As a pre-requisite for this course, students are assumed to be working in the field of education and expected to have some knowledge of their education system. Students are expected to be in an educational leadership position or interested in educational leadership. Students, taking this course are expected to be at managerial level, including school principals, head teachers, Chief Education Officers, District/Provincial education officers, and heads of education divisions. Students are not required to have completed ED491 Advanced Studies in Educational Leadership prior to enrolling in this module (EDP01).

III. Time

Time	Activities
DAY 1	Pacific conceptualisations of leadership (a) Of Kings and Ariki Relationships and Clans Power, authority and influence
DAY 2	Pacific conceptualisations of educational leadership (b) Evolution of organisational leadership in Pacific schools Values, ethics and principles in educational leadership
DAY 3	Leadership and school improvement Instructional leadership & types of leadership How successful leadership influences student learning
DAY 4	Leadership and school improvement Basics of successful leadership Beyond the basics of successful leadership <i>Assessment 1: School Improvement Plan 30%</i>
DAY 5	Profiling educational leaders (a) Using action research to conduct profile <i>Pacific Professional Standards for Principals</i> <i>Tonga School Principal Framework</i>
DAY 6	Profiling educational leaders (b) Reflections of Cook Islands Principals
DAY 7	Profiling educational leaders (c) Assemble a profile for Cook Islands school principal <i>Assessment 2: Profile of educational leader/s 30%</i>

DAY 8	Educational leadership development plan (a) Assessing current capability Envisioning a new generation of leaders
DAY 9	Educational leadership development plan (b) Gathering support and mentor A plan for improved leadership <i>Assessment 3: Leadership professional development plan 30%</i>
DAY 10	<i>Assessment 4:Seminar presentation A Guide for improving Cook Is School Principals 10%</i>

IV. Module Rationale

The EDP01 module on Educational Leadership is one of four modules offered under the *Professional Certificate in Education Policy and Planning*. The Forum Education Ministers' meeting (FE dMM) in April 2012 tasked the USP with developing and delivering a training mechanism that will raise the capacity of national educational planners and policy writers in regional Ministries of Education. In September 2012, the Institute of Education, with support from the School Education, conducted a training needs analysis in 6 countries of the region to gather information that would inform the design of the educational policy and planning program. The *Professional Certificate in Education Policy and Planning* was approved by the USP Senate for full development in November of 2013.

The Institute of Education, with advice from the School of Education and from Professor Mark Bray of the University of Hong Kong, have fully developed the modules for offering in semester 2 of 2014.

This module, EDP01 Educational Leadership was developed in recognition that effective policy and planning depends on clear, visionary and strong leadership to drive the developments. This module clarifies the concepts of leadership in education and highlights the importance of instructional leadership. The EDP01, like all other modules in the program, are designed for practitioners and while they are inter-related, can also be treated as a stand-alone module. The EDP01 Educational Leadership intends to provide students with practical tools/templates that will encourage improved practice in educational leadership and within own context. The EDP01 Educational Leadership is linked to ED491 Advanced Studies in Educational Leadership. Students who complete the EDP01 can take their 5 credit and count it towards their post graduate program.

V. Module Objective(s)

The aim of the EDP01 Educational Leadership module is to introduce students to the concept of profiling educational leadership; developing professional development plan for educational leaders; and the value of instructional leadership for improving schools and student learning.

Learning outcomes for students upon completion of this module:

1. Compare and contrast dimensions of leadership as practiced in Pacific education and social contexts.
2. Support the impact of improved instructional leadership on raising school achievement.
3. Appraise the diverse roles that educational leaders can hold in a community.
4. Design individual professional development plan for leadership development.

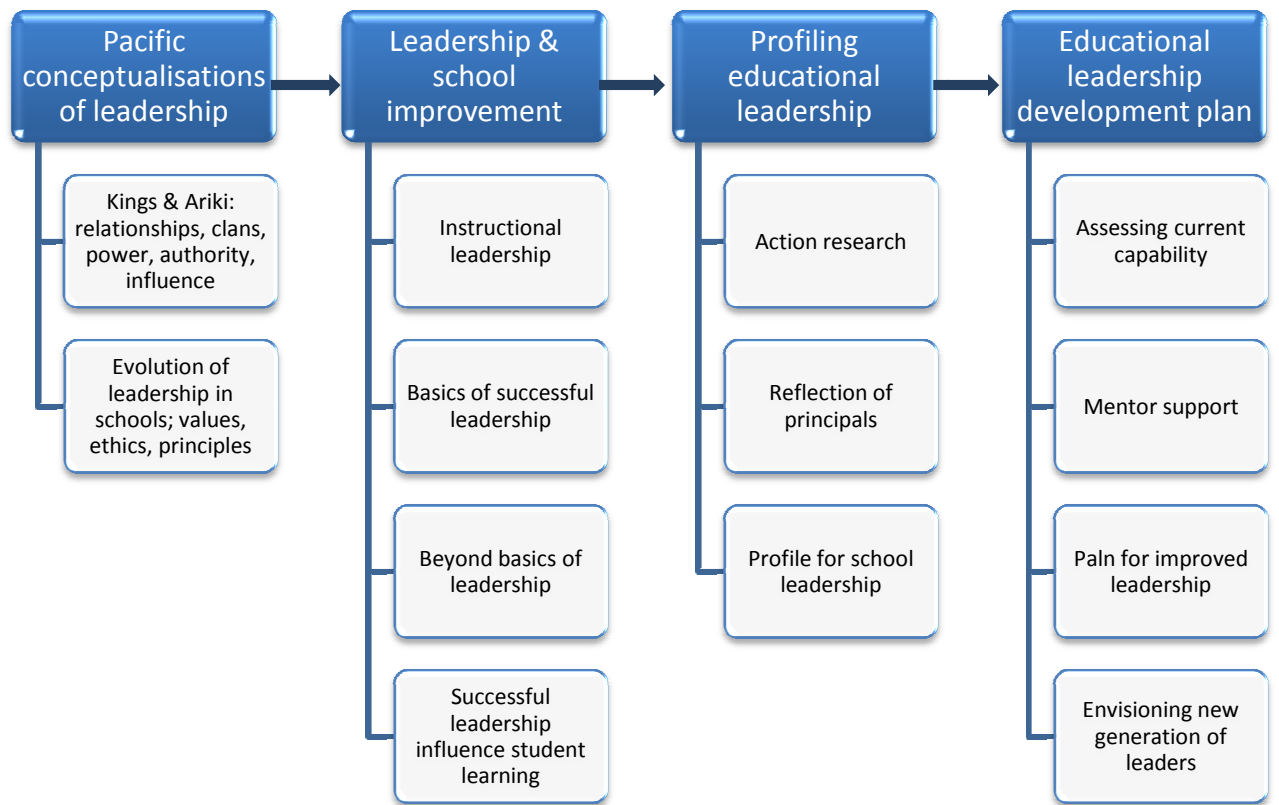
VI. Content

Overview of Content & Rationale for Inclusion

Content	Rationale for Inclusion
Pacific conceptualisations of leadership (a) Of Kings and Ariki Relationships and Clans Power, authority and influence	Leadership is contextual and a wise starting point for critiquing and learning about leadership is to understand our Pacific understandings, beliefs and values about leadership. Here we use the practice of Kings, chiefs, ariki, hou`eiki and traditional leadership as point of reference for our learning about leadership. We examine the key dimensions of leadership, such as power, authority, and influence as expressed through relationships and clan/tribal customs & practices.
Pacific conceptualisations of educational leadership (b) Evolution of organisational leadership in Pacific schools Values, ethics and principles in educational leadership	Educational leadership, as with schooling and Christianity has its Pacific roots in the work of missionaries. Here we trace the practices and thinking that evolved through educational leadership in a particular Pacific country. We pay attention to the values and principles that were used to guide practice.
Leadership and school improvement Instructional leadership & types of leadership How successful leadership influences student learning	Although there are many types and forms of leadership, this module will focus on the role of instructional leadership in improving schools.
Leadership and school improvement Basics of successful leadership Beyond the basics of successful leadership <i>Assessment 1: Clarifying my leadership philosophy (20%)</i>	This session is an extension of the instructional leadership session, in that it encourages students to appreciate the role of instructional leadership in improving schools. In this session, students will be introduced to international literature on basics of successful leadership and the factors that can further improve basic leadership skills.
Profiling educational leaders (a)	Three sessions are allocated for students to

Using action research to conduct profile <i>Pacific Professional Standards for Principals</i> <i>Tonga School Principal Framework</i>	go through the use of action research to conduct a leadership profile with the aim for them to complete a profile for educational leaders in their context (Cook Is).
Profiling educational leaders (b) Reflections of Cook Islands Principals	Students will also hear from practising and retired school principals about their practices and thoughts on educational leadership in this context.
Profiling educational leaders (c) Assemble a profile for Cook Islands school principal <i>Assessment 2: Profile of educational leader/s</i> 30%	Students will work on data collected from the action research and the reflections of Cook Island principals to put together an educational leadership profile.
Educational leadership development plan (a) Assessing current capability Envisioning a new generation of leaders	Two sessions are allocated for students to take the profile that they have completed and build a professional development plan for the improvement of their leadership role. This will include critical assessment of their current practice and setting forward a new vision for educational leadership for their country and for themselves.
Educational leadership development plan (b) Gathering support and mentor A plan for improved leadership <i>Assessment 3: Leadership professional development plan</i> 30%	Students will also be encouraged to think about mentoring support and plans for improving their leadership.
<i>Assessment 4: Seminar presentation A Guide for improving Cook Is School Leadership</i> 20%	A final assessment for the group will be for each student to present a short guide, as if they were to advice another principal, on educational leadership in the Cook Islands. This guide is based on the profile work, the school improvement plan and the educational leadership development plan.

Content Map



VII. Key Words

Key vocabulary and terms

Term	Definition
Ariki	Noble, chief, high status
Pacific conceptualisations of leadership	Pacific people's experiences, beliefs and values that guide leadership in given context
Organisational leadership	Leadership within a formalised institution, such as school, church, government. Formal position that is normally achieved through merit and qualifications.
Traditional leadership	Refers to leadership in society, such as chiefs, ariki, hou`eiki, and kings. Such leadership is normally ascribed, hereditary and closely associated with land and clans.
Instructional leadership	Basically refers to a leader with expertise in the field of teaching and learning.
School improvement plan	A system ordering of sets of goals that are outlined in order to achieve change and improve school conditions. Plan can include a range of goals related to teaching and learning as well as resourcing and infrastructural development.
Profiling educational leaders	A process of documenting, practices, beliefs, philosophy and experiences of a leader in order to identify key dimensions and practices of leaders. A tool that can be used to design professional development for leaders.
Pacific Professional standards for principals	Set of criteria that has been produced by the South Pacific Board of Educational Assessment (SPBEA) as a guide for practices of Pacific principals.
Tonga School Principal Framework	A set of criteria that has been produced by the USP/Ministry of Education Tonga to guide the practices and professional development of school principals.
Leadership professional development plan	A professional development plan for school leaders

VIII. Teaching and Learning Activities

Planned Teaching and Learning Activities:

Day One			
TIME	CONTENT	TEACHING ACTIVITIES	STUDENT LEARNING OUTCOMES
9am – 1pm	Pacific conceptualisations of leadership: Of kings and ariki Relationships & Clans	Invited guest speaker to speak on Ariki leadership, relationships & clans Students conceptualisations of leadership	<i>Compare and contrast dimensions of leadership as practiced in Pacific education and social contexts</i>
2 – 5pm	Power, authority & influence	Lecture notes & class discussions	
Day Two			
9am – 1pm	Pacific conceptualisations of leadership: Evolution of organisational leadership in Pacific schools	Examples from Tonga Guest speaker of former school principal	<i>Compare and contrast dimensions of leadership as practiced in Pacific education and social contexts</i>
2 – 5pm	Values, ethics and principles in educational leadership	Lecture notes & class discussions	
Day Three			
9am – 1pm	Leadership & school improvement: Instructional leadership & types of leadership	Lecture notes & class discussions	<i>Support the impact of improved instructional leadership on raising school achievement</i>
2- 5pm	How successful leadership influences student learning		
Day Four			
9am – 1pm	Leadership & school improvement: Basics of successful leadership	Lecture notes & class discussions	<i>Support the impact of improved instructional leadership on raising school achievement</i>
2 – 5pm	Beyond basics of successful leadership	<i>Assessment 1: Clarifying my leadership philosophy (20%)</i>	
Day Five			
9am – 1pm	Profiling educational leaders: Using action research to conduct profiling	Lecture notes & class discussions	<i>Appraise the diverse roles that educational leaders can hold in a community</i>
2 – 5pm	<i>Pacific Professional Standards for Principals Tonga School Principals framework</i>	Lecture notes & class discussions	<i>Compare and contrast dimensions of leadership as practiced in Pacific education and social contexts</i>
Day Six			
9am – 1pm	Profiling educational leaders: Reflections of Cook Islands	Invited guest speakers to present on various dimensions of	<i>Appraise the diverse roles that educational leaders can hold in a</i>

	Principals	educational leadership for Cook Islands	<i>community</i>
2 – 5pm	Reflections of Cook Islands principals	Invited guest speakers to present on various dimensions of educational leadership for Cook Islands	<i>Compare and contrast dimensions of leadership as practiced in Pacific education and social contexts</i>
Day Seven			
9am – 1pm	Profiling educational leaders: Assemble a profile for Cook Is school leaders	Group work to assemble profile for CI school leaders	<i>Appraise the diverse roles that educational leaders can hold in a community</i>
2 – 5pm		Work on assessment 2 <i>Assessment 2: Profile of educational leaders (30%)</i>	<i>Compare and contrast dimensions of leadership as practiced in Pacific education and social contexts</i>
Day Eight			
9am – 1pm	Educational leadership development plan: A professional development plan for leaders Assessing current capability	Lecture notes & class discussions	<i>Design individual professional development plan for leadership development</i>
2 – 5pm	Envisioning a new generation of leaders		
Day Nine			
9am – 1pm	Educational leadership development plan: Gathering support and mentor A plan for improved leadership	Lecture notes and class discussions	<i>Design individual professional development plan for leadership development</i>
2 – 5pm		<i>Assessment 3: Leadership professional development plan (30%)</i>	
Day Ten			
9am – 1pm	Seminar presentations	<i>Assessment 4: Seminar presentation: A Guide for improving Cook Is School Leadership (20%)</i>	<i>Design individual professional development plan for leadership development</i>
2 – 5pm	Seminar presentations		

IX Assessment:

Summary of Assessments:

The EDP01 module takes a continuous assessment approach, with the following assessment tasks. Please note that all assessment tasks are due during the delivery of the module. Students are expected to, when necessary, complete assessments after class. When available, time will be given during the course for students to work on their assessments. For variation on the due date for the assignments, please talk with the instructor.

The USP Policy on Plagiarism and Dishonest practice applies. You can access this through the USP website: <http://www.usp.ac.fj/index.php?id=calendar>

Assessment descriptor	Weight %	Due date
1. Clarifying my leadership philosophy	20%	Day 4
2. Profile of educational leader/s	30%	Day 7
3. Leadership professional development plan	30%	Day 9
4. Seminar presentation: A guide for improving Cook Islands School Leadership	20%	Day 10

IX. Materials

Lecture notes and power point presentations

Assessment Descriptors, marking schedule and assignment sheets

Pacific Professional Standards for Principals

Tonga School principals' leadership framework

Professional Standards for Cook Islands Civil servants/school teachers/school principals (if available)

X. Compulsory Readings and Useful Links

Fua, S.J., 2010, *Improving Tongan Schools: A Guide*, USP IOE: Tonga

Gill, V. Api'i, 2003. 'Culture in Education', in *Cook Islands Maori Culture* edited by Ron Crocombe and Marjorie Tua'inekore Crocombe, USP, Fiji, Cook Islands.

Leithwood, K., Louis, K.S., Anderson, S., Wahlstrom, K. 2004. *How leadership influences student learning*, The Wallace Foundation, University of Toronto OISE: Toronto.

Mason, J.T., 2003. 'Porotiki, The culture of Governance', in *Cook Islands Maori Culture* edited by Ron Crocombe and Marjorie Tua'inekore Crocombe, USP: Fiji, Cook Islands.

XI. Appendices

Assessment information and marking schedule are included in the Appendices. Students to use USP assignment cover sheets and follow USP regulations for assignment submissions.

XII. References

Fua, S.J., 2010, *Improving Tongan Schools: A Guide*, USP IOE: Tonga

Leithwood, K., Louis, K.S., Anderson, S., Wahlstrom, K. 2004. *How leadership influences student learning*, The Wallace Foundation, University of Toronto OISE: Toronto.

Appendix One: Assessment Information¹

Assessment One: Clarifying my leadership philosophy

Weight: 20%

Due date: Day 4

Instructions:

1. Select one other class mate who can help you clarifying your thinking and beliefs about leadership.
2. From the presentation of guest lecturers and the class discussion continually hold an honest and frank conversation with your classmate about your philosophy of leadership. Some of the issues to consider:
 - 2.1 What are your past experiences of leadership?
 - 2.2 Who do you recognise as an exemplar leader? Why do you respect and look up to this leader?
 - 2.3 Are there lessons to be learned from such leaders? Why?
 - 2.4 What are your values, beliefs and philosophy to you observe in Cook Island leadership of today?
 - 2.5 What are your values, principles, philosophy and conceptualisation/s of leadership for you practice?
3. Use the above questions only as a guide for your conversation with your classmate. Compile your answers to put together a 1 page outlining your philosophy of leadership. The one pager should be succinct and well-articulated.

Table of Marking Schedule:

Expected student learning outcome: *Compare and contrast dimensions of leadership as practiced in Pacific education and social contexts.*

Levels of attainment	Descriptor	Comments
A: The very best understanding 18 - 20	Is able to critically <i>reflect</i> on approaches to leadership and <i>evaluate</i> personal and other conceptualisations of leadership to articulate clear philosophy of leadership.	
B: Highly satisfactory 14 - 17	Is able to <i>explain</i> the meaning of leadership and <i>compare</i> different experiences and beliefs about leadership. Is able to <i>apply</i> the various lessons of leadership into a well articulated personal philosophy of leadership.	
C: Quite satisfactory 10 - 13	Is able to <i>classify</i> a range of beliefs and experiences in leadership and make <i>comments</i> on specific characteristics of leadership.	
D: Just a Pass 9 - 10	Is able to <i>state</i> and <i>describe</i> an approach to leadership	
F: Fail	Is not able to complete task.	

Assessment Two: Profile of educational leaders

¹Further detailed information will be provided on the marking schedule prior to the class commencement, based on the context and the prior knowledge of the students.

Weight: 30%

Due date: Day 7

Instructions:

1. In groups of 2 – 3 work together to identify a leader, preferably a school leader (either past or present) and conduct a series of interviews to put together a profile for this leader.
2. Use the examples given in class from the *Pacific Professional Standards for Principals* and/or the *Reflections of Cook Islands Principals* and/or the *Tonga School Principals' Framework* to identify a dimension/standard to guide your questions for the profile.
3. Collect data from the interviews and analyse to identify key themes and patterns.
4. From the findings, identify at least one standard/dimension of leadership; proceed to identify sub-dimensions/ sub-standards that collectively describe the standard/dimension. In your group identify the range of practices that collectively describe each sub-dimension/ standard. Rank the described practices in some form to indicate a progression from 'standard practice' to 'best practice'.
5. Submit to the trainer your profile on given due date.

Table of Marking Schedule:

Expected student learning outcome: *Compare and contrast dimensions of leadership as practiced in Pacific education and social contexts; Appraise the diverse roles that educational leaders can hold in a community*

Levels of attainment	Descriptor	Comments
A: The very best understanding 18 - 20	Is able to critically <i>reflect</i> on approaches to leadership and <i>evaluate</i> personal and other conceptualisations of leadership to articulate a profile for educational leadership.	
B: Highly satisfactory 14 - 17	Is able to <i>explain</i> stories of leadership <i>compare</i> different experiences and beliefs about leadership. Is able to <i>apply</i> the various lessons of leadership into a well designed profile.	
C: Quite satisfactory 10 - 13	Is able to <i>classify</i> a range of beliefs and experiences in leadership and make <i>comments</i> on a leadership profile.	
D: Just a Pass 9 - 10	Is able to <i>state</i> and <i>describe</i> a leadership profile.	
F: Fail	Is not able to complete task.	

Assessment Three: Leadership professional development plan

Weight: 30%

Due date: Day 9

Instructions:

1. Based on the profile that you have completed, use the profile to self-assess your current practice. You can use your former grouping to help with the self-assessment of your practice.
2. From the self-assessment of your practice against the profile, select and prioritise the sub-dimensions/sub-standards that you wish to have your professional development plan cover.
3. Identify at least 3 leadership professional development activities that you wish to work on for the next 12 months.
4. Put together a professional development plan for improving your leadership. Examples will be provided during class time but you are free to use your own template/approach.
5. Submit your leadership professional development plan to the trainer on due date.

Table of Marking Schedule:

Expected student learning outcome: *Design individual professional development plan for leadership development*

Levels of attainment	Descriptor	Comments
A: The very best understanding 18 - 20	Is able to critically <i>reflect</i> on approaches to leadership development and <i>evaluate</i> personal needs for leadership development; and put forward a well articulated professional development plan.	
B: Highly satisfactory 14 - 17	Is able to <i>explain</i> a professional development plan and <i>compare</i> different experiences and approaches to leadership development. Is able to <i>apply</i> the various lessons of leadership into a well designed leadership professional development plan.	
C: Quite satisfactory 10 - 13	Is able to <i>classify</i> a range of professional development activities in leadership and present <i>comments</i> on a leadership professional development plan.	
D: Just a Pass 9 - 10	Is able to <i>state</i> and <i>describe</i> a leadership professional development plan.	
F: Fail	Is not able to complete task.	

Assessment Four: Seminar group presentation: A Guide for improving Cook Is School Leadership

Weight: 20%

Due date: Day 10

Instructions:

1. Gather a small group of 2 – 3 and work on pooling together lessons you have all learned during this course to design your guide for educational leadership in the Cook Islands.
2. Based on your conceptualisation of leadership, profile of school leader/s, professional development for leadership and lessons from this course, put together a guide of what you believe to be essential lessons/messages for emerging school and educational leaders in Cook Islands. Examples will be provided during class time but you are free to use your own template/approach.
3. Submit your group’s guide to the trainer on due date and give a 10 minute presentation on your guide.

Table of Marking Schedule:

Expected student learning outcome: *Design individual professional development plan for leadership development.*

Levels of attainment	Descriptor	Comments
A: The very best understanding 18 - 20	Is able to critically <i>reflect</i> on approaches to leadership development and <i>evaluate</i> Cook Islands’ needs for leadership development; and put forward a well articulated guide for educational leaders in the Cook Islands.	
B: Highly satisfactory 14 - 17	Is able to <i>explain</i> a guide for improving educational leadership and <i>compare</i> different experiences and approaches to leadership development. Is able to <i>apply</i> the various lessons of leadership into a well designed guide for improving educational leadership in the Cook Islands.	
C: Quite satisfactory 10 - 13	Is able to <i>classify</i> a range of activities in leadership and present <i>comments</i> on a guide for improving educational leadership in the Cook Islands.	
D: Just a Pass 9 - 10	Is able to <i>state</i> and <i>describe</i> a guide for improving educational leadership in the Cook Islands.	
F: Fail	Is not able to complete task.	

