**University of Management and Technology**

**Course Outline**

**Course code: ED 418**

**Course Title: Foundations of Educational Leadership and Management**

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| --- | --- |
| Program | **BS Education** |
| Credit Hours | **3+0** |
| Duration | One Semester |
| Prerequisites | **NA** |
| Resource Person | Dr Irfan Bashir |
| Counseling Timing |  |
| Contact |  |

**Resource Person’s Signature …………………….**

**Chairman/Director signature………………………………….**

**Dean’s signature…………………………… Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’. |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards. |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Description of Course**

Leadership plays decisive role not only in establishing the rapport of any institute but also setting the direction and magnitude of teaching-learning activities. This course focuses on giving an in-depth reading and understanding of the leadership and management phenomena in general and especially in the domain of education. The course will cover classical and modern approaches to leadership and management theories and practices in education.

**Course Learning Objectives (CLOs):**

After the successful completion of the course, the graduates will be able to:

1. Differentiate between Leadership, Administration and Management in schools as systems; and Identify their own leadership potential- C2
2. Critically analyze various leadership and management theories/models in practice, and their related issues. C4
3. Choose their leadership style/strategy according to the situation in educational settings to improve teaching and learning. C6
4. Analyze Islamic, gender and cultural perspectives of leadership C4
5. Evaluate Instructional Leadership Models to apply in their context C6

**Learning Methodology:**

* Lectures
* Assignments / projects
* Case Studies
* Presentation on allocated topics
* Videos
* Discussions

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Evaluation Marks in percentage**

Quizzes/class activities 10%

Assignments/presentations/projects 25%

Mid Term 25%

Final exam 40%

Total 100%

**Course Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Ref. Chapter** | **CLO** |
|  | 1. Introduction to the course 2. What is leadership 3. Differentiating Leadership, Administration and Management 4. Leadership and Power 5. Self-assessment | Handout by resource person.  Northouse 1  Bush 1 | 1 |
|  | 1. Education as a System 2. Emergence of Leadership Concept 3. What Leaders do | Handout by resource person  Northouse 1  Bush 1,2 | 1 |
|  | 1. Qualities of Leaders (Traits Theory) 2. Are Leaders Born (Charismatic Leadership) | Northouse  Chapter 2 | 2,3 |
|  | 1. Skills and Behaviors of Leaders | Northhouse 3,4 | 2,3 |
|  | 1. Situational Approach 2. Path-goal Theory | Northhouse 5,6 | 2,3 |
|  | 1. Leader–Member Exchange Theory (Transactions) 2. Transformational Leadership | Northhouse 7,8 | 2,3 |
|  | 1. Authentic Leadership 2. Servant Leadership | Northhouse  9,10 | 2,2 |
|  | 1. Adaptive Leadership 2. Psychodynamic Approach | Northhouse  11, 12 | 2,3 |
|  | 1. Leadership Ethics 2. Team Leadership | Northhouse 13, 14 | 2,3 |
|  | 1. Style Approaches | Handout  Northouse 4 | 2,3 |
|  | 1. Gender and Leadership 2. Culture and Leadership | Northhouse -15-16  Robert,P; and Tersoky, A.L. Feminist theory and educational leadership much ado about something! | 4 |
|  | Islamic Concept of leadership | Shah, Badawi, and Sajjad. Mentioned in Text Book list  Provided handout on Weber, Hallinger and Murphy | 4 |
|  | Instructional Leadership | Hand out by the resource person | 5 |
|  | Project Presentation |  |  |
|  | Project Presentation |  |  |
|  | Recap |  |  |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Project | Assignment | Presentation | Class Activities | Mid Exam | Final Exam |
| 1 | ✔ |  |  |  |  |  | ✔ |  |
| 2 |  | ✔ | ✔ |  |  |  | ✔ | ✔ |
| 3 |  |  |  | ✔ |  | ✔ | ✔ | ✔ |
| 4 |  | ✔ |  |  |  |  |  | ✔ |
| 5 |  |  |  |  | ✔ |  |  | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PLOs | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO5 |
| PLO 1: Subject matter knowledge | ✔ | ✔ |  |  |  |
| PLO 2: Human Growth and Development- |  |  |  |  |  |
| PLO 3: Knowledge of Professional and Ethical Values |  |  |  | ✔ |  |
| PLO 4: Instructional Planning and Strategies |  |  |  |  |  |
| PLO 5: Students’ Assessment |  |  |  |  | ✔ |
| PLO 6: Learning Environment |  |  | ✔ |  |  |
| PLO 7: Effective Use of Information and Communication Technologies |  |  |  |  |  |
| PLO 8: Collaboration and Partnership |  |  |  |  | ✔ |
| PLO 9: Continuous Professional Development and Code of Conduct |  |  |  |  |  |
| PLO 10: Teaching of English as FL/SL |  |  |  |  |  |

**Recommended Text Books:**

1. Northouse, P.G. (2016). *Leadership: theory and practice. 7th Ed*. Sage publication
2. Shah,S. (2016) Education, leadership and Islam: theories, discourses and practices from an Islamic perspective. London,UK: Routledge
3. Hoy,W.K & Miskel, C.G. (2013). *Educational Administration: Theory, Research, and Practice;* McGraw-Hill Higher Education
4. Bush, Tony (2011) Theories of educational leadership and management (4th ed) London,U.K.: Sage Publications, Inc.

**Reference Books:**

1. Allison, H. (2013) Encyclopaedia of educational leadership: New Delhi,India
2. English. F.W. (2006) Encyclopedia of educational leadership and administration : Sage
3. Bush, Tony. (2008). Leadership and Management Development in Education. 10.4135/9781446213605.
4. Ahmad,S. (2012) :Islamic perspective of leadership style in context of Hazrat Umar's era Sajjad Ahmad. LRC UMT (Thesis)
5. Rafiq I. B. and Badawi, J. (1999) Leadership an Islamic perspective Beltsvile,Marland: Amana Publications