**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code |  |
| Course Title | **Leading and Supervising Instructions** |
| Resource Person(s) |  |
| Semester | S2024 |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil  |
| Counselling Hours |  |

**Chairperson/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 |

**Course Description**

The primary objective of this course is to prepare prospective teachers for school leadership roles in schools, and for leadership of educational organizations. The course emphasizes the conceptual framework and skills, as well as the values and beliefs, which inform effective school and organizational leadership.

**Course Learning Outcomes:**

Graduates will be able to:

1. Apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader. C1
2. Demonstrate an understanding of basic principles and foundations of school leadership.C2
3. Demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development. C3
4. Apply key theories of leadership to their own working environment. C4
5. Explore ways in which educational management and leadership can contribute to improving quality of teaching and learning process C5

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CLO’s/****PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** | **CLO 5** |
| **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-** |  |  |  |  |  |

**Teaching Methodology:**

The course will be taught using various techniques and modes including on-campus lectures, discussions, reading and writing assignments, presentations, group work, and research projects.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Assignments  | 10% |
| Quizzes | 10% |
| Mid Term Exam | 20% |
| Attendance & Class Participation | 10% |
| Presentations  | 15% |
| Final Exam | 35% |
| Total | 100% |

**Recommended Text Books:**

Bennett, N., Crawford, M., & Cartwright, M. (Eds.). (2003). Effective educational leadership. SAGE.

**Recommended Reference Books:**

Bottery, M. (2004) *The challenges of educational leadership: Values in a globalized age*. London: Chapman.

Busher, H. (2006).  *Understanding Educational Leadership. Poland: Open University Press*

Brent, D. **(**2003) *Handbook of educational leadership and management. London:* Pearson Education.

Busher, H. (2006)*Understanding educational leadership: People, power and culture*. Maidenhead:Open University Press.

Marzano, R. J., Waters, T. & McNulty, B. (2005). *School leadership that works: From*

 *research to results*. Alexandria VA: Association for Supervision and Curriculum

 Development.

Haydon, G. (2007). Values for educational leadership. Sage.

**Internet Resources**

<https://www.researchgate.net/publication/233441619_Leading_instruction_The_distribution_of_leadership_for_instruction>

https://online.aiou.edu.pk/LIVE\_SITE/SoftBooks/8616.pdf https://qurtuba.edu.pk/thedialogue/The%20Dialogue/4\_4/Dialogue\_October\_December2009\_580-592.pdf

https://online.aiou.edu.pk/LIVE\_SITE/SoftBooks/1647.pdf

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** |  **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | Introduction to Leadership | *School leadership that works: From research to results* pp. 3-14. | Activity: KWL chart | 1 |
| 2.  | Role of leadership educational in National and International Perspectives | *Effective educational leadership*, pp. 5-16. | Assignment  | 1 |
| 3. | Leadership Models and Theories | Effective educational leadership. pp. 23-44. | Quiz 1 | 1,2 |
| 4. | Application of Leadership Theories to the Leadership and Management of Education  | *Effective educational leadership*, pp. 45-55. | Assignment | 2 |
|  5. | Application of Leadership Theories to the Leadership and Management of Education  | *Effective educational leadership*, pp. 56-67. | Class activity | 1 |
| 6 | Leadership Styles | Effective educational leadership pp. 89-108. | Quiz 2 | 4 |
| 7 | Instructional leadership  | Effective educational leadership. pp. 173-184. | Presentation  | 1 |
| 8 | **Mid Exams** |  |  |  |
| 9 |  School improvement |  |  | 2,3 |
| 10 | Instructional leadership and school improvement | Instructional leadership and school improvement | Presentation | 3 |
| 11 | Introducing Principals to the Role of Instructional Leadership | Introducing Principals to the Role of Instructional Leadership | Assignment | 3 |
| 12 | Leadership: Values and Ethics | Leadership: Values and Ethics | Quiz 3  | 4 |
| 13 | Seminars in instructional Leadership | Seminars in instructional Leadership | Presentation | 2 |
| 14 | Seminars in instructional Leadership | Seminars in instructional Leadership | Presentations | 5 |
| 15 | **Revision** |  |  |  |
| 16 | **Final Exams** |  | Topics  |  |

**Mapping of CLOs to Direct Assessments**

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