**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code |  |
| Course Title | School Effectiveness & Change Management |
| Resource Person(s) |  |
| Semester | S 2024 |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites |  |
| 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**

School Effectiveness & Change Management," an essential course designed for undergraduate students aspiring to become influential educators, administrators, and leaders in Pakistan's education sector. This course aims to provide a comprehensive understanding of the principles, practices, and challenges involved in improving school effectiveness and managing change in educational settings.

 The education sector in Pakistan faces numerous challenges, including disparities in educational quality, resource constraints, and the need for systemic reforms. Effective schools are pivotal in providing quality education and ensuring equitable learning opportunities for all students. To achieve this, there is a pressing need for educational professionals who are well-versed in the dynamics of school effectiveness and equipped with the skills to manage change efficiently. This course addresses these needs by blending theoretical foundations with practical applications, preparing students to become proactive change agents in their future roles.

There are significant disparities in the quality of education between urban and rural areas, and between public and private schools in Pakistan. Understanding school effectiveness can help to address these gaps by promoting best practices and strategies that can be adapted to different contexts. Many schools in Pakistan operate under resource constraints. This course teaches students how to optimize available resources and seek innovative solutions to enhance school performance.

**Course Learning Outcomes**

By the end of semester, the students will be equipped with skills to

1. analyze the varied models and theories being practiced for school effectiveness. C4
2. develop strategic plans to enhance school effectiveness, considering contextual factors and resource constraints. C3
3. demonstrate leadership skills in facilitating collaborative efforts among educators, administrators, and the community to achieve school effectiveness. C6
4. advocate for equitable educational opportunities and inclusive practices within schools.C5

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

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

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| --- | --- |
| **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:**

**The New Meaning of Educational Change" by Michael Fullan (5th Edition, 2020)**

**Recommended Reference Books:**

* **Leading School Improvement: A Framework for Action" by Joseph Murphy (2019)**
* **Equity and Quality in Education: Supporting Disadvantaged Students and Schools by OECD (2020)**
* **Managing Change in Schools: A Practical Handbook" by Colin Newton and Tony Tarrant (2021)**

**Internet Resources**

* School Effectiveness and School-Based Management: A Mechanism for Development

By Yin Cheong Cheng

* School Effectiveness and the Management of Effective Learning and Teaching

 Peter Mortimore

* School Effectiveness and Equity: Making Connections A review of school effectiveness and improvement research - its implications for practitioners and policy makers by Pamela Sammons

**Course Calendar**

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| --- | --- | --- | --- | --- |
| **Week** | **Topics** |  **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | **Introduction to School Effectiveness and Change Management** * Overview of course objectives and structure
* Introduction to key concepts and terminology
* Importance of school effectiveness and change management in the educational context
* Discussion on current educational challenges in Pakistan
 | Chapter-1 | Assignment Aquiz-1 | 1,2 |
| 2.  | **Theories and Models of School Effectiveness*** Review of major theories and models (e.g., effective schools’ model, input-process-output model)
* Case studies illustrating different models
* Group discussions on the applicability of these models in Pakistan
 | Chapter-2 | Class ActivityGroups | 3 |
| 3. | **Factors Influencing School Effectiveness*** Exploration of internal and external factors (e.g., leadership, teaching quality, community involvement, resources)
* Interactive activities to map these factors in local schools
* Guest lecture from a school principal or education expert
 | Chapter-3 | Pair WorkClass Activity | 2 |

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| 4. | **Introduction to Change Management*** Overview of change management principles
* Key models (e.g., Lewin's Change Management Model, Kotter’s 8-Step Change Model)
* Case studies of successful and unsuccessful change initiatives in education
 | Chapter-4 | Quiz-2 | 5 |
|  5. | **Strategic Planning for School Improvement*** Components of strategic planning
* Steps in developing a strategic plan
* Workshop: Creating a strategic plan for a hypothetical school
 | Chapter-5 | Quiz-2 | 4 |
| 6 | **Implementing Change in Schools*** Phases of change implementation
* Tools and techniques for managing resistance to change
* Role-playing exercises on implementing change
 | Chapter-6 | Marked Discussion  | 5 |
| 7 | **Data-Driven Decision Making*** Importance of data in school effectiveness
* Methods for collecting and analyzing data
* Practical exercise: Analyzing school performance data
 | Chapter-7 | DemonstrationGroup Task | 6 |
| 8 | **Mid Exams** |  | Topics  |  |
| 9 | **Leadership in School Effectiveness*** Leadership styles and their impact on school effectiveness
* Strategies for effective stakeholder engagement
* Leadership simulation activities
 | Chapter-8 | Group Presentations | 7 |
| 10 | **Community Engagement and Partnership Building*** Importance of community engagement
* Building partnerships with parents, local businesses, and community organizations
* Group project: Designing a community engagement plan

  | Chapter-9 | Group Presentations | 8 |
| 11 | **Equity and Inclusion in Schools*** Understanding equity and inclusion
* Strategies for promoting inclusive practices
* Reflective activities on personal biases and their impact
 | Chapter-10 | Quiz 3  | 3 |
| 12 | **Managing Resources Effectively*** Types of resources (human, financial, material)
* Resource management strategies
* Case study analysis: Resource optimization in schools
 | Chapter-11 | Case Study Presentation |  |
| 13 | **Sustainable Educational Reforms*** Key components of sustainable reforms
* Role of policy in educational change
* Workshop: Designing a sustainable reform initiative
 | Chapter-12 | Presentation | 9 |
| 13 | **Professional Development for Educators*** Importance of continuous professional development
* Best practices for professional growth
* Interactive session: Creating a personal development plan
 |  | **Project Presentations**  | **7** |
| 14 | **Capstone Project Presentations**  | Ch 9 | **Class Activity** | 3 |
| 15 | * **Capstone Project Presentations and Course Review**
 |  | Recap and Reflection |  |
| 16 | **Final Exams** |  | Topics  |  |

**Mapping of CLOs to Direct Assessments**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Quiz 3 | Assignment | Presentation | Class Activity | Mid Exam | Final Exam |
| 1 | ✔ | ✔ |  | ✔ |  |  |  | ✔ |
| 2 |  |  |  | ✔ | ✔ | ✔ | ✔ | ✔ |
| 3 | ✔ |  | ✔ |  | ✔ | ✔ | ✔ | ✔ |
| 4 |  | ✔ |  |  | ✔ |  |  | ✔ |
| 5 |  |  |  |  | ✔ |  |  |  |
| 6 |  |  |  |  | ✔ |  |  |  |
| 7 |  |  |  |  |  |  |  |  |
| 8 |  |  | ✔ |  |  |  |  |  |
| 9 |  |  |  |  | ✔ |  |  |  |