

**Master of Education (M.Ed.)**

**Title of the Course: P 11.9: The Theory and Praxis of Educational Leadership**

**Semester (I & III)**

**Credits: 4**

**MM: 100 (External: 70, Internal: 30)**

**Contact Weeks: 15**

**Introduction to the Course**

This paper aims to develop a nuanced perspective on leadership within the educational context by critically engaging with relevant concepts, principles, and best practices of educational leadership. The course also aims to create awareness among scholars of their educational leadership potential. The course aims to empower scholars to become collaborators of positive change within their respective educational spheres, spearheading initiatives that drive meaningful improvements in educational outcomes and experiences.

**Learning Outcomes**

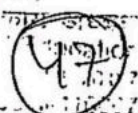
After completion of the course, student will be able to:

1. Develop a comprehensive understanding of educational leadership, and apply these to thinking about their own practice and to examining education policy and practices.
2. Demonstrate situational awareness of the contextual nature of leadership and the ways in which educational context affects leadership.
3. Acquire a thorough understanding of the Leadership landscape in Indian School Context & critically appraise the global & national initiatives taken in the field.
4. Recognize the leadership traits within self and reflect on their role as a prospective leader for cultivating a learning environment.
5. Become equipped to lead progressive change through reflections and practical application of leadership skills.
6. Interpret and transmit knowledge about leadership in response to contemporary challenges.



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11/05/2023



**Number of Units: 4**

**Weeks 15 = 60 hours**

**Unit 1: Understanding Educational Leadership**

**(4 weeks = 16 hours)**

- Educational Leadership: A Conceptual Exploration
- Profiling of a Leader: Distributed Leadership; Pedagogical Leadership & Transformational Leadership; Ethical Leadership
- Factors affecting Leadership: School Context, Personality Type, Leadership Orientation & Demographic Variables
- Challenges to Leading Effectively: Sources and Suggestive Measures

**Unit 2: Educational Leadership in the Indian School Context**


**(3 weeks = 12 hours)**

- School Leadership in the Educational Ecosystem:
  - a) Systemic Leadership: Central, State, and Local leadership
  - b) Teacher leadership
  - c) Student Leadership
  - d) Leading with Community
- Leadership in Response to Changing Policy Environments
  - a) Foundational Stage
  - b) Preparatory Stage
  - c) Middle Stage
  - d) Secondary Stage
- Data-driven Education: A Critical Appraisal of Challenges and Opportunities for Leadership

**Unit 3: Leading Educational Change**

**(5 weeks = 20 hours)**

- Leading Change in Education: What, Why, Where and When of Educational Change
- Key Considerations for driving Educational Change

  
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- a) 3P'S: Principle (Moral Basis); Purpose (Core Business); People (Social Relationship)
  - b) Individual Agency, Power, Views of Knowledge & Context
  - c) Circle of Concern & Circle of Influence
  - d) Conflict Management
  - e) Managing Diversity & Inclusion
- Towards a Transformative Educational Leadership Practice
    - a) Developing Self
    - b) Transforming Teaching-Learning Process
    - c) Building and Leading Teams
    - d) Leading Innovations
    - e) Leading Partnership
    - f) Humanising Review & Feedback Efforts

#### Unit 4: Educational Leadership for the 21<sup>st</sup> Century

(3 weeks = 12 hours)

- Leadership for Sustainability
- Leadership in Crisis and Emergencies
- Leveraging Technology for Leadership
- Synergising Global and Local Concerns through Leadership
- Critical Leadership

#### Practicum/ Suggested Projects / Assignments (Any Two)

1. Reflect on a time when you tried to make a big change in your life. What support systems, including people and processes, were helpful? How did you manage the tension created by this change?
2. Conduct a Situational Analysis of your institute where you are currently engaged (as a student or professional) to identify its strengths, weaknesses, opportunities and threats. Based on the situational analysis, develop Vision and Mission Statements for your institute.
3. Have students conduct interviews with practicing educational leaders, such as school principals, district administrators (BEO, DEO), or education policymakers. Explore the leadership styles, strategies, and experiences of your interviewees, gaining insights into

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the realities of leadership in educational settings. Analyze the interview findings, identify common themes or trends, and design a *leadership skills matrix* for each one of them.

4. Analyze case studies or scenarios depicting real-world challenges faced by educational leaders. Assess the situation, identify potential solutions, and develop action plans to address the issues at hand. Case studies could cover a range of topics such as managing conflict, promoting equity, navigating change, or fostering collaboration.

**Note:** Based on the above, the teacher may design his/her own relevant projects/ assignments.

#### Essential/ Recommended Readings

- Arar, K., & Oplatka, I. (2022). *Advanced theories of educational leadership* (Vol. 14). Springer Nature.
- Bennett, N., Crawford, M., & Cartwright, M. (Eds.). (2003). *Effective educational leadership* (Vol. 1). Sage
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- Chugh, S., Malik, C S., Mythili, N. (2022). NISHTHA 1.0 School Leadership: Concepts and Applications Self Instructional Module for Elementary School Heads and Teachers. New Delhi. National University of Educational Planning and Administration.
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- Douglass, A. L. (2019). Leadership for Quality Early Childhood Education and Care. OECD Education Working Papers, No. 211. *OECD Publishing*.
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- Eaker, R., DuFour, R., & Burnette, R. (2002). *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: National Education Service.
- Earl, L., & Katz, S. (2006). *Leading schools in a data-rich world*. Thousand Oaks, CA: Corwin Press.
- Foss, N. J., Schmidt, J., & Teece, D. J. (2023). Ecosystem leadership as a dynamic capability. *Long range planning*, 56(1), 102270.
- Hallinger, P., & Heck, R. H. (2011). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. In the International

  
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- James, E. A., Milenkiewicz, M. T., & Bucknam, A. (2007). *Participatory action research for educational leadership: Using data-driven decision making to improve schools*. Sage Publications.
- Leithwood, K., Jantzi, D. and Steinbach, R. (1999): *Changing Leadership for Changing Times*, Buckingham: Open University Press.
- Marsh JA and Farrell CF (2015) How leaders can support teachers with data-driven decision making: A framework for understanding capacity building. *Educational Management Administration & Leadership* 43(2): 269-289.
- Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School Leadership that Works: From Research to Results*. Alexandria, Va. Association for Supervision and Curriculum Development.
- National Centre for School Leadership. (2014). *School leadership development: A handbook*. National University of Educational Planning and Administration.
- National College for School Leadership (2001): *Leadership Development Framework*, Nottingham: NCSL.
- National University of Educational Planning and Administration (2021). *Pedagogical Leadership: A handbook for Leading Learning in Schools*.
- Sergiovanni, T. J. (1996). *Leadership for the schoolhouse: How is it different? Why is it important?* Jossey-Bass.
- Sergiovanni, T. J. (2005). *Strengthening the heartbeat: Leading and learning together in schools*. Jossey-Bass.
- Teaching, C. E., & Environments, L. (2009). First results from TALIS. *Teaching and Learning International Survey, OECD*.

#### Teaching Learning Resources (Digital and others):

- Narrating Journey of Change <https://www.youtube.com/watch?v=7LNhNCfJ7C8>
- <https://prerana.education.gov.in/program-structure.php> (Ministry of Education, GOI)
- Micro Improvement Approach of National Digital Educational Architecture
- <https://www.ndear.gov.in/micro-improvements.html>

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- [https://drive.google.com/file/d/1e4cDIYXYT3s\\_OFOAzr8JrIgAKJt5R2kN/view?usp=sharing](https://drive.google.com/file/d/1e4cDIYXYT3s_OFOAzr8JrIgAKJt5R2kN/view?usp=sharing)

### Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

### Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through the end of semester examination.

**Key words:** Educational Change, Leadership, School Improvement, Teacher Leadership



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